

Client. Baird's CMC
Title. Exploring Safety and GBV
Focus. The key considerations in implementing an authentic and legitimate campaign against Gender-Based Violence and Violence Against Children
By. Infusion team
Date. 17 January 2022

Hello

I know from my friends for example... Their families... from my friend's mouth... he never saw them fighting, ever... his parents. Not a day in his life. He's never had a fight with his siblings. Then there's another family on the right where they all fight. Mother and father fight. The children fight with the parents. Everyone fights. There's all those differences now also.

**HOW IS IT THAT THAT FAMILY SEEMS SO PERFECTLY
NORMAL AND THEN THIS ONE HERE SEEMS SO CHAOTIC?**



infusion.

Transforming lives.

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List of abbreviations & Labelling

Abbreviation	Meaning
AIDS	Acquired Immunodeficiency Syndrome
CPF	Community Policing Forum
COVID-19	Coronavirus Disease of 2019
DSD	Department of Social Development
ECD	Early Childhood Development
GBV	Gender-based Violence
GBVF	Gender-based Violence and Femicide
HIV	Human Immunodeficiency Virus
IPV	Intimate Partner Violence
NW	Neighbourhood Watch
NGO	Non-governmental Organisation
NSP	National Strategic Plan
SADC	Southern African Development Community
VAC	Violence Against Children
VAWC	Violence Against Women and Children
VAWG	Violence Against Women and Girls

Group & Order	Labelling of focus group quotes
1st Gender	Female (F); Male (M)
2nd Age	Adult-older than 35 years (A); Youth-between 18 and 35 years old (Y)
3rd Class	Employed (E); Unemployed (U)
4th Race	African (A); Coloured (C); Indian (I); White (W)
5th Religion	Christian (C); Hindu (H); Muslim (M)
6th Geography	Gauteng (GP); Kwazulu-Natal (KZN); Limpopo (LP); Western Cape (WC)

- The Use of Race
 - African, Coloured, Indian, and White are used in this report in the same way as it is used to report on employment equity and broad-based black economic empowerment, it is not used to suggest that race is an intrinsically human characteristic.

Executive Summary

“There is **chivalry behind the prejudice & racism**, instead of just blurting it out like before, they are doing it nicely today.”



Purpose of the #FeelSafe Formative Study

To identify the key considerations in implementing an authentic & legitimate campaign against GBV & VAC with the purpose of institutionalising the safety of women & children

Methodology

Reviewed select recent local & international literature

- Sixteen (16) academic papers, research reports, policy documents & plans

Conducted Twenty-one (21) in-depth Interviews with principals from:

- Community-Based Organisations 5%
- Researchers 19%
- National Stakeholders 24%
- Evidence-Based Projects 52%

Facilitated Twenty-five (25) Focus Group Discussions + Administered

Mini Survey on GBV/VAC Understanding in communities in:

- Gauteng
- Western Cape
- Limpopo
- KwaZulu Natal

Objectives of the #FeelSafe Formative Study

To provide insight on:

- the way South Africans **talk about & refer to** acts of **violence** against women & children (theme 1)
- the way South Africans **talk about & refer to** acts of **safety** for women & children (theme 2)
- **actions** taken by societies to **stop violence** against women & children which can be leveraged by the #FeelSafe campaign/intervention (theme 3)
- **views** of subject matter **experts & key stakeholders** in the GBV & VAC arena

Outputs of the #FeelSafe Formative Study

- Offer input for the **positioning of #FeelSafe in the form of insight into the national conversation that needs to be reframed using a communication campaign**
- Develop a **Theory of Change** that can become the **backbone of a national communication campaign** to gather momentum towards an agreed upon goal

RESEARCH PROCESS

Review of Literature

- Informed the formulation of the In-depth Interview Schedule with Experts

Expert Interviews

- Informed the development of the Focus Group Discussion Guide

Focus Group Discussions

- Informed the creation of the Theory of Change

Underscored

- **Intersectionality & Multiple Theories of Change**
 - It is complex
 - There is not single 'solution'
 - Context matters
 - Combination of **bottom-up** & **top-down** approaches to be inclusive of the unique requirements of individuals, families & communities
 - Establish national goals/values/aspirations
 - Growing evidence on **'what works'**
Collaboration & coordination are conditions for success

Stressed

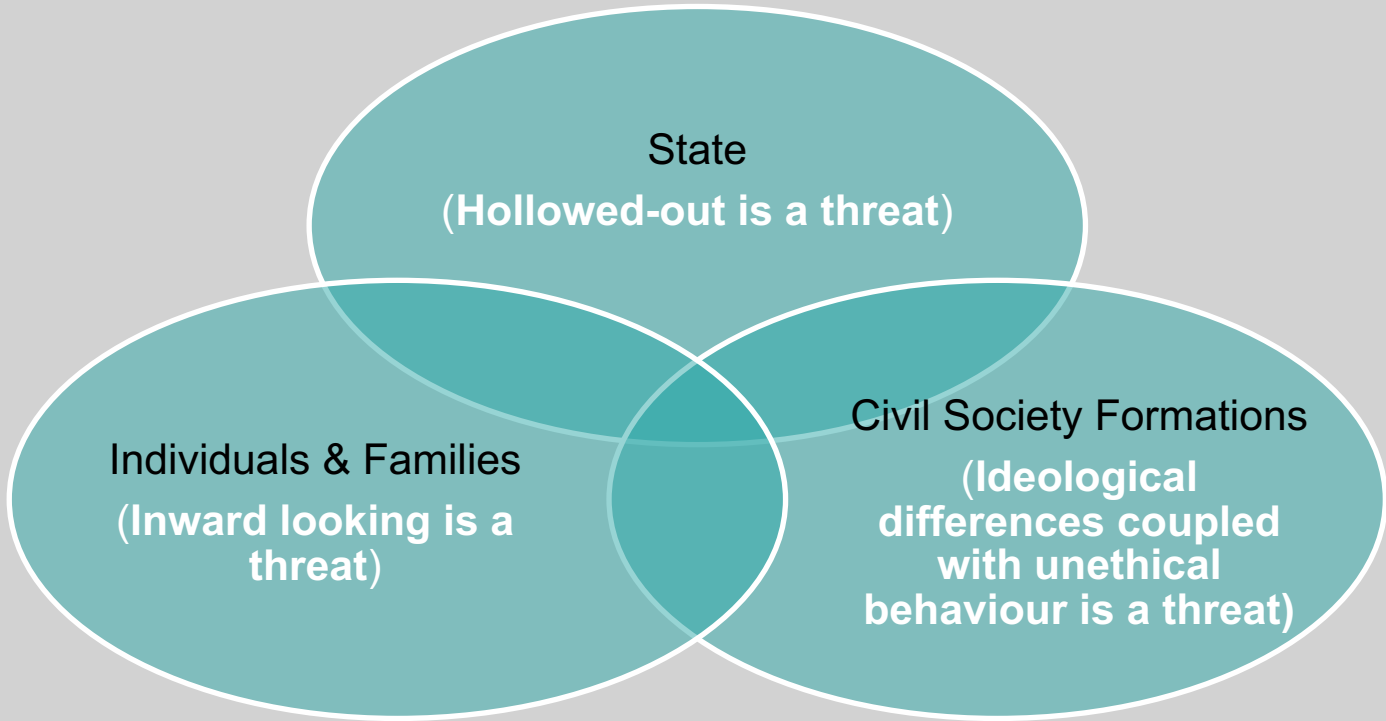
- **GBV & VAC have intensified**
- **There are positive shifts in society in addressing GBV & VAC including political commitment, supporting legislation, media attention & private sector funding**
- **The National Strategic Plan on GBVF is accepted by all stakeholders**
- **There are multiple drivers:**
 - Gender norms, apartheid legacy, patriarchy, normalisation of violence, weak/unequal criminal justice system, financial dependence, domestic violence, alcohol & drug abuse, unconscious bias, marriage, weak basic services, COVID-19 lockdowns

Emphasised

- **Actions required to address:**
 1. Drivers of GBV/VAC
 2. Threat to individual, family & community safety
 3. Changing social patterns
- **Actions should be cognisant of:**
 - the complexity of situations/contexts
 - the difficulty of navigating private & public situations/contexts
 - the necessary knowledge & skills for individuals, families and communities to manage conflict
 - ways in which to mobilise local communities for collective action

It's an Ecosystem!

All elements of South African society need to function optimally & in sync to achieve change in the status quo in GBV & VAC



Institutions (Taken for Granted as Fact, Robust)

The current institutions that normalise violence in South Africa:

- Apartheid legacy of control, oppression, sexism, tribalism, and racism continues to influence behaviour
- Corporal punishment is considered effective and efficient
- Violence is a first response to conflict
- The language used to bully, to undermine, to legitimate violence and to make excuses for violence perpetuates all forms of violence
- Domestic violence is a powerful mechanism socialising children that violence is acceptable
- Weak policing and related sanctioning have created ‘lawlessness’ behaviour
- ACCEPTED: Men must be strong / Men are superior / Men are breadwinners
- Transactional relationship culture
- Shame, taboo, silence & blame the victim = powerful mechanisms perpetuating violence
- Marriage is difficult, women must learn to endure it
- Women must behave modestly
- Religious and cultural beliefs and practices undermine women and children

Ethical Leadership, Co-Ordination & Collaboration are Necessary Conditions for Mobilising Collective Action against GBV & VAC

- South African’s are willing to support local & national actions on condition the organisers are ethical
- Through short-term funding, funders are inadvertently creating competitive behaviour amongst civil society actors (NGOs, CBOs)
- Coordination & collaboration requires continuous effort, consequently there needs to be allocation of resources for sustaining collective action

THE OPPORTUNITY: Institutions Are in Flux

CURRENT SHIFTS IN LEGISLATION & GENERAL AWARENESS OFFERS OPPORTUNITY...

- GBV & VAC is on the national agenda
- Women hold diverse portfolios in all facets of society and it is increasing
- Legislation promoting redress, equity & transformation
- Greater awareness of the quest for equality (gender, LGBTQI+)
- Individuals rights in a Constitutional democracy with the attendant responsibilities
- Families are rearing girls and boys to be equal
- Men are taking on domestic roles

HOWEVER, migration and the lack of means of integration into local communities; urban sprawl especially informal settlements; households facing multiple deprivations and their respective calculus of risk, and populism and its attendant othering are factors that may contribute to uncertainty and should be considered for mitigation.

THEME 1: SAFETY

Conceptualising Safety

Experts' View

Effective Criminal Justice System

Quality Response to GBV/VAC

Safety as a Commons

Basic Income Grant

Strengthen Families (Positive Parenting)

Change the Language Used to Talk About GBV/VAC

Focus Group Participants' View

Keeping an Adult Safe

Vigilance (Individual & Collective)

Economic Empowerment for Women

Right for Women to Own Land & Property

Control Alcohol & Drug Availability

Create Paid Job Opportunities for All

Education (GBV, Conflict Resolution, Reporting)

Religion (Keeping Your Faith)

Develop Safety Heuristics

Keeping a Child Safe

Positive Discipline

Control the Environment (Home & School)

Constant Monitoring

Raising the Child with Love, Trust & Security

Teach Safety Lessons Via Open Communication

Self Defense & Sport (Recreational)

Technology

THEME 1: SAFETY

FOCUS Group Participants are DISTRESSED about Threats to Their Safety

THREAT: PREJUDICE

Class

Sexism

Racism

Body Image

Tribalism

Religious Tenets and Practices

Anti-LGBTQI+

Othering

THREAT: POLITICAL

Patronage

Corruption

THREAT: COMMUNITY

Vigilantism

Kidnappings

Youth Gangs

Criminals Using 'Crying Women' as Decoys

THREAT: PUBLIC SERVICES

Lack of Recreational Facilities

Weak Policing

Loadshedding

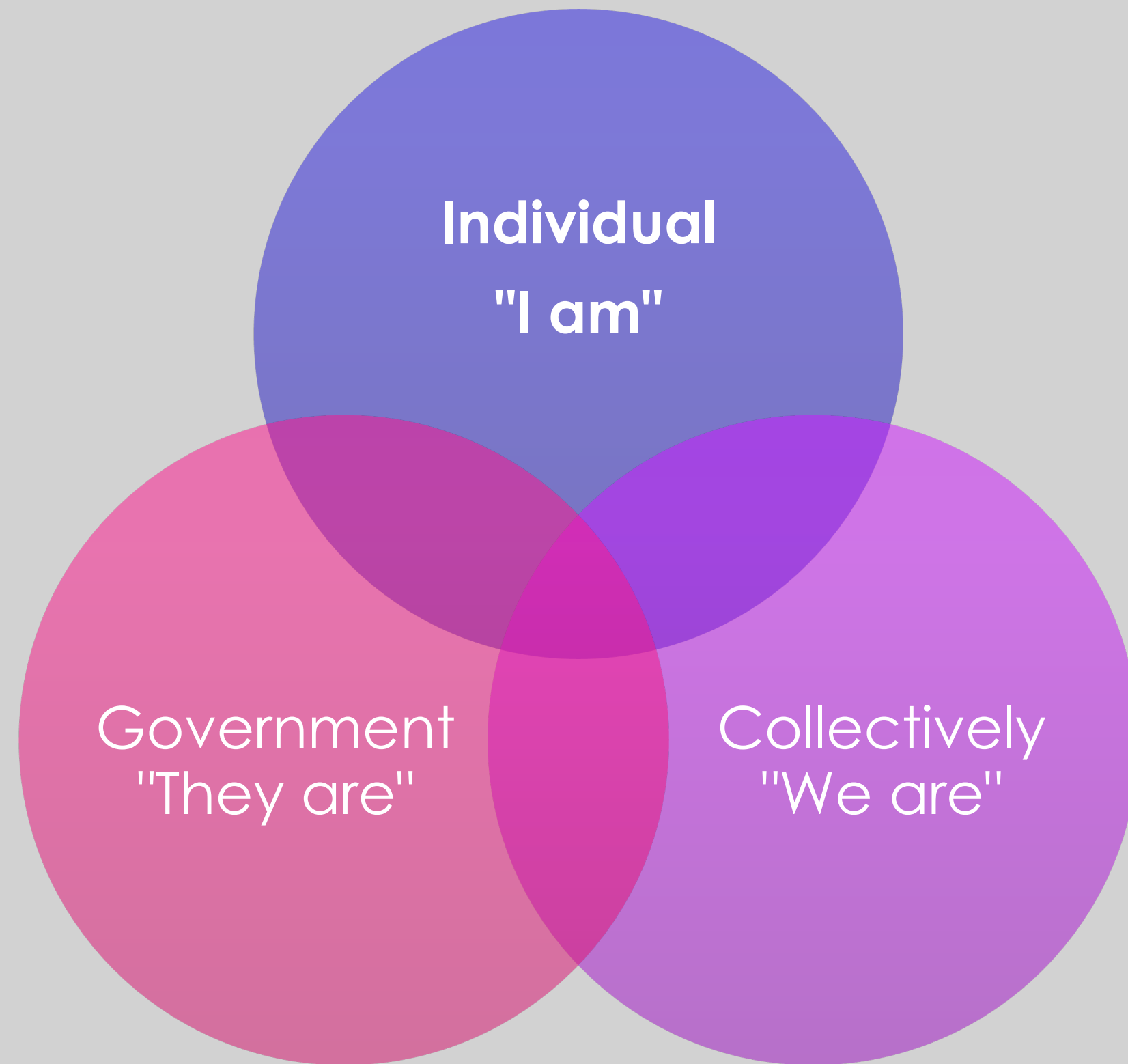
Destruction of Public Infrastructure

Living in Informal Housing and Settlements

Decline in Public Transport Options

THEME 1: SAFETY

WHO is Responsible for Safety?



People realise that ultimately they are responsible for their own safety

They also realise that **this works much better when the community, in which they live, join forces to secure everyone's safety**

People do feel that...

Business Leaders can do much, much more

Religious leaders should take a stand on GBV & VAC

People **WANT TO SEE A STRONGER RESPONSE FROM GOVERNMENT, THE POLICE, THE LOCAL COUNCILLORS/ TRADITIONAL LEADERS**

THEME 2: VIOLENCE

Drivers of GBV/VAC

Focus Group
Participants Say...

- Gender Norms
- Apartheid Legacy
- Patriarchy
- Normalisation of Violence
- Weak/Unequal Criminal Justice System
- Financial Dependence
- Domestic Violence
- Alcohol & Drugs
- Unconscious Bias
- Marriage (Divorce is not an Option)
- Weak Basic Services
- COVID-19 Lockdowns

- Normalising Violence
- Socialisation (Institutions) that Permits Violence
- Money (Power Relations & Transactional Relations)
- Alcohol & Drugs
- No Consensus on Sexual Consent
- Unemployment
- Unhealthy Relationships
- Poverty
- Egregious Verbal Abuse as a Trigger for Violence
- Mental Health Issues not Adequately Addressed
- Social Media
- Fear of Perpetrator

Experts Say...

**KEY INSIGHT:
DEPRIVATION DRIVES VIOLENCE**

Growing Shift Towards a Consciousness of Equality & Related Contestations

- **Women in the labour force**
 - Women in diverse professions & in senior management
 - Women struggling to come to terms with their new roles - **the notion (fact) that men are the breadwinners remains intact**
- **Women as equal**
 - Interpreted as **'women being more powerful'**
 - More education needed on how equality works in the home
- **Girls & boys are increasingly being socialised as equals**
- **Broad-based Black Economic Empowerment is seen as giving women 'more power' instead of redress**
- **Increased awareness & acceptance of LGBTQI+ in communities**
- **Religion is no longer dominant as the 'moral compass'**

Growing Practice of Removing Gender-Roles is Creating Cognitive Dissonance

- **Difficulties in society to accept men as homemakers** even though the number is slowly increasing. They are laughed at by their male peers
- **While men are beginning to contribute to household chores & rearing the children; it is frowned upon by family members, especially mothers & mothers-in-law**
- **More people cohabiting make it easier for them to leave abusive relationships**

Migration & Immigration

- **Communities are in constant flux, new families moving into areas with no mechanism of integration**

"Bear in mind, we live with **many kids here and about 30% of them are not from this area**, they are only here for school." (M,A,U,A,LP)
- **Rapid development of informal settlements around formal suburbs**
- **Individual household focus internally on their family rather than outwardly on their community**

"What I mean is that **we don't get along** and if something happens, **no one will do anything**." (F,Y,E,A,LP)

Constitutional Democracy

- **There is a perception that individual rights are underscored compared to responsibility & limitations**

"There's been such a lot of **emphasis in our country, especially on rights and everybody's rights, but not that the rights come with responsibilities... everybody just thinks I do have the right and I'll enforce my rights**. But I'm not willing to take the responsibility that comes with the right." (F,A,E,W,GP)

"I say it's the government's fault. **They overdid it with the rights**. Everyone has rights. Some things, you can just see, are unnecessary. **If everyone has rights, then who shouldn't be allowed to have them?**" (M,Y,U,A,WC)

THEME 3: ACTION

INTERVENTION IS COMPLEX

Two stories were narrated by respondents on the complexity of interventions...

1. A lady tried to assist a teenager who posted something worrying on her social status. **She spoke to the teen and then shared the information with the teen's mother.**
The teen was very upset because her mother 'overreacted'. **She later committed suicide.**
2. Neighbours ran to a home where they heard a young woman screaming. When the boyfriend saw them approaching, **he shot his girlfriend and then killed himself.**

Speaking about Intervention People said...

"We Do Intervene."

- Stop & help the victim
- Call the police when there are physical fights (including intimate partner violence)
- Report to the police/teacher/social services when child abuse is suspected
- Talk to the child when abuse is suspected
- Call the private security companies operating in the area & put messages on the area WhatsApp security group
- Confront perpetrators
- Provide psychosocial support (especially listening and not judging)
- Provide **conditional** support in intimate partner violence (victim must leave the partner)
- **RATHER BEAT THE PERPETRATOR "IF IT IS MY CHILD" THAN LOOK FOR PROFESSIONAL HELP**

"We Do Very Little Because..."

- It is trespassing into private domains
- It is difficult to intervene when family are the perpetrators - too many different responsibilities & emotions
- Only family can intervene in marriage relationships
- It is difficult to respond to a situation without having full information
- Not sure about my personal safety / Need to consider the risks
- They (victim & perpetrator) will turn on you
- More cautious when it is intimate partner violence in gay relationships because "it was their choice, they are equal, and you will be considered gay"

THE WAY FORWARD... What must be DONE?

Experts Data

Create National Awareness	Foster Unity Across Race & Class	Recognise Positionality & Intersectionality	Include Men and Boys
#CantBeBusinessAsUsualFriday	Monthly Barometer	Train Actors in the Criminal Justice System	Monitor Police and Court Services in Poor Communities
Include Gender Studies in the School Curriculum	Create Children's Media Capability	Reclaim Schools from Bullying	Strengthen Families
Strengthen Local Community Response	Private & Public Companies Review their Policies & Practices	Good Leadership Across Society	Train Journalist
Constant Reporting in the Media	Messaging that Reflects Lived Experiences of Women & Girls	Draw on Lessons from HIV/AIDS Prevention & Response	Take a Rights-based Approach and Make this Knowledge Accessible to All

Focus Group Data

Positive Parenting	Free/Affordable Daycare	Partner with Schools to Enhance Messages of Peace & Security	Self-defense
Increase Sports & Recreation Facilities in Communities	Speak Up, Call Out to Prevent Normalising Violence	Open Conversation & Active Listening	Help Victims Through the Process of Disclosure & Options
Reflect on Cultural Practices	Strengthen Community Policing Forum & Neighborhood Watch	Skills for a Safer Society (Conflict Resolution/ Anger Management/ Bystander)	Clamp Down on Drugs & Alcohol
Tracking Technology			

Types of Interventions

Strengthen Safety Capabilities	Monitoring	Partnerships & Leadership	Social Cohesion	Review Institutions (Marriage, Apartheid Legacy, Corporal Punishment, Patriarchy)	Expand & Strengthen Basic Services	Education, Knowledge & Skills	Control over Alcohol & Drugs
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ENSURING IMPACT: ALIGNMENT

Aligning GBVF NSP & the Data

GBVF NSP (Six Pillars)	Types of Interventions	Theories of Change/Action	Fields (Arenas) for Action
1. Accountability, Coordination & Leadership	Partnerships & Leaderships to Leverage Organisations	Legislation Intervention	Governance**
2. Prevention & Rebuilding Social Cohesion	Social Cohesion through Fostering Unity Reduction in Alcohol & Drugs Use	Social Cohesion Right-based Approach	
3. Justice, Safety & Protection	Strengthen Safety Capabilities at Local Level Education & Skills to Promote Peace & Safety	Effective Criminal Justice System Education, Knowledge of Rights & Interaction Skills	Safety as a Commons***
4. Response, Care, Support & Healing	Expand & Strengthen Basic Services	Expand & Strengthen Basic Services	Quality Basic Services
5. Economic Power	Reflect on Institutions* that are Harmful to Individuals	Factors Contributing to Substantive Equality	*** Commons = Notion of Common Pool Resources (Elinor Ostrom) • Examples of Common Pool Resources: air, oceans, grazing land used by many and can result in degradation/reduction when there is a lack of collective management • For this study: Commons is used as collective management of local safety and the related provision of services. It takes a polycentric approach to the provision of safety services. This is not the same as public goods that are provided by the state i.e. Police. • Safety as a Commons requires collective management of products & services that will guarantee safety drawing on multiple service providers that have different ownership models. • The approach is local & sensitive to context – a grassroots methodology.
6. Research & Information Management	Monitoring Services that Enhance Peace & Safety	Monitoring Compliance	

* Institutions cover all aspects of human engagement that are repetitive & require collaboration for intended outcomes. The rules, norms & strategies that are crafted to make the interactions predictable. Consequently, it includes the marketplace & the labour market. **As such it covers the economic empowerment of women.**

** Governance is used here to refer to the collective institutions that enable & promote substantive equality and rights. Interventions will require legislation, policies, regulations, norms & strategies that promote equality and freedoms. It also includes the monitoring of compliance thereof. **The approach is national and guided by goals & aspirations.**

Theory of Change: Movements
What are we working towards?



Conclusion

Awareness of violence against women and children is **HIGH** amongst respondents and they have a **deep understanding** of the **causes of violence** and **ways to mitigate and prevent it**.

In their own spaces they are **trying to keep themselves & their families safe** and to **aid victims/survivors of violence**.

Unfortunately, THEY ARE OVERWHELMED by:

1. The high levels of poverty, unemployment & inequality.
2. Corruption.
3. Social, cultural & religious institutions that are promoting inequality.
4. Weak delivery of basic services.
5. Destruction of infrastructure.
6. Non-existent leadership by government, business, traditional authorities & religious organisations.

Nonetheless, they are ready to engage in collective action and to reclaim their local public spaces. They will **heed the call to act locally** when there is **TRUST** in the organisers and transparency of their actions.

Behaviour change requires a movement that recognises that **GBV & VAC are systemic and...**

1. Built on protecting & defending rights.
2. Steeped in evidence & practice-based knowledge.
3. Making knowledge about rights and the systemic nature of the drivers of GBV accessible to all.
4. Acting simultaneously on multiple fronts.
5. Combining top-down & bottom-up approaches.
6. Being sensitive to individual contexts and the interaction with systemic factors.

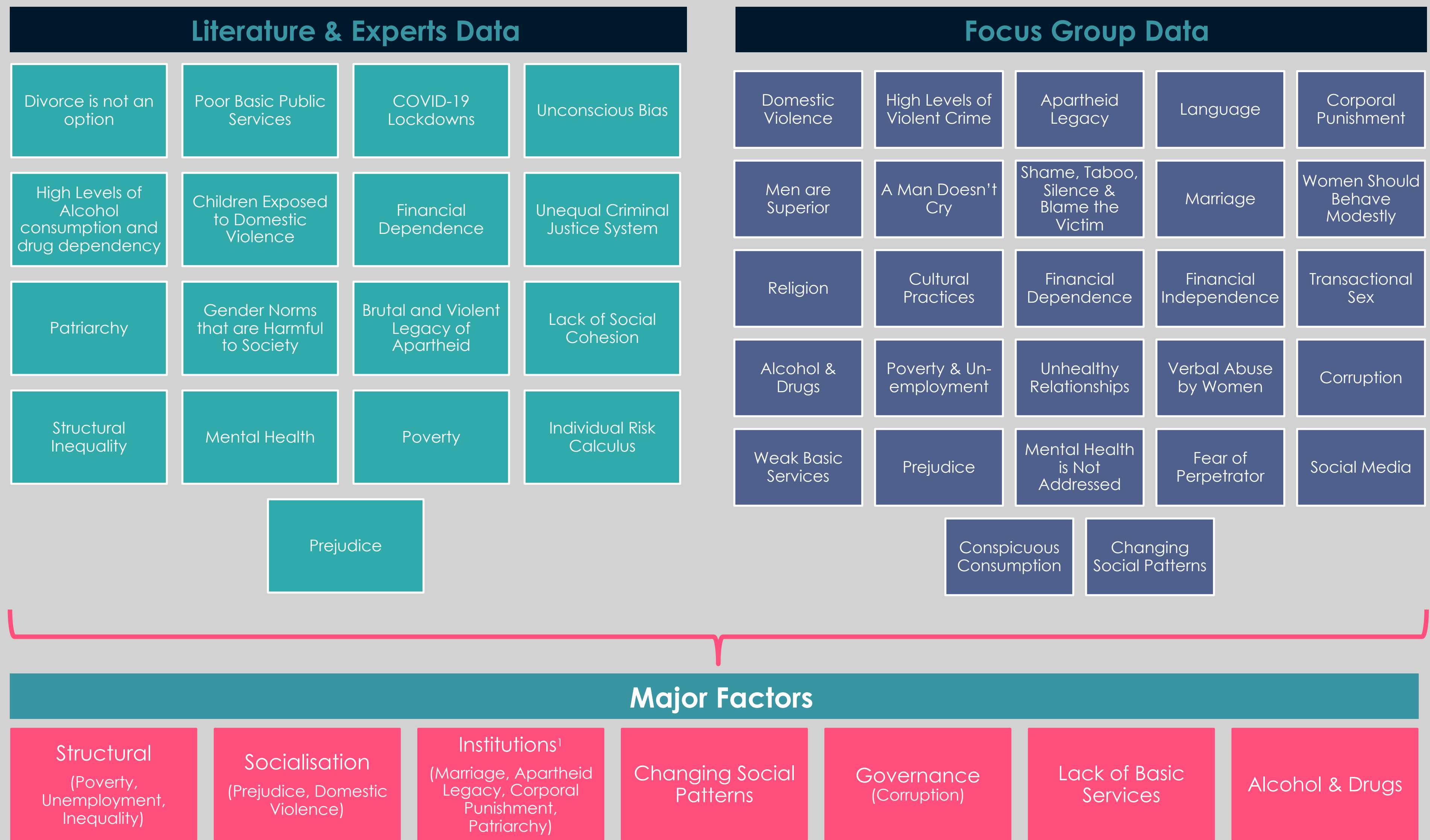
Theory of Change & Stakeholder Map

"We owe our children – the most vulnerable citizens in any society – a life free from violence & fear. In order to ensure this, we must be tireless in our efforts not only to attain peace, justice & prosperity for countries, but also for communities and members of the same family. We must address the roots of violence. Only then will we **TRANSFORM THE PAST CENTURY'S LEGACY FROM A CRUSHING BURDEN INTO A CAUTIONARY LESSON.**"

Nelson Mandela, 2002, Forward to the first world report on violence and health.



What the Data Says... Drivers of GBV/VAC in SA



What the Data Says... Possibilities in SA

Experts Data

Create National Awareness	Foster Unity Across Race & Class	Recognise Positionality & Intersectionality	Include Men and Boys
#CantBeBusinessAsUsualFriday	Monthly Barometer	Train Actors in the Criminal Justice System	Monitor Police and Court Services in Poor Communities
Include Gender Studies in the School Curriculum	Create Children's Media Capability	Reclaim Schools from Bullying	Strengthen Families
Strengthen Local Community Response	Private & Public Companies Review their Policies & Practices	Good Leadership Across Society	Train Journalist
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Tracking Technology			

Types of Interventions

Strengthen Safety Capabilities	Monitoring	Partnerships & Leadership	Social Cohesion	Review Institutions (Marriage, Apartheid Legacy, Corporal Punishment, Patriarchy)	Expand & Strengthen Basic Services	Education, Knowledge & Skills	Control over Alcohol & Drugs
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What Evidence- & Practice-Based Knowledge Says...

Evidence-Based Knowledge

What Works

- Economic transfer programmes
- Parenting programmes to prevent IPV & child maltreatment
- Combine economic & social empowerment programmes targeting women
- Community activism to shift harmful gender attitudes, roles & social norms
- School-based interventions to prevent dating or sexual violence
- School-based interventions for peer violence
- Interventions that work with individuals and/or couples to reduce their alcohol and/or substance abuse (with or without prevention elements)
- Couples' interventions (focused on transforming gender relations within the couple or addressing alcohol & violence in relationships)
- Interventions with female sex workers to reduce violence by clients/police/strangers (i.e., non-intimate partners) through empowerment/collectivisation or alcohol & substance use reduction

Practice-Based Knowledge

- **Rules in the form of enacting legislation are critical in creating awareness and changing institutions, the success depends on...**
 - Trust in the lawmakers
 - Alignment with public sentiment
 - Monitoring compliance
 - Reasonable or graduated sanctions for noncompliance to prevent crowding-out
- **Taking a rights-based approach. This requires that...**
 - Knowledge is made accessible to all
 - Mobilising around rights informed by sound knowledge
 - Continuing education on rights as well as on forms of oppression and inequality
- **Remove barriers to facilitate substantive equality and freedoms**
- **Interventions should be sensitive to local contexts and the related ecochains, especially in the knowledge networks**
- **Behavioural economics may be useful...**
 - Understand the way individuals calculate risk, costs and benefits
 - Identify the mechanisms that enable particular behaviours
 - The reasons for value – social discounting
- **Social cohesion to enable collective mobilization.**

Therefore, a combination of TOP-DOWN & BOTTOM-UP processes are imperative in the design of interventions.

Bottom-up processes will enable factoring in risks & local contexts.

Top-down processes will identify intended outcomes and national goals & aspirations

Types of Theories of Change/Action

Legislation Interventions (Rules)

Effective Criminal Justice System (Sanctions)

Factors Contributing to Substantive Equality (Mechanisms)

Social Cohesion (Collective Action)

Monitoring Compliance (Rules & Sanctions)

Expand & Strengthen Basic Services (Resources)

Education, Knowledge of Rights & Interaction Skills (Capabilities)

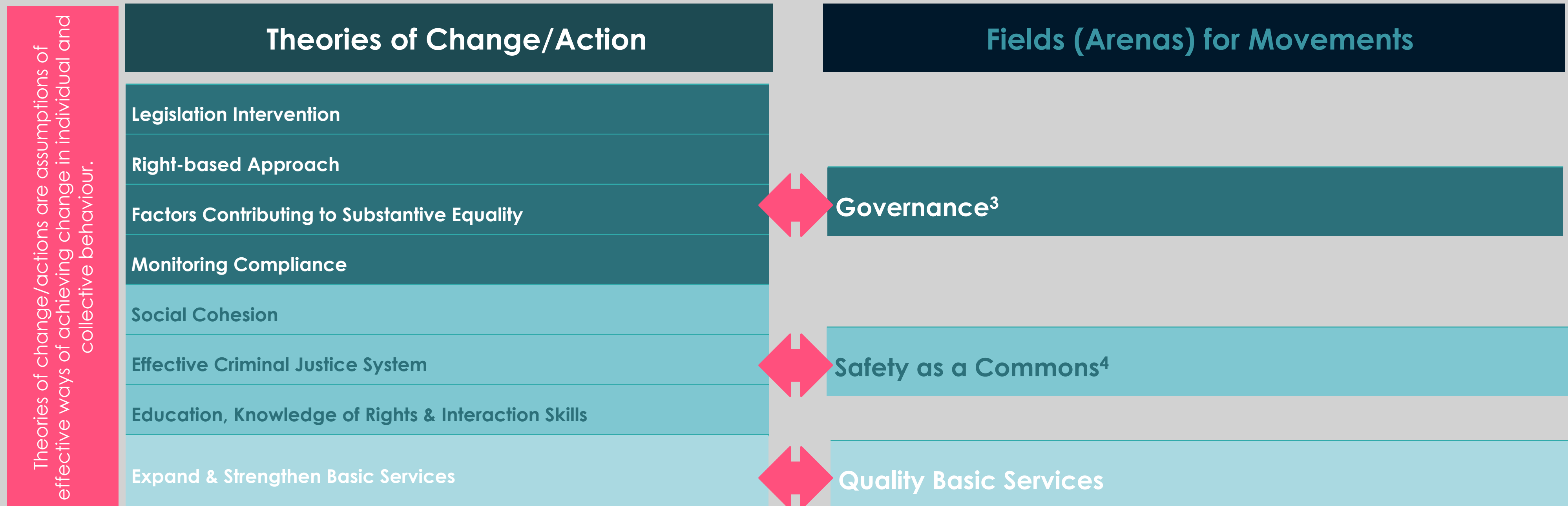
Rights-Based Approach (Mechanisms)

Aligning GBVF NSP & the Data

GBVF NSP (Six Pillars)	Types of Interventions	Theories of Change/Action
1. Accountability, Coordination & Leadership	Partnerships & Leaderships to Leverage Organisations	Legislation Intervention
2. Prevention & Rebuilding Social Cohesion	Social Cohesion through Fostering Unity Reduction in Alcohol & Drugs Use	Social Cohesion Right-based Approach
3. Justice, Safety & Protection	Strengthen Safety Capabilities at Local Level Education & Skills to Promote Peace & Safety	Effective Criminal Justice System Education, Knowledge of Rights & Interaction Skills
4. Response, Care, Support & Healing	Expand & Strengthen Basic Services	Expand & Strengthen Basic Services
5. Economic Power	Reflect on Institutions that are Harmful to Individuals	Factors Contributing to Substantive Equality
6. Research & Information Management	Monitoring Services that Enhance Peace & Safety	Monitoring Compliance

2. Institutions cover all aspects of human engagement that are repetitive & require collaboration for intended outcomes. The rules, norms & strategies that are crafted to make the interactions predictable. Consequently, it includes the marketplace & the labour market. **As such it covers the economic empowerment of women.**

Theories of Change and Fields (Arenas) for Movements



• 3. Governance

- Used here to refer to the collective institutions that enable & promote substantive equality and rights.
- Interventions will require legislation, policies, regulations, norms & strategies that promote equality and freedoms. It also includes the monitoring of compliance thereof.
- **The approach is national and guided by goals & aspirations.**

4. Commons = Notion of Common Pool Resources (Elinor Ostrom)

- Examples of Common Pool Resources: air, oceans, grazing land used by many and can result in degradation/reduction when there is a lack of collective management
- For this study: Commons is used as collective management of local safety and the related provision of services. It takes a polycentric approach to the provision of safety services. This is not the same as public goods that are provided by the state i.e. Police.
- Safety as a Commons requires collective management of products & services that will guarantee safety drawing on multiple service providers that have different ownership models.
- **The approach is local & sensitive to context – a grassroots methodology.**



Theory of Change:
Reducing Violence in Schools

Long-Term Outcome

Medium-Term Outcomes

Outputs

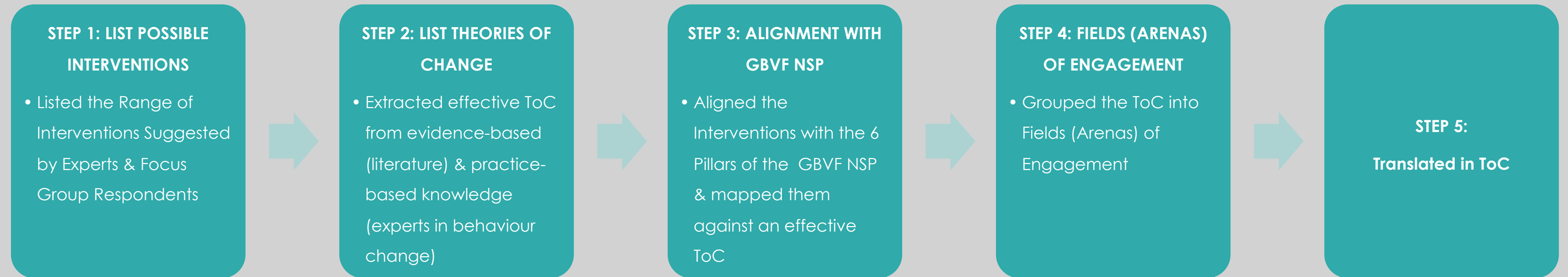
Inputs

SCHOOL IS A SAFE ENVIRONMENT FOR EVERYONE					
Evidence-Based Intervention		Learners Have Skills to Keep them Safe	School Capacity in Ensuring Safety is Enhanced	Reduction in Violence	Improve School-Parent Relationships
Evidence-Based Safety Programme	Stakeholders Committed to the school	Training of all Stakeholders in the Safety Programme	Basic Functional school	Parents Committed to School	Data on school Safety Programme
Design Safety across the Curricula	Create a Large Stakeholder Forum	Safety Across the Curriculum Interventions	Strengthen Schools' Capability Set	Strengthen Parents-School Partnership	Monitor, Evaluation & Enhance Implementation
1. Conduct review of literature on effective school safety interventions. 2. Conduct formative primary research to understand contexts, risk factors & to identify possible mechanisms for change. 3. Design draft intervention to share with all stakeholders for finalization.	1. Identify all the stakeholders that are: • affected by the school environment. • responsible for children's safety.	1. Design a training programme for safety across the curriculum. 2. Conduct training on the programme with: • Teachers • Parents • Stakeholders 3. Design Activities i.e.: • Conflict resolution • Language • Peer Pressure • Bullying • Peace • Saying no to drugs & alcohol	1. Help teachers with positive discipline methods. 2. Strengthen management capabilities. 3. Enhance teachers' conflict resolution methodology. 4. Implement activities for learners.	1. Allocate Resources to • Design a safety intervention with parents. • Meet monthly with parents on sharing ideas & monitoring implementation of intervention • Allow parents to help the school with extracurricular activities - around interventions related to safety. • Encourage parents to be part of the daily duties in keeping the school safe	1. Formulate monitoring & evaluation plan. 2. Implement monitoring & evaluation. 3. Share learnings. 4. Encourage constant revision based on evidence.
RISKS					
Corporal Punishment is Still Practiced	Parents Remain Apathetic	Child-Headed Households	Teachers Have Weak Capabilities for Curriculum Integration	Weak School Management (Dysfunctional Schools)	
ASSUMPTIONS ABOUT CHANGE					
Integrate Safety Across the Curricula		Reinforce School Messages in the Home	School Ethos of Non-Violence		Strengthening Teacher-Learner Relationships

Note: This slide offers **AN EXAMPLE** to demonstrate that each intervention decided on will have its own Theory of Change after research on that intervention.

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Guide: How to construct a Theory of Change using Data



For this study

- The proposed ToC is for a movement that will strengthen three fields of engagement
- As such, objectives for each field are articulated instead of an exhaustive list of inputs/activities; which is impossible give the scope of work required
- The objectives encourage innovation to create a large & robust portfolio of effective interventions

Vocabulary

- **Assumptions:** Describe the beliefs on the way change will happen & the necessary conditions for success
- **Risks:** Potential change in environment that will compromise the success of the intervention
- **Inputs:** Resources that are required to do the work
- **Activities:** Work that is done
- **Outputs:** Products of the work
- **Outcomes:** Intended behaviour change

Stakeholder Engagement

"There is no unity. If it was there, a lot of things would change. We need unity."

Government	Criminal Justice System	Police, CPF & NW	Community	Schools	Families	Media	Business	Religion
DRIVERS OF ENGAGEMENT •PATRON: The President •Drive gender equality •Audits & Legislation •Poverty alleviation & income opportunities •Basic Income Grant •Enhance basic service delivery •Reward broad-based support for the GBVF NSP	DRIVERS OF ENGAGEMENT •PATRON: ? •There must be consequences to violence •Strengthen efforts focused on the justice system •Ensure the justice system is survivor-friendly •Transparent monitoring & reporting	DRIVERS OF ENGAGEMENT •PATRON: ? •Partnerships to strengthen safety capabilities at local level •Optimise resources •Be guardians of one-another •Transparent monitoring •Community response as part of community building •Training & capability development •Technology	DRIVERS OF ENGAGEMENT •PATRON: i.e. Makazole Mapimpi •Engagement programmes to foster social cohesion •Secure & develop community assets (care centres, playgrounds, etc.) •Education & Skills for peace & safety •Sport & Self-defense •Whistle blower protection (technology)	DRIVERS OF ENGAGEMENT •PATRON: ? •Adapt the curriculum to enhance learner insights & participation in a peaceful & safe society •Sport & Self-defense •Children as journalists •Open conversations on GBV & VAC	DRIVERS OF ENGAGEMENT •PATRON: ? •Positive parenting •Conflict resolution, anger management & bystander capabilities •Reduction in alcohol & drug usage •Open conversations on GBV & VAC	DRIVERS OF ENGAGEMENT •PATRON: ? •Monitoring - be the watchdog – barometer to keep cases visible & systems tracked •Responsibly report on 'lived experiences' of survivors •Reflect on institutions that are harmful for people	DRIVERS OF ENGAGEMENT •PATRON: ? •Foster partnerships & take the lead •Ensure policies & practices are aligned to combat GBV in the workplace •Drive gender equality on every level •Ensure a legitimate approach to build trust •Open conversations on GBV & VAC	DRIVERS OF ENGAGEMENT •PATRON: ? •Leaders in the communities standing up for gender equality •Reflect on institutions that are harmful •Education & skills development to promote peace & safety •Open conversations on GBV & VAC

Summary Findings

Project overview
Literature underscores...
Expert Input...
People say...



Purpose of the #FeelSafe Formative Study

- To identify the key considerations in implementing an authentic & legitimate campaign against GBV & VAC with the purpose of institutionalising the safety of women & children.

Methodology

- **Twenty-one (21) In-depth Interviews**
 - Community-Based Organisations 5%
 - Researchers 19%
 - National Stakeholders 24%
 - Evidence-Based Projects 52%
- **Twenty-five (25) Focus Group Discussions + Mini Survey on GBV/VAC Understanding**
 - Gauteng
 - Western Cape
 - Limpopo
 - KwaZulu Natal
- **Select recent local & international literature**
 - Sixteen (16) academic papers, research reports, policy documents, & plans

Objectives of the #FeelSafe Formative Study

- To provide insight on:
 - the way South Africans **talk about & refer to** acts of **violence** against women & children.
 - the way South Africans **talk about & refer to** acts of **safety** for women & children.
 - **actions** taken by societies to **stop violence** against women & children which can be leveraged by the #FeelSafe Campaign/Intervention.
 - **views** of subject matter **experts & key stakeholders** in the GBV & VAC arena.

Outputs of the #FeelSafe Formative Study

- Offer input for the **positioning of #FeelSafe** in the form of **insight into the national conversation that needs to be reframed using a communication campaign.**
- **Develop a Theory of Change** that can become the **backbone of a national communication campaign** to gather momentum towards an agreed upon goal.
- **Unpacking the results in relation to stakeholder engagement.**

Intersectionality

- Literature underscores that violence, GBV & VAC is intersectional. As such it is **COMPLEX**, and all forms of interventions should be cognisant of the following:
 - i. There are **MULTIPLE Theories of Change/Actions**. The selection should be **EVIDENCE-BASED** and/or **PRACTICE-BASED**.
 - ii. **CONTEXT MATTERS** therefor interventions should be based on the unique characteristics of the local ecosystem (**ECOCHAIN**). Therefore, a **BOTTOM-UP (grassroots level)** approach is necessary to **get people involved** while is **TOP-DOWN** approach is required to strengthen the justice system & legislation.
 - iii. Take an **INCLUSIVE approach** in design, implementation, learning & research in interventions that focus on VAWG.
 - iv. Take a **SURVIVOR LENS** in design, implantation, learning & research in interventions that focus on GBV.
 - v. It requires intensive **COLLABORATION** & **COORDINATION**.

Literature Underscores...

Economic Impact of GBV

- **Economic impact of GBV is significant**
 - i. Global cost of VAWG (public, private & social) = **approximately 2% of global GDP, or USD1.5trillion** (prior to the upsurge during the pandemic).
 - ii. For South Africa, current sources still refer to a 2014 KPMG study that estimated the cost of **VAWC at 0.9% to 1.3% of GDP** in 2012/13. This roughly translated to **R28.4 billion to R42.4billion**. This included second generation costs which related to children witnessing & living with violence such as increased juvenile & adult crime. Furthermore, it emphasises the larger **LOSS** due to the **MULTIPLIER EFFECT** as a result of less money circulating in the economy.

Growing Evidence on What Works to Prevent Violence Locally & Internationally

- **In South Africa:**
 - i. The **Gender-Based Violence & Femicide National Strategic Plan** is informed by the current body of evidence- & practice-based knowledge – the plan is supported by leaders and experts in the arena.
 - ii. The **Annual Governance, Public Safety & Justice Survey**.
- **Globally:**
 - i. The **World Health Organisation** has the **RESPECT guide** for preventing violence against women & the **World Report on Violence and Health**.
 - ii. The **What Works to prevent violence global programme** (headed by South African Prof Rachel Jewkes)

Expert Input... (1/3)

Current Status Quo

- GBV & VAC have **intensified**.
- There are **positive shifts** in addressing GBV & VAC.
 - **Political leadership acknowledging** that GBV & VAC is a threat to society.
 - **Excellent legislation** promulgated and to be signed.
 - The development of the **National Strategic Plan on GBVF**
 - Ratification of the **ILO's Convention 190** on the elimination of violence & harassment in the workplace.
 - **Companies** are now considering funding GBV & VAC tapping into their **CSI funds**.
 - Increasing support for victims/survivors on various **social media platforms**.

Threats to the Implementation of the NSP GBVF

- **Limited coordination**
- **Inadequate resourcing**
- **Constant competition for resources amongst civil society organisations**
- **Lack of transparency on reporting**
- **Short-term funding cycles by donors**

Characteristics of Legitimate Interventions

ACKNOWLEDGE COMPLEXITY	Educational	Evidence-Based
	Bottom-Up	Holistic
Encourage Intergenerational Dialogues	Balance Resource Across the 6 Pillars of NSP	Put Victims/ Survivors First
	INCLUSIVE Lens	
	Address Root Causes	

Expert Input... (2/3)

Drivers/Root Causes



Interventions

STRENGTHEN THE CRIMINAL JUSTICE SYSTEM & MAKE IT FRIENDLY FOR VICTIMS/ SURVIVORS	Reduction in General Violence	Make GBV/VAC Non-Permissible	Economic Empowerment
Create Awareness Amongst Children About Gender Norms	Creating Awareness Amongst Children About Personal Safety	Children Orphaned by HIV/AIDS	Sexual & Reproductive Health and Rights with Youth
Emphasise Kindness & Mindfulness in Messaging	Shelters	Psychosocial support	Small Group Dialogues
Monitor Media	Education	Positive Parenting	Support for Couples
Bystander Programme	Safe Spaces for Men for Counselling	Mental Health Support for Service Provider (in Response)	Support Different Healing Processes
Intergenerational Healing	Strengthen the #NotInMyName movement	Invest in Research	

Expert Input... (3/3)

Conceptualisation of Safety



How to Mobilise Collective Action

Train the Actors in the Criminal Justice Systems	Recognise Positionality & Intersectionality	Monitor Police & Court Services in Poor Communities	Strengthen Local Community Response to GBV/VAC
Create National Awareness	Include Gender Studies in the School Curriculum	Reclaim Schools From Bullying & Violence	Strengthen Families
Foster Unity Across Race & Class	Include Men & Boys	Constant Reporting in the Media	Create A Monthly Barometer
#CantBeBusinessAsUsualFriday (publish cases every Friday)	Create Children's Media Capability (child journalism)	Messaging that Reflects Lived Experiences	Train Journalist to Report GBV/VAC Correctly
Draw on Lessons from HIV/AIDS Prevention/Response	Good Leadership	Private/Public Companies to Review their Policies & Practices	

Safety: People Said...

Where I Feel Safe

In order of frequency:



% of my life that I Feel Safe

Overall, roughly people feel safe 60% of the time

- **Female** respondents feel safe **46%** of the time
- **Male** respondents feel safe **72%** of the time
- **African** respondents feel safe **57%** of the time
- **Coloured** respondents feel safe **46%** of the time
- **Indian** respondents feel safe **75%** of the time
- **White** respondents feel safe **71%** of the time
- **Adult** respondents feel safe **62%** of the time
- **Youth** respondents feel safe **57%** of the time
- **Employed** respondents feel safe **72%** of the time
- **Unemployed** respondents feel safe **50%** of the time

INTERSECTIONALITY

Race, Sex, Age & Employment
appear to affect % of feeling safe

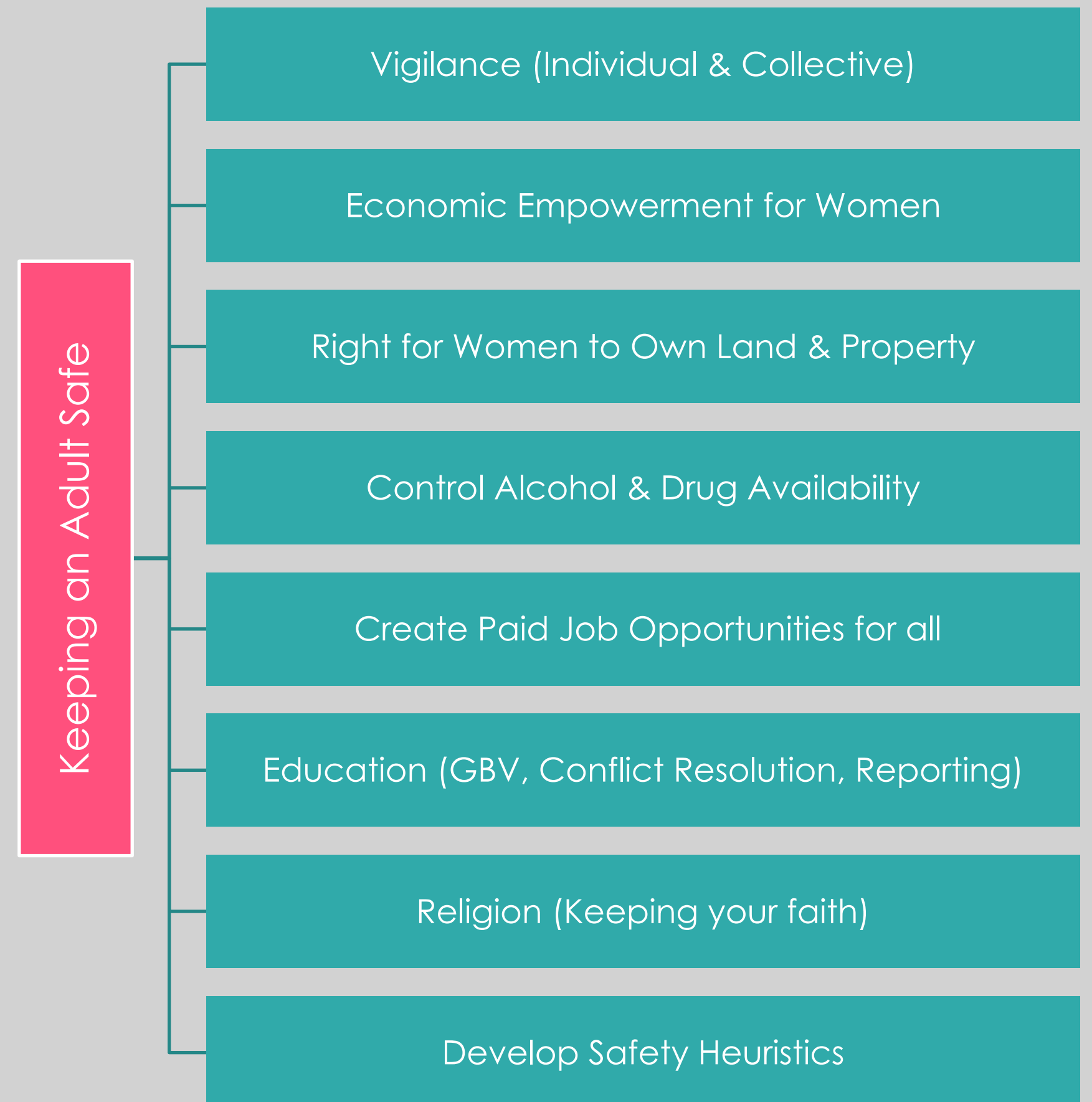
"It's not about how you grew up but it's about how you would have liked to have grown up, and maybe doing that for your child."

My Toolkit for Keeping Children Safe



Keeping Safe: People said...

My List of Interventions to Keep Adults Safe



Threats to Safety: People said...

Class

- Wealthier people are given preference in everything
- Relatively wealthier people exploit the poor
- The perception is that wealthier people look down on poorer people

Sexism

- Women & children are property & does not have equal standing or opportunity
- There is a 'glass ceiling' for women in the workplace which makes them more vulnerable to exploitation
- Women are not seen as abusers. So, men who are abused by women are not taken seriously

Religious Differences

- The different religious practices can create animosity
- Religious practices & believes that are not based on promoting equality – **Women are lesser than men**

Tribalism

- Undermining people from different cultural & ethnic groups

Racism

- It is difficult to overcome racism
- Coloured & White respondents feel undermined & marginalised in the 'new South Africa'
- Racism is hidden by a 'politeness'

"There is **chivalry behind the prejudice & racism**, instead of just blurting it out like before, they are doing it nicely today." (M,Y,U,I,M,LP)

Othering

- 'Othering' comes easily & takes on various forms e.g., being circumcised provides the man a position in society. Where you are circumcised also matters. Rural initiation schools are considered more prestigious & therefore men **graduating from these schools are considered 'superior'**.
- "...There were **two young guys that stabbed each other because one had gone through 'ulwaluko' (traditional initiation & circumcision) in the rural areas while another had done it around here** and **they believed that they shouldn't even be talking to each other**. (M,Y,U,A,WC)

Corruption

- The police are perpetrators of gender-based violence
- The police accepting bribes from perpetrators of violence to 'close/lose' cases/dockets. This undermines all forms of legislation tools
- The police sharing case information with the perpetrators of violence makes it difficult to take individual or collective action
- The court proceedings are slow, you need private resources to get through the process

Patronage

- Patronage divides communities and in doing so prevents collective action when they are confronted with social dilemmas
- It also creates vulnerability for those who are not in the preferred network

Body Image

- Body shaming, especially children are teased about their weight, their height, etc.
- For Coloured women having straight hair is preferred over natural hair
- White skin is preferred to dark skin

Anti-LGBTQI+

- They are often not accepted in communities & are more vulnerable to abuse

"We might be all more aware of LBGQTI and even intellectually, **but our actions are different**. If I was guy in Lenasia I would try to run away from it."
(M,A,E,I,H,GP)
- There is a lot of bullying at school
- The **LGBTQI+ community is not 'normal'** and therefore do not have the same rights as 'normal people'

"A lot of times when I see something on Facebook then you think, '**ja die fokken hol naaier**', but you can't say it as you think. Don't have the balls to really say what I think, I keep my mouth shut. **I would prefer to tell the truth but I'm going to get moerd.**" (M,A,U,W,LP)
- **It is not permissible in religion**

"**Islamically it's not allowed.**" (F,Y,E,I,M,GP)
- Stereotypes: They seek attention and in doing so are disruptive / They are wealthy and often behave predatory

Threats to Safety: People said...

Weak Basic Service Delivery

- The **lack of recreational facilities** reduce people's options in engaging in positive & healthy lifestyles, especially children & youth
- Respondents across the groups gave ample examples of the **police taking too long to respond to calls for urgent help**
- The routine cutting of electricity and the darkness of public spaces provides opportunities for criminal activities

"The lady working there told me that they had loadshedding the previous evening. Their townhouse is adjacent to an open field where squatters have moved in. **During loadshedding, there was a man who had pulled a woman close to, like right, literally next to the boundary wall of their townhouse, and he raped the woman.**" (F,A,E,W,GP)
- Destruction of public infrastructure:
 - Cable theft is resulting in exposed live wires that is a threat to safety
 - Illegal electricity connections are dangerous
 - Lack of road maintenance is creating large potholes that is a threat to safety
- Living in informal housing & settlements
 - Women & girls are more vulnerable to being raped when they are living in informal housing & settlements
 - Historical Indian townships are now surrounded by shacks, resulting in increased vulnerabilities to illegal electricity connection, crime, fire
 - Early socialisation into sex

People are also Worried About...

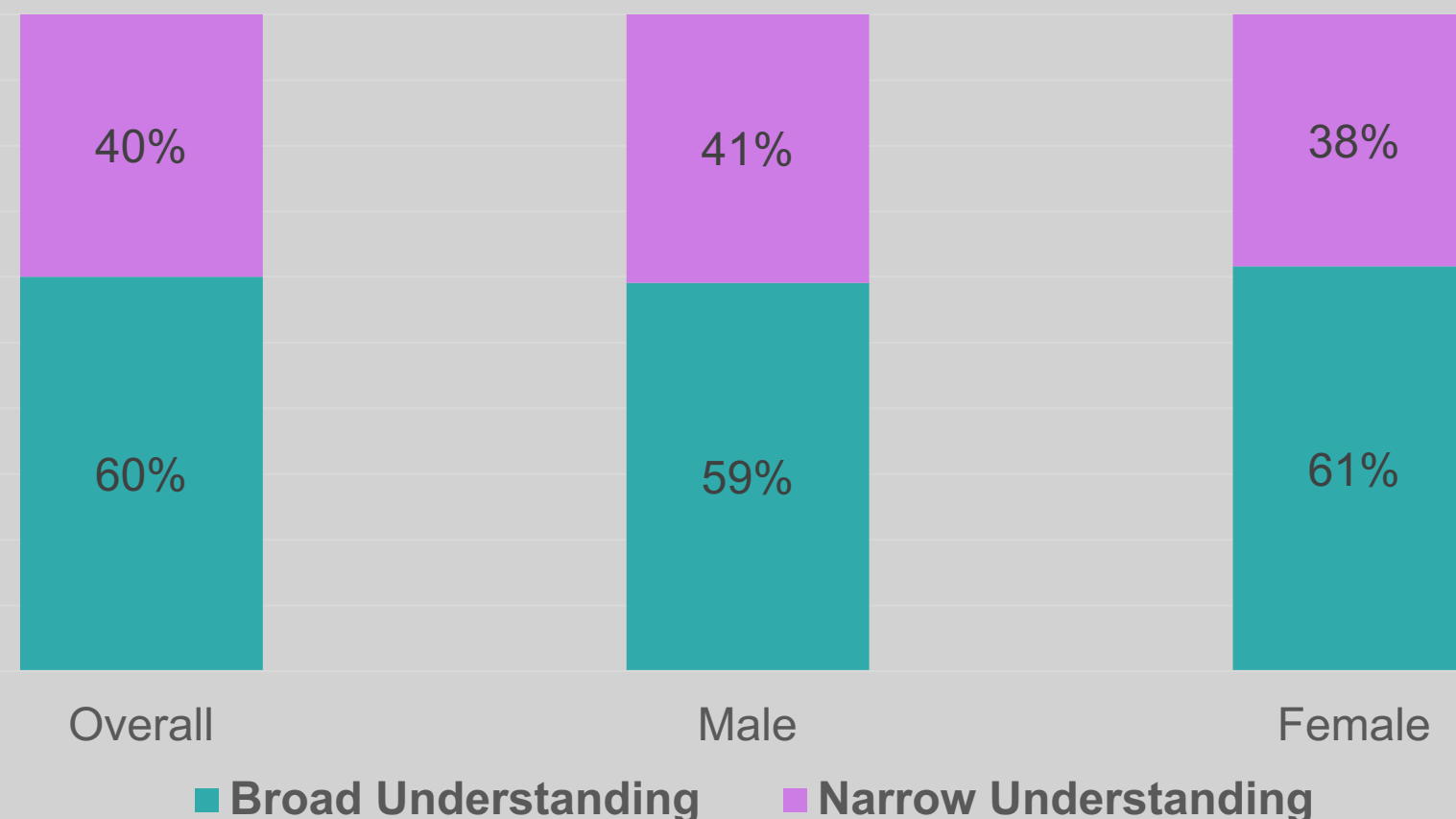
- **Ineffective policing**
- The rise in kidnappings
- Vigilantism
 - **"Then there's John Wick in Pretoria taking matters into his own hands."** (M,A,U,C,M,GP)
- Youth gangs – Boko Haram that terrorises residents

"They group themselves and **call themselves Boko Haram** and other names. At night, some of the places here are not safe. You might go out at 11pm or 6pm or 12 am, the boys will be running the streets and **if you come across them, they can do anything to you because they have knives.**" (M,A,U,A,LP)
- Decline in public transport options
- Decoys used by criminals – women crying
 - **"A girl screamed, and we ran to assist her. When we got there, they robbed us."** (M,Y,U,I,M,LP)

Defining GBV & VAC: People said...

What is Gender-based Violence (GBV)?

- Gender-Based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power & harmful norms. Gender-based violence can be any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women & men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life⁵.



What is Violence against Children (VAC)?

- VAC includes all forms of physical & sexual violence and emotional abuse, neglect, negligent treatment and exploitation that is perpetrated against minors aged 18 years and under⁶.

All the respondents had a broad understanding of VAC.

5. <https://www.unhcr.org/gender-based-violence.html>.

6. Ibid.

Causes of Violence (Incl GBV & VAC): People said... (1/4)

Normalising Violence

- Apartheid legacy of violence & control
- Acceptance of corporal punishment as an efficient & effective form of discipline

“All of us sitting around this table got hidings when we were small, and **we didn't turn out too bad.**” (M,A,E,W,WC)
- Violence as *the* mechanism for conflict resolution

“**You also get tired from being hit.**” (F,Y,E,A,LP)
- Language used to bully, undermine, legitimate violence, and to make excuses for violence help to perpetuate violence
- Domestic violence as a means of intergenerational socialisation

“**Growing up in abusive household, that child won't know how to be a proper father to his child because of his father.** So, it goes on like that.” (F,A,E,C,C,KZN)
- Accepting sexual harassment and not calling out bad behaviour, e.g., cat calling.
- High levels of crime & the impunity towards criminals (including taxi violence)

“Recently **a learner saw the taxi driver being killed.**” (M,A,E,I,H,GP)

Socialisation (Institutions) that Permit Violence

- Men are superior to women
- A man doesn't cry
 - Men must be strong all the time
 - Men must not acknowledge being abused
- Shame, Taboo, Silence & Blame of the Victim
 - Blame the victim
 - No adequate support for victims/survivors
 - Victims/Survivors feel shame & are made to feel ashamed
 - It is taboo to talk about GBV & VAC (especially within the family)
- Marriage
 - It is difficult but women must endure it
 - Marriage vows are forever
 - Women are their husbands' property
 - Men are entitled to sex in a marriage
 - Children need both parents living in the same household
- Women should behave modestly
- Religion
 - Conflicting messages about women's rights
 - Practices that undermine women's equality
- Cultural practices that are exclusionary to women & some that foster violence

Causes of Violence (Incl GBV & VAC): People said... (2/4)

Money

- **Financial dependence on men**
 - **Women who are more dependent on men for money are more likely to accept abuse** and to remain in the abusive relationship
 - There are not many shelters for abused women which makes it difficult for them to leave abusive relationships where they are financially dependent
- **Financial dependence on women**
 - Some unemployed men do not believe that they need to contribute to household chores which results in conflict
 - **Difficulty to accept women as breadwinners**
 - Perception: a financially independent women will disrespect her male partner
- **Transactional relationships (men's role)**
 - When men buy women things, they believe they **'own'** them
 - Distortion of **'paying for damages'** leads to unaccountable behaviour
- **Transactional relationships (women's role)**
 - Some women accept the **'golden handcuffs'** even in an abusive relationship
 - **Opportunistic behaviour by women** leads to **violent reaction from men**.
 - Vicious cycle when love & materiality is conflated – **he must buy me something if he loves me** - giving men greater control in the relationship

Alcohol & Drugs

- **High levels of alcohol consumptions & drug dependency lead to:**
 - Irrational & violent behaviour
 - Neglect of children

No Consensus on Sexual Consent

- **+ -50% of respondents agreed that it should be a verbal YES from both partners**
- **Body language that shows that both partners are enjoying themselves**
- **Transactional sex – If you accepted a drink, it is considered a YES**
- **Pleasing husbands – faking it**
- **'NO YES' – what now?**
 - Continue foreplay with the intention of arousing the partner to engage in sexual consent
 - Continue foreplay/penetration when partner says NO midway during foreplay/penetration
 - Stopping with foreplay/penetration when the partner says NO midway during foreplay/penetration

Causes of Violence (Incl GBV & VAC): People said... (3/4)

Unemployment

- Unemployment amongst young people is high resulting in young people:
 - joining **gangs**
 - abusing **alcohol & drugs**
 - taking part in **criminal activities**
- Unemployment is placing enormous strain in individuals, households & families leading to substance abuse, violence & disrespect
- Unemployment leads to criminal activities

Poverty

- **Poverty creates multiple deprivations** including taking away the individual's dignity
- **Criminal activities out of desperation**
- **Leads a child into transactional sex**
- **Parents prostituting their children**
- Families can't help the abused due to their financial strain – this enables the abuser

Unhealthy Relationships

"I deserve this, maybe this is how he loves me."
(F,A,E,C,C,KZN)

- Violence is associated with love
- There is no open communication resulting in assumptions & judgements being made which leads to fights which turns violent or emotionally abusive
- **There is a belief that they can help their partners stop abusing them by loving them and being there for them**
- The constant surveillance of partners when trust is eroded leads to quarrels which tend to escalate into violence
- Tit-for-tat that is becoming more commonplace
- **Children are 'collateral damage' in unhealthy/failed relationships.**

Egregious Verbal Abuse as a Trigger for Violence

- Many male respondents and a few female respondents reported that women are quick to egregiously insult men verbally which is a trigger to violent responses from men

"Women are much more verbal, and they've got a way of expressing themselves. **With their tongues they can really hurt people.**"

(F,A,U,W,WC)

Causes of Violence (Incl GBV & VAC): People said... (4/4)

Mental Health Issues Not Addressed

- People with **low self-esteem** are more likely to respond in violence to people who are more vulnerable than them
- It is a **taboo to seek professional mental health services**
- People who are unable to deal with their **stress** and let it out through abusing those who are more vulnerable than them
- People who are **unable to control their anger** are more likely to respond abusively & violently

Fear of the Perpetrator

- Especially when the perpetrator is in the same household

“There is a small number of cases where a child will report their uncles because he is at home. **It is easy to say something about a teacher or an outsider. At home their uncles can easily threaten to kill their mother if they speak** and because the child loves their mother, they will end up not saying anything. You might even end up finding out when they are pregnant.”
(F,A,E,A,KZN)

Social Media

- Predators luring children & young people
- Games & entertainment that normalise violence
- Sharing other people’s personal information & experiences – abusing privacy
- Bullying by posting harmful information
- Keeping up with the ‘Bonang/Boity’ is putting pressure on people to conform to particular forms of consumption behaviour and body image

“**Now she will also want this much, and you will wonder why now all of a sudden**, this person wants this much. **It starts eating you inside and can make a man violent** because they are **wondering why and what has changed you.**” (M,Y,E,A,GP)

Growing Shift Towards a Consciousness of Equality & Related Contestations

- **Women in the labour force**
 - Women are working in diverse professions & in senior management
 - Women are also struggling to come to terms with their new roles because **the notion (fact) that men are the breadwinners remains intact**
- **Women as equal**
 - It is interpreted as **'women being more powerful'**
 - More education needed on how equality works in the home
- **Girls & boys are increasingly being socialised as equals**
- **Broad-based Black Economic Empowerment is seen as giving women 'more power' instead of redress**
- **Increased awareness & acceptance of LGBTQI+ in communities**
- **Religion is no longer dominant as the 'moral compass'**

Growing Practice of Removing Gender-Roles is Creating Cognitive Dissonance

- Difficulties in society to **accept men as homemakers** even though the number is slowly increasing. They are laughed at by their male peers
- While men are beginning to contribute to household chores & rearing the children; it is frowned upon by family especially mothers & mothers-in-law
- More people are **cohabiting**, making it **easier for them to leave abusive relationships**

Migration & Immigration

- **Communities are in constant flux, new families moving into areas with no mechanism of integration**

"Bear in mind, we live with **many kids here and about 30% of them are not from this area**, they are only here for school." (M,A,U,A,LP)
- **Rapid development of informal settlements around formal suburbs**
- **Individual household focus internally rather than outwardly on their community**

"What I mean is that **we don't get along** and if something happens, **no one will do anything**." (F,Y,E,A,LP)

Constitutional Democracy

- **There is a perception that individual rights are underscored compared to responsibility & limitations**

"There's been such a lot of **emphasis in our country, especially on rights and everybody's rights, but not that the rights come with responsibilities...** **everybody just thinks I do have the right and I'll enforce my rights.** But I'm not willing to take the responsibility that comes with the right." (F,A,E,W,GP)

"I say it's the government fault. **They overdid it with the rights.** Everyone has rights. Some things, you can just see, are unnecessary. **If everyone has rights, then who shouldn't be allowed to have them?**" (M,Y,U,A,WC)

INTERVENTION IS COMPLEX

- Two stories were narrated by respondents on the complexity of interventions:

1. A lady tried to assist a teenager who posted something worrying on her social status. **She spoke to the teen and then shared the information with the teen's mother.** The teen was very upset because her mother 'overreacted'. **She later committed suicide.**
2. Neighbours ran to a home where they heard a young woman screaming. When the boyfriend saw them approaching, **he shot his girlfriend and then killed himself.**

Intervention (Adults): People said...

Adults: We Do Intervene

- **We stop & help the victim**
 - We come to assist & then call the police
 - We stop & remove the woman from the situation and take her to a shelter/police station
- **We call the police when there are physical fights (including intimate partner violence)**
- **We call the private security companies operating in the area & put messages on the area WhatsApp security group**

Adults: We Do Very Little Because...

- **It is trespassing into private domains**
 - All households have difficulties; it is unfair to intervene / It is a private matter
- **It is difficult to intervene when family are the perpetrators, too many different responsibilities & emotions**
- **Only family can intervene in marriage relationships**
- **It is difficult to respond to a situation without having full information**
- **Not sure about my personal safety / Need to consider the risks**
- **They will turn on you**

When Someone Has Confided in Us...

- We will advise
- We will confront the perpetrators
- We will help them through the process of getting assistance
- We will get her to safety
- We will provide couples counselling
- We will threaten to report the abuser to the authorities
- We will help to explore triggers of violence
- We will listen to them
- We will provide the support that they ask for

People are more likely to help children than adults

When a Women is Screaming/Crying...

- **I will let it be IF she doesn't leave her abuser**
 - There is a conditionality in support offered to women being abused. The condition: **She MUST leave the abusive relationship immediately or lose the support**
- I will knock on the door to distract the abuser & to protect/rescue the victim
- I will call the police

When Lesbian & Gay People are Abused

- Some intervene & provide the necessary support because they need help
- Several are cautious & reluctant about intervening in abuse in gay relations because:
 - **It was their choice to be in the relationship**
"The gay men I will not help. **They can moer one another! It was their choice to do what they do.**" (M,A,U,W,LP)
 - **There is an 'equality' that is not there in the case of women being abused by men and children being abused by adults**
"If it's lesbians fighting, we leave them. That's **two women fighting.**" (M,Y,E,C,C,LP)
 - **If you help, you will be considered gay**
"It's wrong for the neighbour to be shouting at them ... You can't call them to order because **it will look like you are part of that.**" (M,Y,U,A,WC)

Intervention (Children): People said...

When a Child is Pregnant

- **Blame...**

- Parents

“**There’s nothing much that you can do. Parents allow their kids outside late at night.**” (F,A,E,A,KZN)

- Dysfunctional homes
- Early sexual debut
- Female-headed households with no control over their children
- Children dating older men
- Hormones in the food
- Poverty & transactional sex
- Soapies on television

- **Do nothing**

“**I don’t have a say.**” (F,Y,E,A,LP)

“Because in our communities, you don’t interfere - **each to its own.**”
(F,A,E,W,GP)

- **Two teachers intervened...**

- In Gauteng a teacher assisted in **getting an abortion for the learner**
- In Western Cape a teacher **reported & opened a case** against the perpetrator

When MY Child is Being Abused

- I will **react violently** towards the perpetrator
- I will report to the police
- I will engage with the perpetrator
- I will **‘lose my mind’**
- I will get professional psychosocial help for my child

When Another Child is Being Abused

- I will bring the child home
- I will talk to the child
- I will report the incident
- I will do nothing – difficult to intervene

When a Child is Constantly Crying

- I will investigate / find out what is happening
- I will call the police
- I will stay clear of the situation

RANGE OF REACTIONS
From VIOLENT to STEER CLEAR

Do we help the **VICTIMS**? People said...

No, it's too complex

- Throughout the sessions people mostly believe **we don't support the victim**
- We don't want to get involved / We don't have the appetite to get involved
- People also realise the legal burden that may come with getting involved and may steer clear of that

Many feel that you can only help if the victim 'allows you in'

"We can't help if we don't know"

- People often mention that **they simply don't hear about these cases** even though **they know that it is happening**
- With horror women share of stories of violence that shocked them in their own communities

Information on violence & GBV is intermittent & fragmented

- People **don't fully realise the ongoing & increasing violence** surrounding them

People are afraid of becoming part of the problem or making things worse

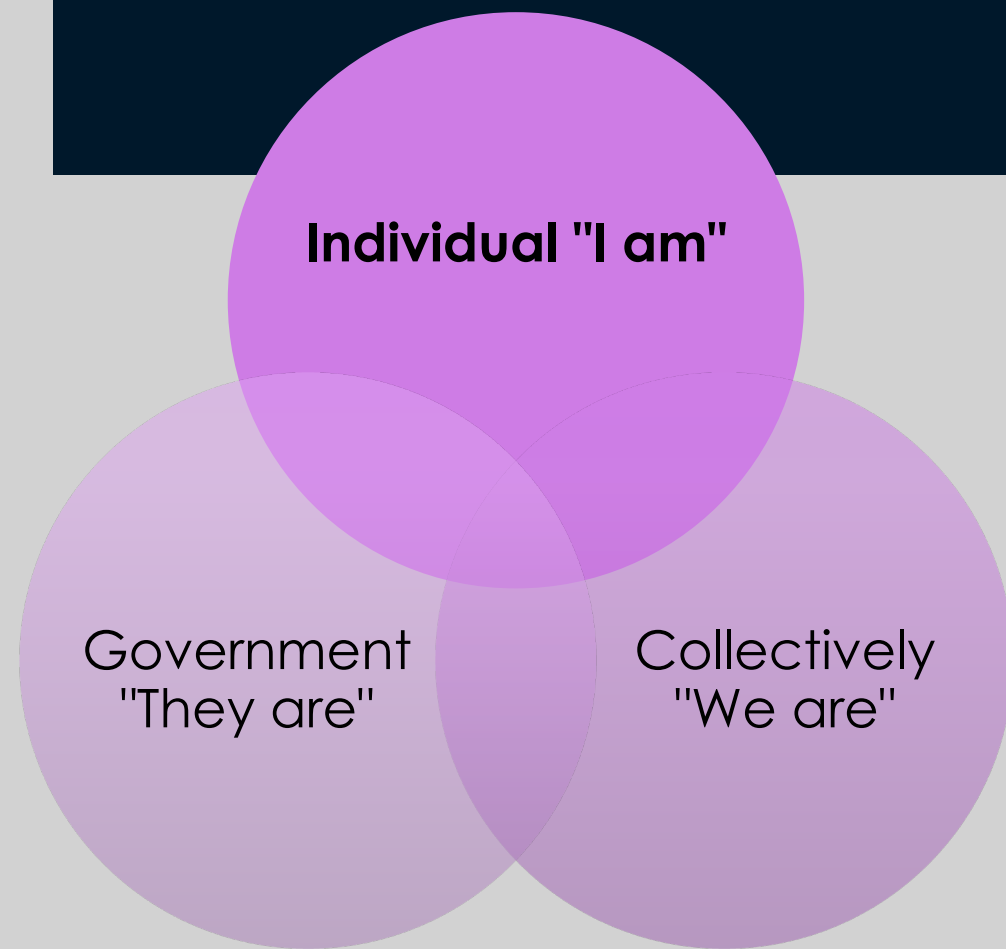
Several feel they lack skills to get involved

- People are asking for **awareness sessions** to increase their vigilance & to learn how to help others
- Lack of information: People themselves do not know where to go if they should be abused

Responsibility for Safety: People said... (134)

Who is Responsible?

"Government and the police... I think we have lost trust in them." (F,Y,E,W,LP)



- People do realise that ultimately they are responsible for their own safety
- They also realise that **this works much better when the community, in which they live, join forces to secure everyone's safety**
- People **WANT TO SEE A STRONGER RESPONSE FROM GOVERNMENT, THE POLICE AND THE LOCAL COUNCILLORS**
 - People feel **if the leaders are not going to take a stand nothing will happen**
 - The government must ensure a safe society but people are not feeling that the government is doing what is needed
 - Only hype & engagement before elections and then politicians disappear after the election
- People are seeing things changing i.e. **The President's speech that they believe will keep women safer**

Expectations of the Police

- People want the police to **step up & play their role**
 - They are concerned about accessibility, response time & lack of resources
 - They are **sceptical about the will and the competence** to help while they are **angry about the corruption & criminals walking free**
- People report that the police do not treat community members with dignity & they fear that **they may become the accused if they report crime** (leading to underreporting of incidents)

Strengthening the Police

- **Partnerships for safety: Police, CPF & NW**
- People believe the CPF/NW is **MAKING THE POLICE MORE EFFECTIVE**
- Working with the community the police gain access to street level insights on what is happening

"...the CPF first catches the guys, tie them up and then the Police come and take them away." (F,Y,E,W,LP)

Responsibility for Safety: People said... (2/3)

"I call them 'rent a cop'."
(M,A,E,W,WC)

Community Police Forum & Neighbourhood Watch

- People feel empowered by the fact that they can start a CPF & a Neighbourhood Watch (NW)
- CPF/NW = evidence that the community cares & can take control of their own safety
- CPF/NW is playing a role in breaking down barriers & getting people to talk to their neighbours once again
- Pro-active crime fighting due to vested interest in their community

Vigilantes

- Some people have lost faith in criminal justice system & police
- People feel there is no other option
- Communities sorting out crime is seen as a POSITIVE
- Vigilante action seems to be rife when people's own children was endangered or hurt

Security companies

- People often state that in South Africa we buy safety
- Inequality plays a significant role as poorer people cannot afford to do that and envy the choices of their wealthier counterparts
- The secret of these security companies is to act with force – look strong. Using guns/weapons as a deterrent

Traditional & Community Leaders

- Many people are horrified at the leaders' actions and their lack of engagements and commitment towards creating a safer society
- Some reports of traditional gender biased-viewpoints of the councilors
- Safety is seen as an important & impactful card to play for political parties to gain support (but they don't deliver)
- People do feel that changing the councilors can change the level of safety in the community (councilors therefore do have power)
- Some say the CBOs make MUCH better community leaders and mention their positive impact

Responsibility for Safety: People said... (3/3)

Business

- Most people believe **business is not involved** in addressing GBV other than giving services to their own employees when they are victims of violence
- The ones that are involved in GBV however seem to be **distru**sted, believing there is a hidden agenda
- People are noting the **difference between the campaign and the practices of the company** – underlying the importance of a holistic approach when addressing GBV
- A small number of people report that business use their **CSI**
- Some feel that, in future, **business may not have a choice as the problems are escalating & it is difficult to ignore**

Religious organisations

- People do believe that it is **time for leaders from all arenas to get involved** and even '**walk the streets**' to mobilise everyone towards a stronger & safer societies
- In a similar vein than with other actors, some believe that there is **no depth in the churches' commitment to help**
- Inconsistent experiences are reported – **some churches steer clear of the most difficult cases while others are actively involved**
 - The reasons ranging from a lack of resources, to a lack of training to being judgemental
- Some share their **stories of frustration** with the church and the religious processes as well as the lack of transparency, selective involvement and **gender-bias**
- Several people are **telling stories of support & care** from the churches in their areas

What will take us FORWARD? People said... (1/2)

Schools, sport & playgrounds

- **Use the schools for a platform for the change that is needed**
 - Add **safety-related subjects and programmes** to the curriculum
 - Train children in **self-defense** including karate & judo
 - Ensure the school are better equipped for sport
- **Ensure safe places for children to play & do sports in the community with free access**
 - Parents are very aware of the benefits of physical activities and sport in focusing a child
 - Broadcast the options to ensure all children know of activities in their community
 - Some stress the importance to **fix and upgrade the current facilities** and to ensure that the facilities that are mostly closed are opened

Personal assistance & involvement

- **On a more personal note, people shared what they can do to help victims/survivors**
 - Firstly, they agree that we should **not normalise violence** – We must **speak up, ask, offer & engage** - even if some people may take offence
 - Secondly, we must have **open conversations about the problems** in our areas and actively listen to victims/survivors as well as to people from the LGBTQI+ community
 - Lastly, they see a role for themselves to play in **help the victim to disclose** and to **give the victim options or choices** they can make to get out of the abusive situation

The need for skills & capabilities

- **Specified skills training and capability development**
 - People value to concepts of **Positive Parenting** and believe that this is an important skill to develop in the communities
 - Other skills for a Safer Society include **angry management, conflict resolution skills & bystander skills**

What will take us FORWARD? People said... (2/2)

Starting and/or strengthening a Neighbourhood Watch

- This addressing **community involvement & connecting people** to one another

Improve relations with the Police

- People believe more **visible policing** will be good & children will get use to the police and **not be that afraid of them**

Some are thoughtful about reconsidering some cultural practices

- i.e. the initiation schools as these schools instill ideas of male superiority and is seen as violent

Greater awareness of technologies available

- Several parents shared detail about the **technologies being used to safeguard/track their children** and provide them with (some) peace of mind

Force non-committing organisations to engage

- SHOWCASE SCANDALS – **name & shame those that are not addressing the violence** happening on their doorsteps

Very concerned about drugs & alcohol in their communities

- Throughout all the phases of the study the importance of dealing with the effects of alcohol & drugs on our communities were stressed

Reintroducing 'military service' as community service

- Introducing **compulsory community service** for our youth may develop skills while building awareness

The impact of poverty & the unfreedoms people are facing

- Poor people try to **move closer to resources** – this escalated tension between different classes
“More houses should be built because the shacks are getting too close.” (F,A,U,I,H,KZN)

Conclusion

Awareness of violence against women and children is **HIGH** amongst respondents and they have a **deep understanding of the causes of violence and ways to mitigate and prevent it**. In their own spaces they are **trying to keep themselves and their families safe** and to **aid victims/survivors of violence**.

Unfortunately, **THEY ARE OVERWHELMED** by:

1. The high levels of poverty, unemployment & inequality.
2. Corruption.
3. Social, cultural & religious institutions that are promoting inequality.
4. Weak delivery of basic services.
5. Destruction of infrastructure.
6. Non-existent leadership by government, business, traditional authorities & religious organisations.

Nonetheless, they are **ready to engage in collective action** and to reclaim their local public spaces. They will **heed the call to act locally** when there is **TRUST** in the organisers and transparency of their actions.

Behaviour change requires a movement that recognises that **GBV & VAC is systemic** and is...

1. Built on protecting & defending rights.
2. Steeped in evidence & practice-based knowledge.
3. Making knowledge about rights and the systemic nature of the drivers of GBV accessible to all.
4. Acting simultaneously on multiple fronts.
5. Combining top-down & bottom-up approaches.
6. Being sensitive to individual contexts and the interaction with systemic factors.

Comprehensive Research Report

Overview of the Project
Review of Select Literature
Research Findings



Overview of the Project

1. #FeelSafe Campaign/Intervention
2. Aims of the Study
3. Outcomes of the Study
4. Data sources & Methodology
5. Objectives of the Qualitative Study
6. Focus Group Sample Frame
7. In-depth Interviews



#FeelSafe Campaign/Intervention

What are the key considerations in implementing an authentic & legitimate campaign against Gender-Based Violence & Violence Against Children

To identify the key considerations in implementing an authentic & legitimate campaign against Gender-Based Violence and Violence Against Children

3 components:

1. Listening to a **variety of communities** attempting to **unpack the national conversation on issues related to violence against women and children** and especially to the (unconscious) support/condonement of such violent behaviour.
2. Talking to principals from national organisations working to eradicate GBV & VAC on factors that should be considered in formulating a legitimate intervention.
3. Reading select documents on gender-based violence and violence against children to formulate the research instruments.

Aim of the study

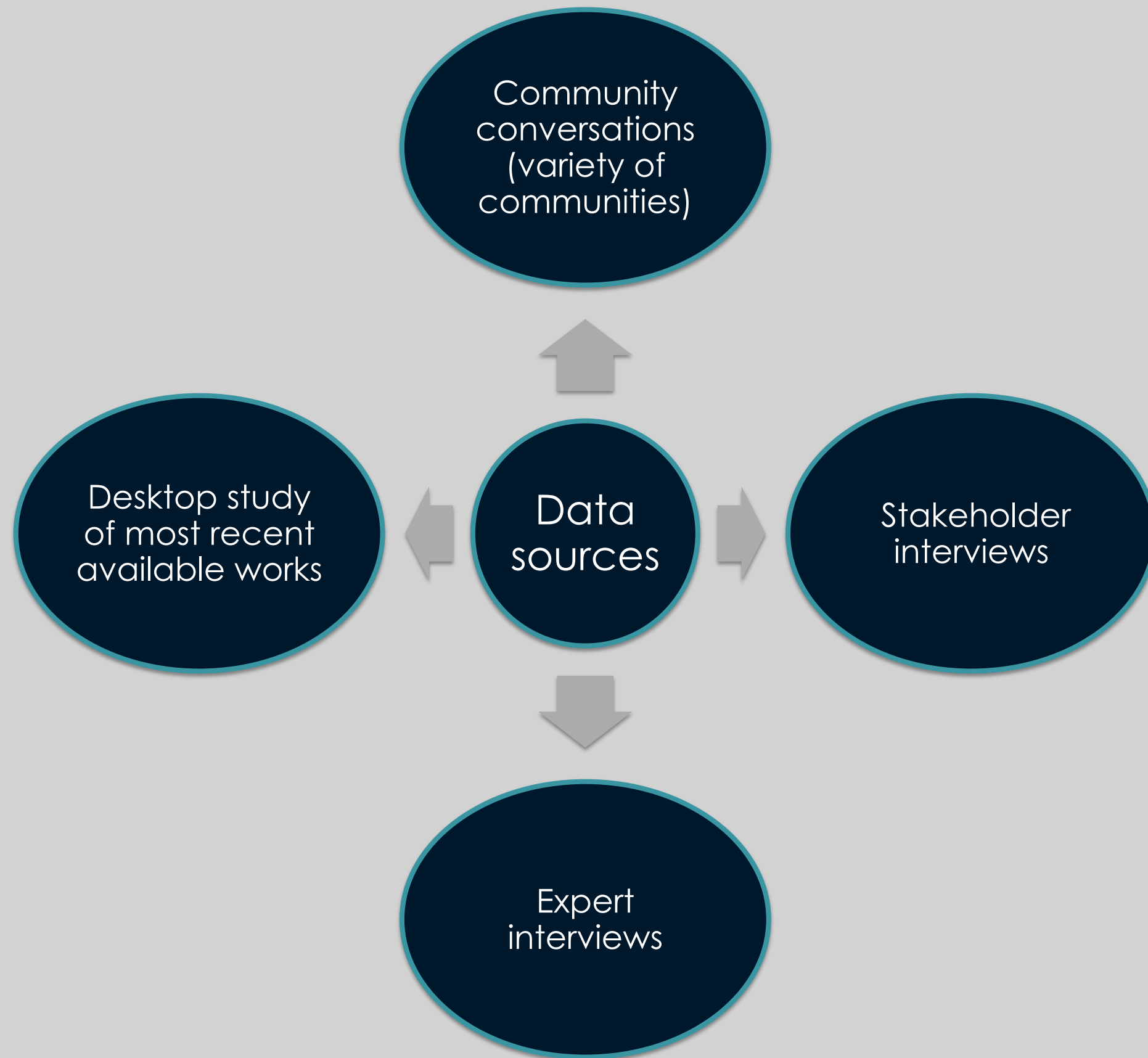
Outcome of the study

1. Offer input for the positioning of **#FeelSafe** in the form of insight into the national conversation that needs to be reframed using a communication campaign.
2. Develop a Theory of Change that can become the backbone of a national communication campaign to gather momentum towards an agreed upon goal.
3. Unpacking the results in relation to stakeholder engagement.

The **#FeelSafe** qualitative study therefore provides intelligence on:

1. The way South Africans talk about and refer to acts of violence against women & children.
2. The way South Africans talk about and refer to acts of safety for women & children.
3. Actions taken by societies to stop violence against women & children which can be leveraged by the #FeelSafe Campaign/Intervention.
4. The views of subject matter experts & key stakeholders will be taken into account via interviews & a desktop study.

Data sources & Methodology



The #FeelSafe qualitative study draws on the Institutional Analysis & Development framework as it offers a means to explore the way rules within a society create the incentives for actions, choice and the resulting interactions that they create together with the consequences of those interactions.

Four specific qualitative techniques were used to gather primary data:

- Desktop analysis
- Personal interviews
- Focus group discussions
- Mini-questionnaire on understanding GBV & VAC

Objectives of the Qualitative Study

Objectives	Specific Research Questions
To gain insight into the way South Africans talk about <u>violence</u> & violent behaviour.	Explore the way South Africans: 1. Understand/perceive the nature of violence and our roles as individuals in influencing whether violence will persist or discontinue in our homes, families, and social milieu 2. Experience the efforts of family members, friends & social circles to support or condone violent behaviour 3. Capture actual phrases that normalises violent behaviour 4. Understand what keeps the perpetrator safe – support for the perpetrator 5. Understand what is seen as violent & which parts people feel can/should be addressed 6. Understand the shared destruction of violence aimed at women & children
To gain insights into the way South Africans talk about <u>safety</u> for women & children.	Explore the way South Africans: 1. Understand/perceive the nature of peace, safety & security and our roles as individuals in influencing whether peace can be achieved in our homes, families & social milieu 2. Experience the efforts of family members, friends & social circles to support peaceful behaviour 3. Capture actual phrases that normalises peaceful behaviour 4. Support agents that promote peace 5. Understand the shared benefits of a more safe society
To tap into the insights from stakeholders whom have been working in this space.	Investigate the insight of stakeholders to: 1. Ensure we capitalise on lessons already learnt 2. Enable us to test some of their conclusions in the communities we will be working in 3. Help us build a legitimate programme that will mobilise collective action
To tap into the insights from experts whom have been doing research in this space.	Investigate the insight of experts to: 1. Ensure we capitalise on lessons already learnt 2. Enable us to test some of their conclusions in the communities we will be working in 3. Help us in build a legitimate programme that will mobilise collective action

Focus Group & Expert Interview Sample Frame

- The focus group discussion sample frame uses the following design principles:
- 1. Purposeful to be representative of race, gender, geography, age, income & culture
 - 2. Capture the voices of diverse sections of society
 - 3. Areas within provinces that are at risk as well as diverse groupings where a different conversation may be at play
 - 4. The crime hub of Institute for Security Studies, sex crime statistics for 2020 as a proxy for GBV
 - 5. Religion and Ethnicity/Language will be used as proxies for culture
 - 6. Un/Employment will be used as proxy of class
 - 7. The sample is biased towards women

Class	African				Coloured				Indian/Asian				White				Total
	Male		Female		Male		Female		Male		Female		Male		Female		
	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult	Youth	Adult	
Employed	1	1	1	1	1	1		1		1	1			2	1	1	13
Unemployed	1	1	1	1		1	1	1	1			1	1	1		1	12
Total	2	2	2	2	1	2	1	2	1	1	1	1	1	2	1	2	25

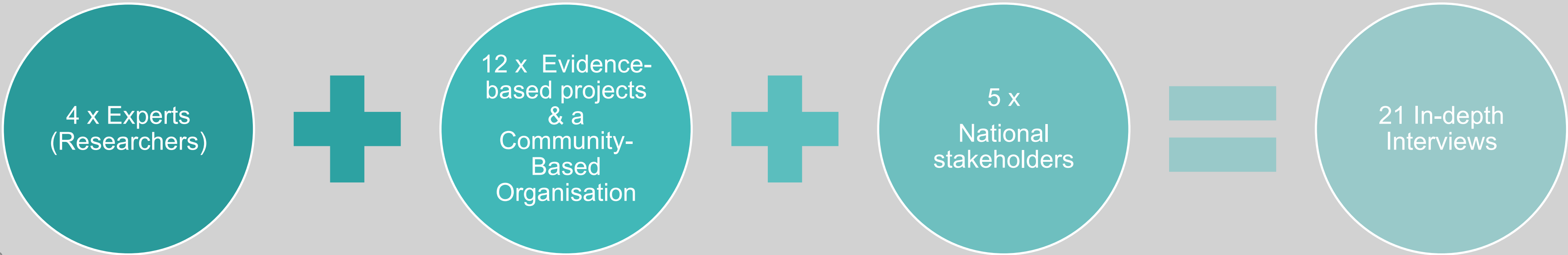
Coloured Muslims = 2
Coloured Christians = 2

Indian Muslims = 2
Indian Hindus = 2

Whites Afrikaans = 2
Whites English = 3

Africans isiZulu = 2
Africans isiXhosa = 2

Africans Rural = 2
Africans Urban = 6



Review of Select Literature

1. A Typology of Violence
2. How is Gender-Based Violence Defined in the Literature?
3. What Are the Financial Costs of GBV?
4. How to Prevent Violence Against Women & Girls?
 - a. RESPECT Women Programme detail
 - b. What Works Programme detail
5. Gender-Based Violence and Femicide NSP
6. Conclusion

“The intersection of marginalisation & discrimination made certain groups of women more susceptible to GBV and COVID-19 pandemics. **These intersecting social identities of vulnerability need equal attention in order to eradicate inequality.**”

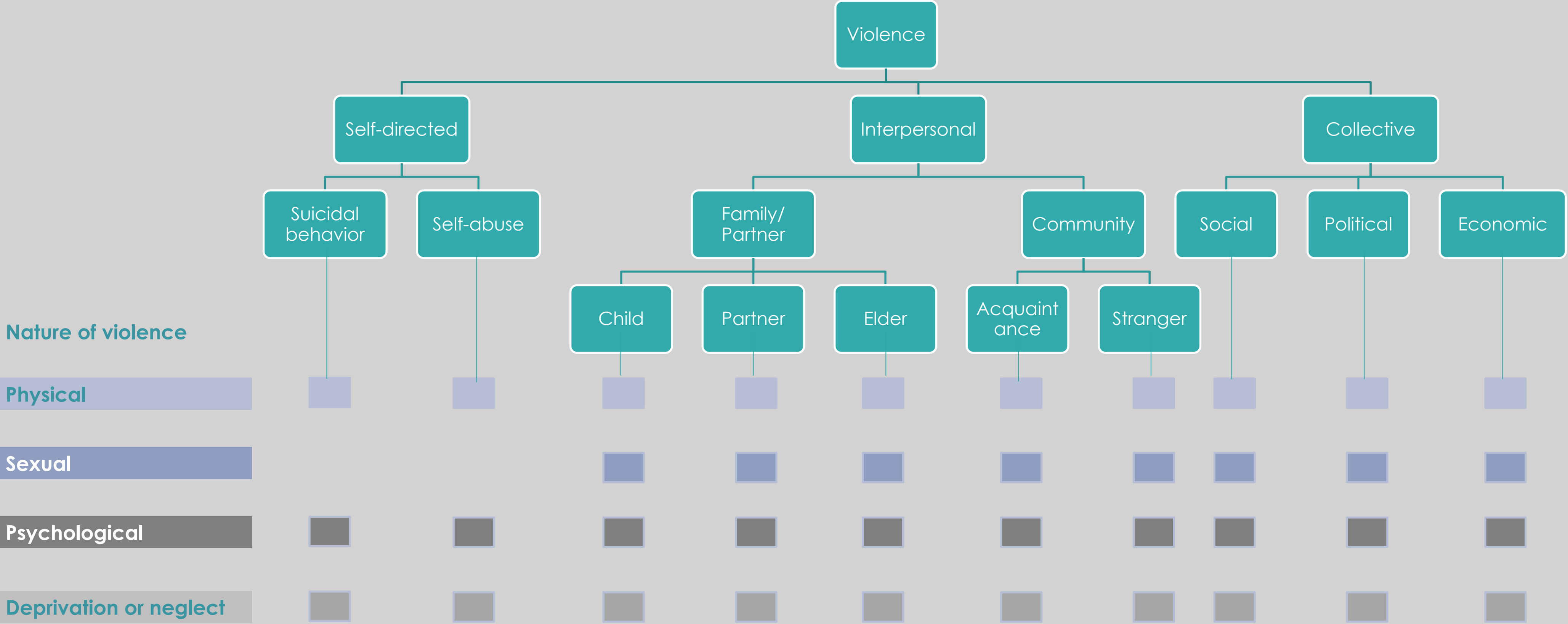
Judy Dlamini, 2021, Article Published in Critical Sociology



*Special note:

The purpose of the literature review in this study was to provide guidance for the design of a valid interview guide to use in the expert interviews

A Typology of Violence⁷



7. Krug E, Dahlberg L, Mercy J, Zwi, A. B, Lozano, R. (2002). *World Report on Violence and Health*, World Health Organization, Geneva, p.7.

How is Gender-Based Violence Defined in the Literature?

National Strategic Plan on Gender-Based Violence & Femicide (2020)

- Gender-Based Violence means gender associated violence, which includes physical, sexual, verbal, emotional, economic, educational or psychological abuse or threats of such acts of abuse.

KPMG (2014)

- Gender-based violence (GBV) is violence that is directed against a person on the basis of their gender and as a result of the normative role expectations associated with each gender and the unequal power relationships between the two genders.

United Nations Website

- Gender-Based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based violence can be any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

DIMENSIONS OF GBV

Gender roles defined by society
Inequality
Unequal power relations
All forms of violence

What Are the Financial Costs of GBV?⁸

- In 2014 KPMG estimated that with a prevalence rate of 20% to 30% the cost was between R28.4billion and R42.4billion or 0.9% to 1.3% of GDP for 2012/13
- The costs included **health, justice and other service costs, lost earnings, lost revenues, lost taxes and second-generation costs**
 - **Second generation costs** relate to the cost of children witnessing & living with violence such as increased juvenile & adult crime
- The report underscored that rand-value lost in earnings as a result of GBV is much higher due to the **multiplier effect**. This is an outcome of money circulating in the economy.

The global cost of VAWG (public, private and social) is estimated at approximately 2% of global GDP, or USD1.5trillion⁹.

*“The analysis shows that the cost of violence is **not limited to the income loss to the individual women and their families.***

The interconnected nature of the economy implies that there is a cost incurred to the whole economy.

For instance, the income loss at the individual household level leads to loss in final demand for goods and services from the household sector as a whole & depresses production in various sectors, which in turn inflicts further loss due to reduced employment opportunities.

*Therefore, the **total loss** to the economy should include both the **direct income loss to households** and the **indirect income loss to the economy** owing to the linkages in the economy.”*

8. KPMG. (2014). *Too Costly to Ignore – the Economic Impact of Gender-Based Violence in South Africa*, KPMG Human and Social Services, downloaded on the 14th October 2021 from <https://assets.kpmg/content/dam/kpmg/za/pdf/2017/01/za-Too-costly-to-ignore.pdf>.

9. United Nations Women. (2020). *COVID-19 and Ending Violence Against Women and Girls*, Geneva, downloaded on the 15th October 2021 from <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Issue-brief-COVID-19-and-ending-violence-against-women-and-girls-en.pdf>.

How to Prevent Violence Against Women & Girls?¹⁰

RESPECT Women Programme detail



Categories	Risk Factors	Protective Factors
Societal	- Discriminatory laws on property ownership, marriage, divorce & child custody - Low levels of women's employment & education. - Absence or lack of enforcement of laws addressing violence against women - Gender discrimination in institutions (e.g., police, health)	Laws that: - Promote gender equality - Promote women's access to formal employment - Address violence against women
Community	- Harmful gender norms that uphold male privilege & limit women's autonomy - High levels of poverty & unemployment - High rates of violence & crime - Availability of drugs, alcohol & weapons	Norms that support non-violence & gender equitable relationships and promote women's empowerment
Interpersonal	- High levels of inequality in relationships/ male-controlled relationships/ dependence on partner - Men's multiple sexual relationship - Men's use of drugs & harmful use of alcohol.	Intimate relationships characterised by gender equality, including in shared decision-making & household responsibilities.
Individual	- Childhood experience of violence and/or exposure to violence in the family - Mental disorders - Attitudes condoning or justifying violence as normal or acceptable	- Non-exposure to violence in the family - Secondary education for women & men and less disparity in education levels between women & men - Both men & boys & women & girls are socialised to hold gender equitable attitudes

How to Prevent Violence Against Women and Girls?¹¹

What Works Programme detail

£25million donated in 2014 to the What Works to Prevent Violence Against Women and Girls Global Programme:

- Evidence from well-designed & well-executed evaluations that is effectively reducing VAWG
- 5-year review from 1st January 2000 to 31st December 2018
- **104 studies:** 73 from lower & middle-income countries; 31 from high income countries
- **Explored 9 themes:**
 - Economic interventions
 - Relationship & family-level interventions
 - Community-level interventions
 - School-based interventions
 - Self-defence interventions in schools & colleges to prevent sexual assault
 - Interventions in antenatal & postnatal settings
 - Interventions with men & boys only
 - Interventions to tackle alcohol and/or substance abuse
 - Interventions with sex workers

Classification	Intervention Type
Effective, when well designed & executed	• Economic transfer programmes • Combines economic & social empowerment programmes targeting women • Parenting programmes to prevent IPV & child maltreatment • Community activism to shift harmful gender attitudes, roles & social norms • School-based interventions to prevent dating or sexual violence • School-based interventions for peer violence • Interventions that work with individuals and/or couples to reduce their alcohol and/or substance abuse (with or without prevention elements) • Couples' interventions (focused on transforming gender relations within the couple or addressing alcohol & violence in relationships) • Interventions with female sex workers to reduce violence by clients/police/strangers (i.e., non-intimate partners) through empowerment/collectivisation or alcohol & substance use reduction
Promising, but requires further research	• Cognitive behaviour therapy (CBT) based interventions with pregnant women • Self-defense interventions to prevent sexual violence for women at college • Economic & social empowerment programmes targeting men • Interventions with female sex workers to reduce violence by non-paying intimate partners
Conflicting evidence	• Self-defense interventions to prevent sexual violence for girls at primary & secondary schools • Working with men & boys alone • Home visitation programmes in the antenatal & postnatal period to prevent IPV
No effect	• Good evidence that as standalone interventions these do not reduce levels of VAWG: – Microfinance, savings & livelihood programmes – Brief bystander interventions – Brief counselling & safety planning for pregnant women • Insufficient evidence but likely to work as standalone interventions to reduce levels of VAWG: – Social marketing campaigns & edutainment – Digital technologies for VAWG prevention

11. <https://www.whatworks.co.za/about/about-what-works>.

Gender-Based Violence and Femicide NSP¹²

“A South Africa free from gender-based violence directed at women, children & LGBTQIA+ persons.”

10 PRINCIPALS

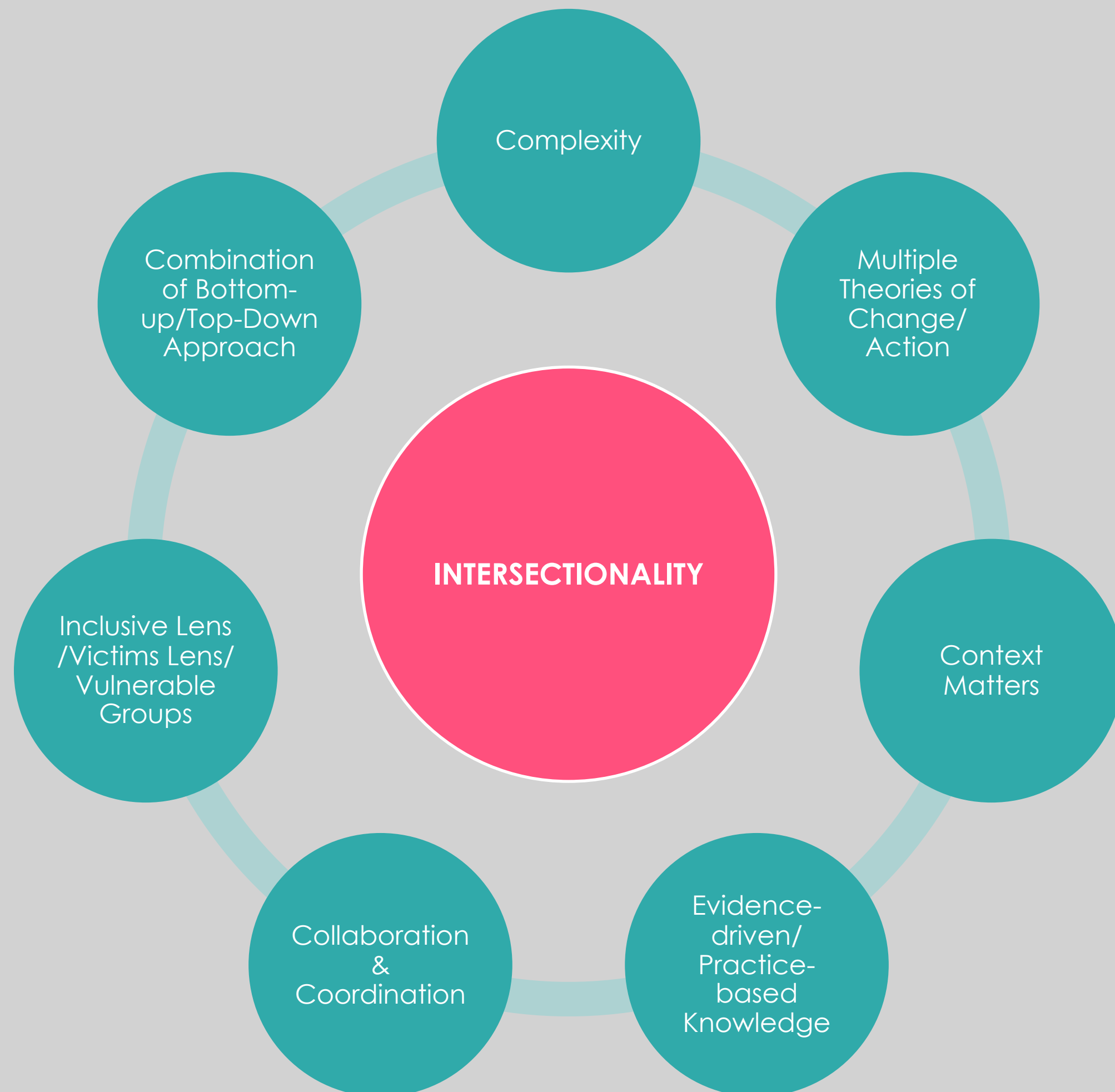
1. A multi-sectoral approach which harnesses the roles, responsibilities, resources & commitment across government departments, different tiers of government, civil society, movements, youth structures, faith-based structures, traditional structures, the media, development agencies, the private sector, academic institutions & all stakeholders.
2. Complementing & augmenting existing strategies, instruments & national initiatives on GBVF and on overall safety in the country.
3. Active & meaningful participation of communities, civil society, movements, and those most affected by GBV in the design, implementation, and monitoring & evaluation of the strategy.
4. A visionary, gender-responsive, and transformative approach that takes account of inequality & gender differences that drive and enable GBVF; and specifically, the need for men to transform.
5. A **human rights-based, victim-centred, survivor-focused approach** to the provision of services that reaches all, regardless of financial means.
6. An **inter-generational, youth-friendly approach**.
7. Progressive realisation of outcomes through the prioritisation of reforms & strategic partnerships to address wider systemic challenges.
8. Forward looking in the **CO-CREATION OF A DIFFERENT SOCIAL MILIEU** underpinned by **respect, compassion & human dignity** for all.
9. Mutual accountability for changes recognising that meeting these outcomes require government, civil society, communities, social movements, the private sector, development partners & all stakeholders to work together to drive the agenda forward.
10. **Inclusiveness, embracing diversity & intersectionality**, recognising the importance of centering the experience of women most marginalised by poverty, race, age, disability, sexual orientation, gender identity & nationality.

Six Pillars



12. Republic of South Africa. (2020). *National Strategic Plan on Gender-Based Violence & Femicide: Human Dignity and Healing, Safety, Freedom & Equality in Our Lifetime*, p. 17.

Conclusion



The literature underscores intersectionality that creates disadvantage and vulnerabilities, especially in South Africa where race, class, and geographic location have a critical influence on access to resources and different forms of capital.

Consequently:

- The nature of GBV & VAC are **complex**, and no single Theory of Change/ action will be able to address these social ills/dilemmas.
- **Local contexts** must be considered in the design of all implementations, as such **bottom-up** approach is necessary.
- Legislation, policy, regulations & Interventions should be scrutinised through seeing how it affects **women, children, vulnerable groups** – the lens/ frame should be **sensitive to ALL individual experiences** of discrimination, violence & oppression.
- A **top-down** approach, using legislation tools is also important to signal national goals & aspirations and to create favourable conditions for implementation.
 - This is conditional on an **effective monitoring & sanctioning regime**, and the alignment of legislation with prevailing values/sentiment.
- Interventions should be effective & implemented with **fidelity** which requires **research & sharing**.
- Collective action requires significant coordination & collaboration - **this is resource intensive**.

Research findings

“Violence prevention is the **whole of society** working deliberately & sustainably to **remove sources of harm & inequality**, and **heal** woundedness, by intentionally growing an ethic of **mutual care**, **respect & inclusion** to build **peace**.”

Violence Prevention Forum



Expert Review

1. Status Quo of GBV & VAWC in South Africa
2. Interventions
 - a. Response
 - b. Prevention
 - c. Healing
3. What Constitutes a Legitimate GBV & VAC Intervention?
4. Mobilising Collective Action Against GBV & VAC
5. Conceptualising Safety in the Context of GBV & VAC
6. Conversations to EXPLORE
7. Outcome of Expert Interviews: Focus Group Discussion guide

“We need to unlearn,
relearn & resource.”



infusion.

Transforming lives.

*Special note:

The purpose of the expert review in this study was to
provide guidance for the design of a valid discussion guide
to use in the focus groups

Main Insights from Expert Interviews

- This section in the report provides:
 - an overview of the **current realities**, shares insights on **interventions** related to **response, prevention & healing**, shares **ideas and plan on how to mobilise action** to address GBV & VAC and offer insight into what **legitimacy** looks like in this space
- Insights gained from these interviews informed the focus group discussion guide

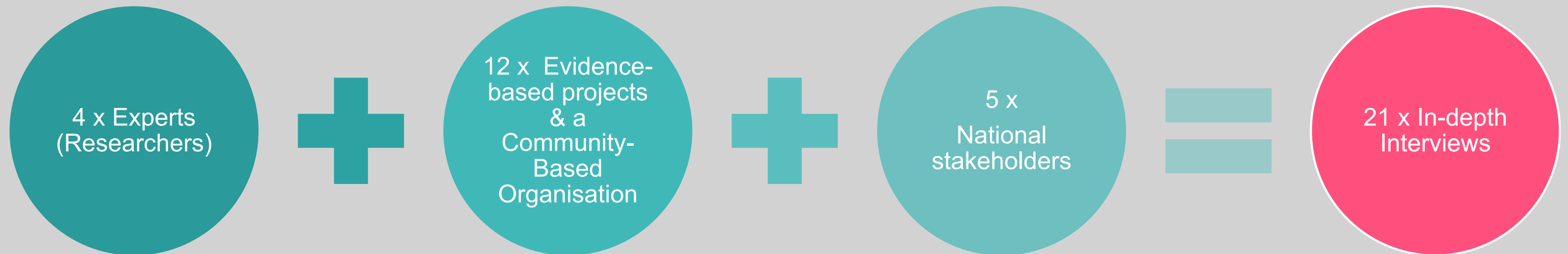
Main insights

- **GBV & VAC are COMPLEX** and can only be improved when we deal with the **root causes**
- These **root causes** are **well known & thoroughly researched**
- Experts share **numerous ideas and plans** on how **GBV & VAC can be improved**
- Their **ideas are however stunted** due to the **lack of funding** plaguing GBV & VAC – a topic that society & business often prefer to side-step
- Due to the generally acknowledged lack of funding, **scarce resources are ear-marked for response initiatives** – focusing on supporting the survivor/victim
- **Very little** is being done to **prevent** GBV & VAC regardless of **some international programmes showing impact**
- **Prevention is however critical** as **incidents are rising** and becoming **more brutal**
- **THE SUPPORT & FUNDING ARE HOWEVER CHANGING** since **THE PRESIDENT PUBLICLY ACKNOWLEDGED THE IMPORTANCE OF ADDRESSING GBV & VAC**
- The attention GBV & VAC is now getting is seen as a **significant leap forward** and the **profile & extent of corporate funding are increasing**
- The **National Strategic Plan (NSP) on GBVF** is now seen as the **go-to document** to ensure that all stakeholder work together to **finally start to address GBV & VAC**

Sample frame: Expert interviews

- **Twenty-one (21) In-depth Interviews**

- Community-Based Organisations 5%
 - Researchers 19%
 - National Stakeholders 24%
 - Evidence-Based Projects 52%
- Geographic spread: 43% at national level; 19% in Western Cape, 14% Gauteng; 10% KwaZulu Natal, 5% Mpumalanga, and 10% Southern African Development Community
 - For quick reference, Annexure A contains summaries of the projects referred to by these experts



ORGANISATION	PROVINCE	CATEGORY
Centre for the Study of Violence and Reconciliation	Gauteng	Evidence-Based Project
DG Murray Trust	National	Stakeholder (Donor)
GBVF Response Fund1	National	Stakeholder (Government)
Gender Links	SADC Region	Stakeholder (Network)
Gender, Health and Justice Research Unit at the University of Cape Town	National	Researcher
Greater Rape Intervention Project	Mpumalanga	Evidence-Based Project
Institute for Security Studies	National	Researcher
Lawyers Against Abuse	Gauteng	Evidence-Based Project
LifeLine Pietermaritzburg / Rape Crisis	KwaZulu Natal	Evidence-Based Project
Minerals Council of South Africa	National	Stakeholder (Industry)
Project Empower (Stepping Stones Creating Futures)	KwaZulu Natal	Evidence-Based Project
Saartjie Baartman Centre for Women and Children	WC	Evidence-Based Project
SRHR Africa Trust (SAT)	SADC Region	Evidence-Based Project
TEARS Foundation	National	Evidence-Based Project
The Child Witness Institute	WC	Evidence-Based Project
The Child Witness Institute	WC	Evidence-Based Project
The Human Capital Engine	National	Researcher
The Women's Legal Centre specialise in feminist litigation	WC	Evidence-Based Project
Tosunga Banninga	Gauteng	Community-Based Organisation
Treatment Action Campaign	National	Stakeholder (Civil Society)
University of Witwatersrand	National	Researcher

Status Quo on GBV & VAC in South Africa

- **General sentiment:** Gender-based violence (GBV) & violence against children (VAC) are pervasive in South Africa
- **Consensus:** To genuinely address GBV & VAC deep introspection by all South Africans will be required on root causes
 - HOWEVER, *"people don't want to tell what they don't want to hear"*
 - This is a major barrier to addressing GBV & VAC

The fact that the president is talking about GBV & VAC
may be the start of a new era

Referring to what is currently on the GBV & VAC agendas,
interviewees listed 5 topics:



1) GBV & VAC have Intensified

- Acts have **INCREASED** and become more **BRUTAL**
- Increase in GBV & VAC during the 'hard' COVID-19 lockdown
- More middle-class women requiring support & counselling during COVID-19 lockdown
- Phenomena described
 - "COVID-19 has **exacerbated everything**. During level 5 we got a lot of cases of women saying that they were **beaten for the very first time**; **'I know my husband has temper issues, but he has not beaten me'**. It has exposed women to a lot of trauma, they have spent long periods of time with their perpetrators."
 - "So many **children were raped during level 5 lockdown** when schools were closed. Cases were **reported afterwards**. They couldn't get prophylaxis, they couldn't get treatment. We know with the **young ones they report cases to their teachers**. Staying at home with their grandparents, uncles, brothers for a long time at home."
- Looting in July 2021 in KwaZulu Natal = gender dimension
- Description of GBV & VAC during the seven days of looting
 - "With the looting in July, **some people were not only doing the looting** they were going into homes at midnight and were **raping women & children**. They were taking every opportunity that they could find to perpetrate incidents of GBV. We had a number of rapes during that week. So, **while parents were going to loot, they were leaving children unattended**. Some of the victims were women - they describe how some of the **looters would come into their homes** and loot their stuff like TVs and also **rape** them."
- **LGBTQI & Undocumented women (foreigners)** are extremely vulnerable
 - Police are reported to say, **'go back to Malawi to report'** (occurred in a recent case when a lady from Malawi was brutally **gang-raped by 12 men**)

Increases in GBV & VAC incidents place tremendous pressure on the sector to respond to the needs of victims/survivors as a priority.

Therefor the limited funding is directed towards RESPONSE and not towards PREVENTION.

There is a dire need for interventions that focus on PREVENTION!

2) Positive Shifts in Addressing GBV & VAC

Political leadership acknowledging GBV & VAC as a threat to society

- **MOST SITED positive shift**
- Interviewees are appreciative of political leadership publicly talking about GBV & VAC and placing it on the agenda
- This is causing a positive change in the corporate funding landscape
- Some are sceptical that politicians may be doing it to gain credibility
 - *"I think there's certainly a **recognition in the political and perhaps leadership sphere**, that in order to attain any kind of recognition or credibility, you need to **position yourself as being against violence against women and violence against children**. So that's quite a **positive thing**, but **it isn't backed necessarily and for extent of any kind of action or commitment of resources**."*

Sexual Offences Courts

- Establishment & appropriate design of sexual offences courts to reduce the trauma of survivors by...
 - **speeding** up the cases and
 - ensuring **skilled & knowledgeable** personnel

Excellent legislation promulgated

- SA = progressive legislation to prevent and respond to GBV, GBVF, VAWC, VAWG & VAC
 - Equality clause in the Bill of Rights in the Constitution & legislation such as the Domestic Violence Act of 1998, Children's Act of 2005, Criminal Law (Sexual Offences and Related Matters) Amendment Act of 2007
 - Recent adoption of **THREE GBV Bills** to:
 - **strengthen the protection order**
 - **expand the scope of the national register for sex offenders**
 - **allow victims/survivors to participate in bail and parole hearings**
 - Enhancing criminal justice system's capability to prevent & respond to GBV

Victim impact statements

- While the courts remain 'clinical', there has been a positive shift towards acknowledging trauma and history through requesting **victim impact statements** in the evidence

2) Positive Shifts in Addressing GBV & VAC (continued)

Protection order

- Legal order to **prevent reoccurrence of acts by a perpetrator**, namely:
 - 1) specific act of domestic violence/sexual harassment
 - 2) entering the joint residence or entering a specific part of the residence
 - 3) entering the victim's residence if they are not living together
 - 4) entering the victim's place of employment/office
 - 5) having contact with a child or children, if it is in the best interest of the child

Lobbying for preferential procurement by government in favour of women

- As part of contributing to **women's economic empowerment**, the NSP GBVF pillar **wants government to procure 40% of goods and services from women owned businesses**, especially in rural communities

Lobbying for the ratification of the International Labour Organisation's Convention 190

- The **elimination** of **violence & harassment in the world of work**

Development of the National Strategic Plan (NSP) on GBVF

- The NSP GBVF is the **legitimate plan to mobilise collective action** against GBVF as its creation was **democratic & inclusive** of all formations

Increasing support on social media platforms

- Victims/survivors have **more resources available** through the array of social media platforms to help them **access support & healing**

Corporate Social Investment

- **Now that the president is talking about GBV as the 'second pandemic' or 'shadow pandemic'**, **corporates** who shied away from supporting response & prevention programmes are **willing to fund these interventions**

3) Implementation of National Strategic Plan for GBVF

- Momentum of programmes to respond to/ prevent GBV **has not increased since the presidential summit (2018)**
- Some feel it worried...

*"It's despairing where we find ourselves. We are two years after this huge outcry. We had a women's month with literally every day a high-profile murder of femicide in South Africa. **We rallied & protested, and we did everything that we possibly can.** Two years later, we're sitting in **exactly the same predicament...** The **lack of political will...** I'm finding it hard to believe that it's actually there because it's literally 800 days later, almost."*

- **UPSIDE:** Proud of the depth & coverage of the NSP GBVF
- **DOWNSIDE:** Skeptical on whether government will adequately resource its implementation & implement it with fidelity
 - One respondent = positive about commitment to implementing the 6 pillars of the NSP GBVF
- **Cynicism fueled by some feeling the GBVF Response Fund 1 is not effective nor transparent**
 - NO response to their application for funding
*"There was quite a large fund that was available just before lockdown. They asked for the call for funding early last year... We put in the proposal - seriously, well thought of proposal and [received] not even a thank you for your application. Nothing. And we've **never been able to find out whether those funds were dispersed** and if they were dispersed to **who they were dispersed.** I have no idea."*

- In order to align the sector to execute the NSP for GBVF, there is an urgent appeal for **IMPROVED COORDINATION** amongst actors in GBVF & VAC arena
 - Historically, **competition for scarce resources** have encouraged actors to work in 'silos'
 - **Coordination & adequate resources are critical** for successful implementation of the plan
 - Many blame donors on creating 'false competition' by providing **short-term funding, requiring constant innovation & complex 'bureaucratic accountability' measures** in the form of quarterly reports, etc.
- **If they can sort out the funding, they will sort out the collaboration**

"You are writing reports all the time. Your work is so, so much administration that you are neglecting staff. You are caught up in doing reports and administration"

4) Collaboration Amongst Civil Society Organisations

- **Collaboration** amongst civil society formations is **difficult to maintain due to limited resources**
 - Case in point: Shukumisa Coalition was established in 2017 to address the problem of sexual violence but is **no longer active due to lack of funding**

Difficulties in creating & sustaining collaborations:

Short-term funding

- Donors in the main provide **funds for 12 to 18 months**

Competition for scarce resources

- Available **resources** for GBV & VAC are **limited**
- **Competition** amongst NGOs to secure funding is intense

Ideological differences

- Ideological differences amongst civil society organisations make it **difficult to create & maintain coalitions**

Obsession with establishing formal structures for compliance

- Resources are spent on **establishment of structures** for complying with local legislation & international treaties without genuinely implementing their mission or the 'spirit' for which they are created

Hollow state

- Government departments have been **weakened** over last decade which negatively affected civil society's effectiveness
- Their efficacy intrinsically requires partnering with the public sector to deliver its programmes and interventions

It was also mentioned that an **ECOSYSTEM APPROACH** should be used to encourage collaboration. If one element does not function optimally, the entire ecosystem is at risk.

5) Drivers of GBV	Gender norms that are harmful to society	• Institutionalised roles & responsibilities of different genders irrespective of the harm that they may cause	Status Quo
	Brutal & violent legacy of apartheid	• Legacy of violent control over people using state resources has not been eradicated	
	Patriarchy	• Women are underrepresented in most political, social, cultural & religious structures	
	Women & children are ‘lesser’ than men (inequality)	• “The police who are supposed to be protecting women bring their patriarchal self to this issue. They don’t see a person being violated; they see a woman. This is a child; they will get through it. They don’t look at the trauma the person is going through. Both men and women police officers.”	“I think communities are living with pervasive violence, all levels of social interaction and all levels of social inequality and with pervasive violence normalises all kinds of other violence. So, gender-based violence, cannot be tackled alone.”
	Women & children are owned by men	• They are property (chattel)	
	Women earning more than their male partners	• Men feel undermined because they are not the ‘breadwinners’	
	Pervasive violence & ‘normalisation of violence’	• Violence is part of many social interactions that makes GBV & VAC permissible	“If women go to the police station to go and report, it depends on which police station they go to, and it depends on the colour of their skin. If they are in a homestead [in tribal authority land] police station, they are told to go home and find the elders and consult with them.”
	Unequal criminal justice system	• Criminal justice system operates differently in urban centres than under tribal authorities	
	Financial dependence	• Women often remain in abusive relationships because they are not earning an income • They are dependent on male partners for financial support for themselves & their children	
	Children exposed to domestic violence	• More likely to be victims & perpetrators of GBV & VAC	“In our area a ten-year old killed himself because of the violence happening in the home.”
	High levels of alcohol & drug consumption, dependency and abuse in SA	• Alcohol & substance abuse are drivers of GBV & VAC	
	Unconscious bias	• Especially in the workplace women are perceived as less competent, receive less pay and are more likely to remain in middle management	“... they feel that ‘I have let my family down. I was told nobody gets divorced and I would disappoint God’. ‘I would be disowned by God’. Most of our cases especially in 2020 are highly educated women.”
	Divorce is not an option	• Divorce is not an option as it equals failure in their families & in ‘God’s eyes’	
	Poor delivery of basic public services in poor communities	• Mutual constitutive relationship between GBV, poverty & poor delivery of basic services	
	COVID-19 lockdown	• Women & children in lockdown with husbands, fathers, uncles, nephews & sons for long periods of time. Easy targets of men’s frustrations & tempers	
	Mental Health	• It is a silent pandemic because PEOPLE ARE NOT TALKING ABOUT IT , yet it deeply affect behaviour	
	INDIVIDUAL RISK CALCULUS	• INDIVIDUALS RISK ASSESSMENT may be such that it is safer to stay with the abuser than being on the streets	
	Structural Inequality	• Rights of groups of are undermined through structural constraints.	

Interventions Against GBV & VAC

Response

“There is no silver bullet!”

e.g. *Stepping Stones Creating Futures* is effective in changing behaviour of young men & women in informal settlements. There is no evidence that it will be effective with older adults in different contexts.

BIG LESSON –

Don't generalise. No one has the definitive answer on addressing GBV & VAC

- Consensus: Arena remains **underfunded**, and funding should be **ringfenced**
- When there is insufficient funds, the available funds must be used in the response (rather than the prevention) as **the victim/survivor MUST BE THE PRIORITY**
- Main **responses** to GBV & VAC = **psychosocial + legal support** followed by **shelters & care centres** (e.g., Thuthuzela)
 - Psychosocial support has been relinquished to **NGOs WITHOUT adequate funding**

“The psychosocial support is on the shoulders on the NGOs who don't have enough funding to render this support and government departments has relinquished their responsibilities in this regards. Because of the shortage of funding its more of a **hit & run**. Survivors need therapy, therapy is not one session and requirements are according to the individual survivor. Most organisations are **putting a plaster over the wound, hoping it will heal.**”

- Many complain that government **social workers** are generally **inaccessible** to victims/survivors of GBV & VAC
 - Engagement with the Department of Social Development (DSD) = **“don't even bother because you won't get a response”**
 - Another believed that **you need to be connected** to get a response from the local DSD social workers

“It is also an issue of where do you come from. **Who are you connected with, who knows you politically? Which political party you are involved in. And also, if you are in the political party, which faction do you belong to.** Even the DSD in (our area) is political. If you are not affiliated with a certain political party, especially the ruling party. DSD is controlled by the ruling party. They will never respond to your organisation. Even if you beg them to come, even if it is what they are supposed to do, they don't. It becomes so difficult that you have to fight for everything. **You even have to fight when you want them to remove a child who has been abused.** You have to call a higher office to tell them to act. If you don't do that they will never act.”

RESPONSE: Multidimensional or holistic support required by victims/survivors of GBV

- **Criminal Justice System that will listen to victims/survivors**

- **Secondary victimisation** is common in the current system that is not sensitive to GBV & VAC

*"No one wants to listen to their story. The prosecutors are so horrible. Few prosecutors are willing to be on the victims' side and capacitating the family of the victims. **No-one cares, it's all about the rights of the perpetrators in this country.**"*

- **Shelter or White Door Centres of Hope**

- Temporary places of safety for women & children exposed to domestic violence

- **Support from survivors/victims**

- Suboptimal criminal justice system
- Victims/survivors need support from others who have been through the entire process to continue giving them strength in the face of being let down

- **Legal assistance to navigate the criminal justice system**

- Legal process = long + difficult = secondary victimisation for victim/survivor

- **Active listening by family & friends**

- Victims/survivors often need someone to listen to their story & experiences

- **Advice**

- Families & individuals often require expert advice on identifying abuse and the many processes involved in stopping/preventing abuse
- i.e. a mother may want to know if her child is showing signs of sexual abuse

- **Support for different forms of healing**

- Individuals' different needs & processes for healing should be respected & supported

Prevention

- Due to the lack of funding and the prioritisation of response, **interventions to prevent GBV & VAC are FEW**
- Cynicism of government going the **easy route** of **large multimedia campaigns** to bolster their visibility to seem being proactive
 - *“Leadership using gender-based violence and violence against children campaigning as a grandstand to platform themselves with very little actual, meaningful impact on the problem.”*
- Consensus: **Prevention can only be achieved when the root causes of GBV & VAC are addressed**
- **NEED: Changing the ‘script’**
 - Consciousness should be raised about gender norms that are harmful and its adverse impact on individuals and society at large across the population, from the youngest to the elders
- **Experts are eager to get more and more involved in prevention initiatives** as they believe this is crucial to break the negative cycle

The following slides share 17 interventions that experts believe will help address GBV & VAC

Suggested interventions to facilitate dialogue that will contribute to the **PREVENTION** of GBV & VAC

Economic empowerment of women

Women with no access to financial & land resources are more likely to remain in an abusive relationship. **Critical** to provide women with the capabilities to become financially independent.

Effective criminal justice system

An optimally functioning criminal justice system will serve as a **deterrent** and **prevent perpetrators from "getting away with murder."**

"One Thuthuzela Care Centre... we see 100 new rape cases every month. Only 13 getting opened by SAPS & only 10 gets its way to the sexual offenses court. It signals that you get away with rape."

Small group dialogues at local level

Explore the root causes of GBV & VAC in small groups who in turn formulate interventions to address these in their respective communities.

Make GBV & VAC non-permissible in society

Perpetrators should not be accepted by society, they should not be allowed access to the resources of local communities including being able to purchase goods & services from local providers.

Creating awareness amongst children of personal safety

Teaching children about personal safety & respecting other children's space.

Creating awareness amongst children of gender norms

Making children aware of gender norms & related behaviour that may be harmful to themselves and society.

Leverage celebrities to 'break the silence'

Encourage people to talk about GBV & VAC openly and to acknowledge it as harmful.

Build girls and young women's self-esteem

Girls & young women must feel worthy and not tolerate any form of abuse.

Suggested interventions to facilitate dialogue that will contribute to the **PREVENTION** of GBV & VAC (cont.)

Monitor social media on the way gender is presented

Especially bullying and over sexualising of young people.

Positive parenting

Assist parents to engage with their children meaningfully.

Make children aware of personal safety & protection and sensitise them to harmful gender norms. **To help parents to role model positive conflict resolution mechanism.**

Bystander programme

To help bystanders who witness GBV & VAC to intervene in a constructive manner.

Safe spaces for men and boys to get counselling

Places where men and boys can visit and get counselling when they are angry and frustrated and may become violent.

*"A **child was raped & killed** by the mother's boyfriend as a **revenge** against the mother for 'you to feel the pain I will kill your child'. A recent case that we dealing with. The daughter was only six years old."*

Invest in research to determine efficacy of intervention

There are many innovative interventions in the GBV & VAC arena, unfortunately there is little resources to gather evidence on their efficacy and ways to scale-up effective interventions.

Going to Scale

There are few interventions at scale & very few resources available to find ways of scaling-up effective programmes.

Interventions to support couples

To help couples with their relationships & ways to resolve conflict to prevent incidences.

Strengthen the **#NotInMyName** movement/campaign

The movement makes everyone responsible for preventing GBV & VAC, incl men to take responsibility and to say; 'not in my name'.

Messaging that emphasises kindness & mindfulness

Approach is embedded in being human & having empathy. In doing so, it is inclusive and individuals can easily reflect on their own behaviour using these benchmarks.

Healing

- **General viewpoint:** Healing is an imperative for victims/survivors, for providers who offer response services & the country as a whole
- **Therapy is not the only process for healing**
- **Victims/survivors are individuals who are unique and come from diverse religious, socio-economic & cultural background – they have other processes that they draw on**
 - Example of sixty-eight (68) children shared in interview:

"The vast majority of them [children] are not looking for therapy. They're looking for support. They're looking for an opportunity to talk... they need somebody to listen"

Conditions for HEALING

- **Effective criminal justice system**
 - It is difficult to begin the healing process while the **perpetrator is walking freely** around the community
- **Intergenerational healing**
 - It is important to recognise that **children are affected by the trauma that their parents & grandparents experienced** even when they are born long after the traumatic experience
- **Reduction in violence**
 - It is difficult to begin the healing process **while crime & violence remains ubiquitous** around victims/survivors
- **Support for different forms of healing**
 - Individuals have **different needs & processes** for healing and these should be respected and supported
- **Children orphaned by HIV/AIDS**
 - There is a generation of children who lost significant elders in the AIDS pandemic and who have not recovered from the trauma and are now **vulnerable to violence** both as victims & as perpetrators
- **Mental health of response service providers**
 - Service providers & individuals working in the arena of **response** to GBV & VAC are **exhausted & overwhelmed** and need mental health care
 - One respondent believed that the **South African Women in Dialogue** is the **only organisation that truly tries to serve this purpose** for both women working in the arena and for individual women generally

What Constitutes a Legitimate GBV & VAC Intervention?

Legitimate interventions should

Acknowledge the complexity of GBV & VAC and that there is **no single Theory of Change/Action**

It has long antecedents and happens in social, political and economic contexts

Address the **root causes**

Use an Inclusive Lens /Victims Lens/ Vulnerable Groups lens (equality) in the design and implementation of interventions

‘HUMAN RIGHTS ARE WOMEN’S RIGHTS’

Put **victims/survivors first**, their interest should always be prioritised

Ensure that **owners of interventions (external)** have **legitimate GBV initiatives & sound gender policies** for their own staff complement

Ensure these are implemented with fidelity in their own organisations & workspaces **BEFORE** intervening outside the organisation

Be HOLISTIC = Multisectoral + Address the drivers.
Consequently, authentic collaboration is intrinsic to this criterion

Be **aligned to the NSP GBVF** which is widely accepted by stakeholders & considered to reflect the current knowledge base

Be **INCLUSIVE** of all communities, geographic locations & stakeholders

Encourage intergenerational dialogue

Take a bottom-up approach to understand the lived experiences of victims/survivors and to design effective response & prevention interventions

Balance resource allocation between the **six (6) pillars of the NSP GBVF**

Be **evidence-driven** to ensure efficacy

Be educational to **inform & change attitudes**

"In bringing about real changes in attitudes & cognitive understanding."

Mobilising Collective Action Against GBV & VAC

Create national awareness of GBV & VAC

Create awareness of the types & forms of GBV & VAC amongst all South Africans. Many incidences are not reported & are accepted as cultural and religious norms

NOTE: Adamant that **'campaigns don't work'** – it has to be much more than that

Foster unity across race & class

Concerted effort to unite people across race & socioeconomic status in fight against GBV & VAC through inclusive collaboration between government, business & civil society.

NOTE: Some warn against derogatory messages

'Don't belittle men / Don't use aggressive campaigns' & 'Don't refer to South Africa as a violent society. People hear too much of that.'

Recognise positionality & intersectionality

While unity is critical, recognizing that GBV & VAC affects women & children from different positions differently

"We have a lot of SAPS members that don't know what to do in the charge office. Survivors will go to the office to open a case and the police tell our social workers they don't know what case to open."

"Tembeka Ngcukaitobi's judgement showed that we assumed that a person is progressive in one aspect of life and not progressive on other aspects."*

#CantBeBusinessAsUsualFriday

Every Friday the **unsolved cases of women and children murdered** are highlighted in the media and at all the police stations

A monthly BAROMETER on GBV/VAC

Monthly barometer on reported cases & track where the cases are in the system

Include men & boys in the GBV & VAC conversations

Strong belief that men & boys must be part of all campaigns, interventions and dialogues on GBV & VAC

"Women and girls do not abuse themselves." (National stakeholder principal)

Train the 'street level bureaucrats' in the criminal justice system on GBV & VAC

Personnel working at the coalface of the criminal justice are often **subjective in their response** and **unconscious biases** influence their work

Common example was of police officers blaming the victim or reducing acts of domestic violence as private matters

***NOTE:** The judgement handed down by Acting Judge Tembeka Ngcukaitobi and judge Nyameko Gqamana on the 8th October 2021 in the Eastern Cape High Court that took consent to foreplay as consent for penetration and sex.

Mobilising Collective Action Against GBV & VAC

Monitor police & courts' services in poor communities

Criminal justice system does not provide required quality of service to poor communities.

Services in these communities should be monitored & reported on to hold them accountable.

Include gender studies in the school curriculum (from ECD)

Children should be made aware of gender norms & its effects from a young age to begin dismantling the patriarchal institution.

At an early age it should focus on kindness, safety, equality, reporting risk & healthy conflict resolution mechanisms.

Create children's media capability

Make children aware of gender norms so that they can reflect on the concept of gender & harmful practices.

Create media products & deliver them on the various social & traditional media platforms.

Reclaim schools from bullying & violence

Schools are no longer safe spaces. Bullying & violence need concerted effort to change.

Strengthen families

History of apartheid & its attendant migrant labour system weakened family structures.

Family structures need to be strengthened to provide safety & to prevent GBV & VAC.

It is the primary unit for socialization of gender-roles & values.

Strengthen local community response to GBV & VAC

Decentralisation of response services to aligned to victims/survivors needs & address local drivers of GBV & VAC.

Local communities' capabilities to respond to GBV & VAC should be developed.

e.g. training community policing forums to be sensitive to domestic violence & their response or identifying safe spaces for survivors to go to, counselling, referrals, etc.

Private & public companies to review their policies & practices

Workplaces should reflect on their own practices, especially equal pay for equal work, sexual harassment, career progression of women & LBGTQI and include awareness of GBV and provide support.

Mobilising Collective Action Against GBV & VAC

Good leadership across society (government, business, religious, civil society)

Leaders who are role models & who are consistent in their messages.

Train journalist on correctly reporting on GBV & VAC

Language used to report GBV & VAWC needs to show the real brutality of crimes and the horrific impact they have on the victim/survivor, families, communities, and society.

Constant reporting of GBV & VAC in the media

Currently media reports on GBV & VAC are sporadic & often sensationalist.

This should change to give ongoing in-depth reporting on GBV & VAC to provide general education on GBV & VAC and its impact on society. Media should do **follow-up stories on the status of 'sensational' crimes.**

Messaging that reflects the lived experiences of women & children

Campaigns should stay away from euphemisms and be 'blunt' and show the **"everyday mundane violence" of GBV & VAC.**

Identify a victim/survivor and tell the story over time – as the process rolls on.

"You know, we call a teacher having sexual relations with the underage student inappropriate behaviour. Hmm. Yep, that is rape."

"Oh, he killed her because he felt emasculated. Yeah, he murdered her. Period. There's never an excuse to murder anyone. So, when men kill women, then what is the excuse for that?"

Draw on lessons from the HIV/AIDS prevention response

South Africa made HIV/AIDS a national talking point, in workplaces, in religious spaces, in schools, in homes, in entertainment places.

GBV & VAC should become a national talking point.

Conceptualising Safety in the Context of GBV & VAC

"I think we as South African women, we have lost the ability to even contemplate a society that is safe for us."

- Consensus: **Women & children are not safe** in South Africa, even in their homes. Many respondents **struggled with conceptualizing safety** in SA, consequently they listed the factors that they believe would reduce GBV & VAC

Effective criminal justice system

- Many feel safety can only become a reality when the criminal justice system functions effectively. Presently the criminal justice system is failing women & children. Failure of the courts - *"Women are not safe as long as the culprits are roaming the streets with no recourse"* (Stakeholder organisation)

"As long as we have incompetent cops, we cannot be safe."

Quality response to GBV & VAC

- Survivors need to feel safe & protected when they report incidences of GBV & VAC. The need to trust that they will receive proper health, psychosocial, legal & other services that they require - **unconditionally**

Make safety a community resource

- Each member of the community is responsible for the safety of all its members. This would require **"calling each other out"** to be a norm
- But we face a **lack of solidarity**

"People living in informal settlements where everyone knows everyone's business but there isn't enough accountability or responsibility in the community."

Provide a basic income grant

- **Unemployment** in South Africa is **structural & gendered** - women are disproportionately affected
- A basic income grant to alleviate women's financial dependence on their partners & provide them with a safety-net

Enhance parents' & families' capabilities

- Parents need to have the **skills to keep their children safe** and to teach their children about personal safety

Create safe schools

- **Bullying, molestation & violence are pervasive** in our schools. Urgent need to change school environments to become a safe space for children
- Paradoxically, **teachers are the first to notice child abuse & they often react to protect the child**

Change the language used to describe GBV & VAC

- The current language used to describe GBV & VAC associated crimes are euphemisms. These do not reflect the real brutality of the crime

Conversations to EXPLORE

Substantive equality (human rights approach)

Inequality is a significant driver of GBV & VAWC.
Violence is a considerable barrier to achieving substantive equality.

EXPLORE:
Equality = Safety /
Inequality = Violence

Social & cultural norms

Prejudice is an outcome of social & cultural norms that affects interactions & relationships.
i.e. Pressure to get married: Tremendous pressure on women to get married. Quote: an adult woman is “not good enough if you don’t have a man on your side.”
Toxic masculinity: Enormous pressure on men to behave in particular ways that define masculinity.

EXPLORE:
Social & cultural norms that give rise to prejudice

EXPLORE:
Roles & behaviours that are harmful to men and women

Consent in sexual relationships

Consent distinguishes sexual acts from being lawful or unlawful.
Current status: Victim to establish whether consent was given or not.

EXPLORE:
Meaning of consent
Who is responsible for consent in a sexual relation?

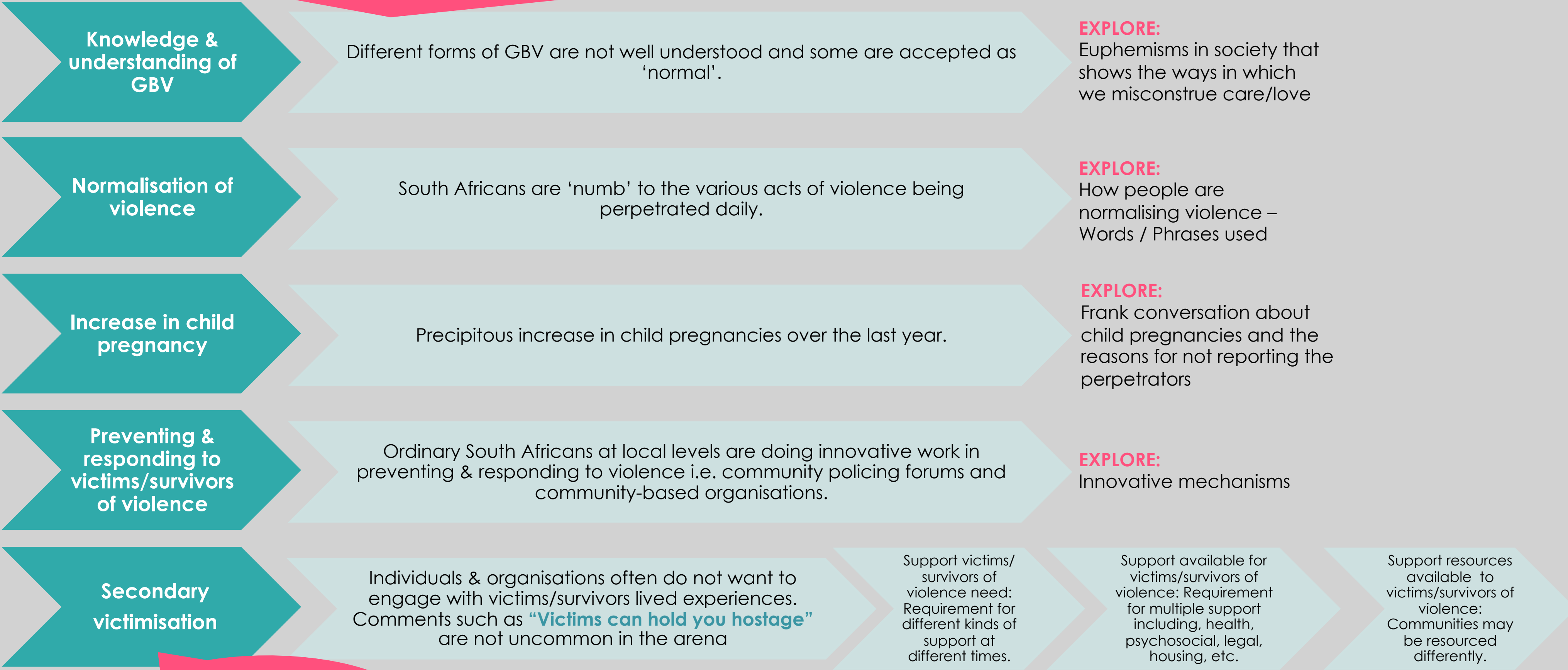
Cohabiting

Increase in cohabiting due to choice & structural constraints i.e. poverty & labour migration.

EXPLORE:
Increased risk of violence & secondary victimization against young women cohabiting with their partners

*“I can’t explain the number of times that I’ve heard policemen say when we talk about violence against young women in informal settlements... **‘it is their own fault because they want to come and live here with their boyfriends. And they don’t want to submit to their parents. So, you know, it’s not our problem’**. I think that those attitudes exist across the board where services from the state are being implemented... people are steeped in very conservative patriarchal norms and the practices of norms in the performance of their duties.”*

“... ‘being told by her husband that she’s worthless is one of the signs of GBV’ / ‘beating his female partner is a sign of love’ / ‘violence as a demonstration of love’. The acceptance of this form of GBV starts young when a teen starts to date and accepts the first slap from her boyfriend because for her it is his way of showing his affection OR even a little girl at the daycare that is told ‘he pulled your hair because he likes you’.”



“We are seeing many survivors of GBV being labeled a mental case.”

EXPLORE: Needs of victims/survivors of violence, especially GBV
EXPLORE: Different kinds of support required to genuinely respond to the needs of victims/survivors of violence, especially GBV & VAWC
EXPLORE: Different kinds of support that is available in the respective communities

Outcome of Expert Interviews: Focus Group Discussion guide

HOW SAFETY IS CONCEPTUALISED IN YOUR COMMUNITY

- Please share with me an example of **where you experienced safety** (the feeling of being completely safe).
 - *[For the facilitator: If the response is not comprehensive, please use the following probes.]*
 - When and where and with whom do you feel safe?
 - What is it that makes you feel safe in these places/situations or with this/these person/people?
 - What does safety look and feel like?
- Imagine you have a child, and you want to ensure that your child feels safe OR is safe, **what will you do to make the child safe** (Pre-school / Primary school / Secondary school)?
 - *[For the facilitator: If the response is not comprehensive, please use the following probes.]*
 - What will you ADD to your life/environment to make this child feel safe / be safe? (as above)
 - What will you take away from your environment to make the child safe?
 - When is a child safe?
 - What makes a child not safe?
- How do we make our environment **safe for adults**?
 - *[For the facilitator: If the response is not comprehensive, please use the following probes.]*
 - What will you ADD to your life/environment to make adults feel safe?
 - What will you take away from your life/environment to make an adult feel safe?
- What percentage of your life do you feel SAFE? Motivate why you are saying that.

Outcome of Expert Interviews: Focus Group Discussion guide

RESPONSE TO VICTIMS/SURVIVORS OF VIOLENCE IN YOUR COMMUNITY (VERY IMPORTANT SECTION)

- In your circle of family and friends, what do you do (and say) if.... (ASK EACH QUESTION SPECIFICALLY)
 - you **hear a child crying** in the area too often?
 - a **child** in your area is **pregnant** (10 to 14 years)?
 - your **child tells you about a friend** of theirs that are **suffering** some sort of assault (verbal and or physical)?
 - your child tells you that a **teacher/family member/friend/stranger is touching them inappropriately or hurting** them?
 - you hear a **women call for help or cry** often?
 - you know that a **family member or friend** is being **harassed/abused/violated in their home** but they are not talking to you about it?
 - your **friend tells you (s)he is being assaulted/ physically harassed/ raped** by her boss/ boyfriend/ husband/ family member?
 - your friend tells you **(s)he is being insulted (verbally) and emotionally harassed** by her boss/ boyfriend/ husband/ family member?
 - someone you know is **living with (co-habiting) her/his boyfriend /partner (not married)** and is being harassed/abused/violated by their partner? Is there is **difference between married people and co-habiting people**?
 - you know someone who is **gay/transgender (LGBTQI+), who is being harassed/abused/violated** by their partner and or their community, what do you do? What do people say?
 - a **young girl/boy is being harassed/abused/violated** by people in the community? What do people say?

Outcome of Expert Interviews: Focus Group Discussion guide

RESPONSE TO VICTIMS/SURVIVORS OF VIOLENCE IN YOUR COMMUNITY (VERY IMPORTANT SECTION)

- What does **consent (permission)** mean to you in a sexual relationship? When did I give CONSENT for sex?
 - Who is **responsible for establishing consent** (permission) in a sexual relationship?
- If **YOU were being abused/assaulted/raped/insulted**, what would you **want people around you to do**? Please explain why.
- Do you think we, as a society, **helps/supports victims** of violence? Please explain why?
- Do you think we, as a society, are **trying to create safer communities** (or/and country)? Please explain why?
- Do you think the **business community/leaders** are trying to create safer communities (or/and country)? Please explain why?
- Do you think the **religious community/leaders** are trying to create safer communities (or/and country)? Please explain why?
- Do you think your **traditional leaders/cultural leaders**, are trying to create safer communities (or/and country)? Please explain why?
- **Who do you believe is trying** to create a safer society in your community? How are they doing this?
- **Whose JOB** is it to create a safer society?
- Please share with me how you think **we can respond to victims/survivors of violence** in your community? Please explain why?

Outcome of Expert Interviews: Focus Group Discussion guide

[For the facilitator: The following questions may already have been covered in the previous section. These are checkpoints to ensure we have covered these aspects.]

How Violence is Conceptualised in your Community

- Please share with me what you believe are the **root causes of violence** in your community.
- Please share with me what is **being done about violence** in your community.
- Please share with me **what else should be done** about violence in your community.

How Violence Against Women and Children and Gender-based Violence are Conceptualised in your Community

- Please share with me how you **think and feel about Violence Against Women** in your community.
- Please share with me how you **think and feel about Violence Against Children** in your community.
- What do you **understand by the term Gender-based Violence (GBV)**?
- Please share with me what are the **causes of violence against women and children and gender-based violence in your community**.
- Please share with me the **way victims/survivors of violence against women and children and gender-based violence are treated** in your community.
Please explain why?
- Please share with me **what is being done about violence** against women and children and gender-based violence in your community.
- Please share with me what else should be done about violence against women and children and gender-based violence in your community.

Outcome of Expert Interviews: Focus Group Discussion guide

HOW SOCIAL AND CULTURAL NORMS CREATE EQUALITY, PATRIARCHY, AND PREJUDICE/DISCRIMINATION

- Please share with me how you think and feel about **equality** in your community.
- Please share with me how you think and feel about **prejudice/discrimination** in your community.
- Please share with me how you think and feel about the way **South African's are socialised into different roles and responsibilities.**
 - *[For the facilitator: If the response is not comprehensive, please use the following probes.]*
 - Gender roles? Please explain why?
 - Women and children are infantile (lesser)? Please explain why?
 - Toxic masculinity? Please explain why?
- Please share with me the things in your culture that contribute to prejudice/discrimination. Please explain why?
- Please share with me the things in your culture that contribute to harm to women, children, LGBTQI+, and men. Please explain why?

WHAT ELSE AFFECTS SAFETY AND VIOLENCE IN YOUR COMMUNITY

- Is there anything else that we should think about when it comes to safety in your community? Please explain why?
- Is there anything else that we should think about when it comes to violence in your community?

Thank you for your time and sharing with us your knowledge, experiences, and insights.

Focus Group Findings

1. Understanding of the terms: GBV & VAC
2. Exploring Violence & GBV
 - How do people talk about the causes of violence including GBV & VAC?
 - What are the threats to safety?
 - What are our immediate reactions to violence including GBV & VAC?
3. Exploring Safety
 - Introduction to Safety & Feeling Safe
 - Keeping a Child Safe
 - Keeping an Adult Safe
 - Actors in the Safety Arena
 - What do we do to help Victims?
4. Exploring Solutions
5. Conclusion

NOTE:

The requirement of the research was to provide insights into the conversation of ordinary people that may need to be reframed if we are going to move toward a safe society.

For this reason, the report offers nuanced insight into each section of the study supported by ample quotes to capture the conversation.



Understanding of the terms: GBV & VAC

- This section pays attention to people's understanding of the terms Gender-based Violence (GBV) & Violence against Children (VAC).
- This understanding was tested in writing before the focus group sessions commenced.



Before the focus groups started, each participant had to complete a brief questionnaire, consisting of 2 questions...

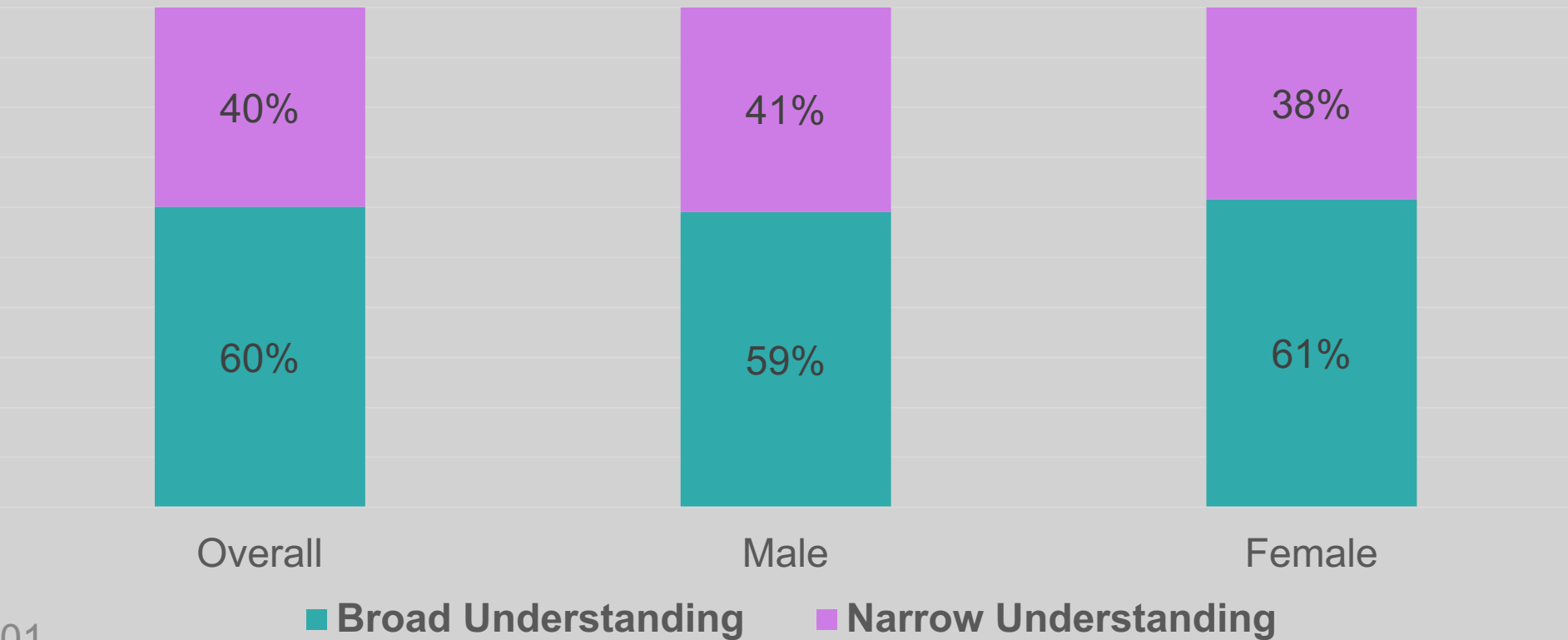
1) What is Gender-based violence (GBV)?

2) What is Violence against children (VAC)?

The following section looks at the knowledge people had on GBV & VAC BEFORE the session commenced

What is Gender-based Violence (GBV)?

- Gender-Based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power & harmful norms. Gender-based violence can be any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women & men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.



Violence against Children (VAC)?

- VAC includes all forms of physical & sexual violence and emotional abuse, neglect, negligent treatment and exploitation that is perpetrated against minors aged 18 years and under.

All the respondents had a broad understanding of VAC.

Exploring Violence & GBV

The section aims to explore the focus group participants' perceptions on violence & GBV within their communities.

1. What causes violence?
2. What are the most significant threats to safety?
3. What do they do when they are confronted with different scenarios of violence?



infusion.

Transforming lives.

How do people talk about the causes of violence including GBV & VAC?

1. Normalising Violence & Control
2. Socialisation (Institutions) that Permits Violence
3. Money
4. Substance Abuse & Alcohol Dependency
5. No Consensus on Sexual Consent
6. Poverty & Unemployment
7. Unhealthy Relationships
8. Verbal Abuse by Women
9. Mental Health is Not Addressed
10. Fear of the Perpetrator
11. Social Media
12. Changing Social Patterns



Normalising Violence & Control ^(1/2)

Apartheid Legacy (Control)

- The highest form of violence where the state-controlled people by dispossessing them of **their land, rights, dignity – the legacy still influences many of our behaviours.**
“Our violent history, **apartheid was the highest form of violence**, just the sheer disrespect, the dispossession of land.” (M,A,E,I,H,GP)

Corporal Punishment

- Corporal punishment is considered efficient and effective form of discipline.
“A lot of people see it now as abuse and when you were young, it was not seen as abuse at the time.
You knew if you did something wrong then this is going to happen.” (F,Y,E,W,LP)
“All of us sitting around this table got hidings when we were small, and **we didn't turn out too bad.**”
(M,A,E,W,WC)

Violence as Conflict Resolution

- **Reacting violently is the first response to conflict resolution.**
“We don't know how to respond to situations and our first response is violence.” (M,A,E,I,H,GP)
- **Respond to violence with violence.**
“Sometimes it's you retaliating. **You also get tired from being hit.**” (F,Y,E,A,LP)
- **Limited effective communication skills often result in violence as a response.**
“They [girls] are **always fighting**... Some arguments are about boys, some are about gossip at school, so I was trying to mediate between them so that they could at least communicate.” (F,A,U,A,GP)

Language

- **The kind of language used to bully, to undermine, to legitimate violence, and to make excuses for violence helps to perpetuate violence.**
“You'll never hear the word 'kaffir' because when you use it, you know what's going to happen. But when we come along it's **'ma-boesman'** (crude reference to coloured people meaning 'bushman')... and do you know how painful that is?”
(M,Y,E,C,C,LP)

Normalising Violence & Control (2/2)

Domestic Violence

- Intergenerational cycle of violence is a robust means of socialising children that violence is acceptable.

"Growing up in abusive household, **that child won't know how to be a proper father to his child because of his father**. So, it goes on like that."

(F,A,E,C,C,KZN)

"The **children see when a husband abuses a wife** and eventually, they will see it as normal." ((F,A,U,W,WC)

- Women don't leave their abusive relationships which contributes to normalising/accepting violence of all forms.

"Most of the time... when the police are called after a woman has been getting a hiding, she'll go down with the police and say '**los hom**' (leave him), '**we'll sort it out on our own. Just give him a warning**'. She just wanted to put some fear in the guy to see if he will try it again and she's just going to do that the whole time and that thing now becomes irrelevant to him. **He's going to understand that he has power over her** and that she's going to stay in that situation. He's just going to do the same thing and then that goes on for years, so you'll just stand and look and say '**the police even know the address**' you'll just phone and they'll know where to go because it's the same people every time. They don't even care, they'll just go with their blue light and then pass." (M,A,U,C,M,GP)

High Levels of Violent Crime

- There is a 'lawlessness' - an impunity towards criminals which contribute to accepting violence.
- Criminals are role models to youth because of the wealth that they display.
- The violence between taxi associations around securing routes has become a norm instead of seeking alternative dispute resolution mechanisms.

"There was a conflict between two taxi associations. Molepo taxi association said our community belongs to their association but before, we wanted transport that can go through Mountain View. So, Mankung offered to help but they didn't know if Mountain View was under Molepo. It's not safe for me and imagine now, I go to Polokwane and come back late and the Molepo taxi association doesn't care about us, they pretend it's not their responsibility." ((F,Y,E,A,LP)

"Recently **a learner saw the taxi driver being killed**." (M,A,E,I,H,GP)

- Drive-by shootings.

"Now in our community we have drive-by shootings, it's not safe. **A young girl was shot on her way walking home**." (F,A,E,C,C,KZN)

Socialisation (Institutions) that Permits Violence (1/4)

A Man Doesn't Cry

- Men must be strong all the time; it is often interpreted as being in control and in power.

"This thing of 'indoda ayikhali' (a man doesn't cry) does a lot of damage to them."
(F,A,U,A,GP)

- Men are not/cannot be (acknowledged) victims of abuse.

"A man is taught not to cry. Even if he's being abused, he's not going to tell anyone that he's being abused." (M,A,U,C,M,GP)

"Our fathers used to protect children and the wives. Even during the war, the women and children were hidden and protected always.

Our fathers were providers but with this new generation, they think responsibility means abuse and then you will respect me. They have power and no brains." (F,A,E,A,KZN)

Men are Superior to Women

"It was like that so it is like that." (F,Y,E,A,KZN)

- The belief that men are superior to women fuels violence.

"I think we have inherited a certain habit that we get from our forefathers as Africans. We've learned that men are superior than [sic] women." (M,A,U,A,LP)

"I think our mothers instil in them that that [he] is superior to God." (F,Y,E,I,M,GP)

"They feel they have to be the head of the house." (F,Y,U,C,C,GP)

"In this community the men feel like they have more power, and they are superior." (F,A,U,I,H,KZN)

- The belief that women must be submissive to men creates many opportunities to 'correct' her behaviour.

"They tell them 'monna ke monna, o'ska ba sitlaela' ('a man is a man, don't be a fool'). That's how it is. So, in our culture they love to say that we should submit even if they did something wrong or if somebody did something bad to you and you are unable to even express your feelings." (F,A,U,A,GP)

"We will not accept the bare minimum anymore. And I think that's good because either you do it or you're going to be alone." (F,Y,E,I,M,GP)

- The need to be in control and to dominate all forms of interaction between men and women.

"It's either his way or the highway." (F,Y,E,I,M,GP)

"Men hurt children and woman because they want to show dominance." (M,Y,U,W,GP)

Socialisation (Institutions) that Permits Violence (2/4)

Shame, Taboo, Silence & Blame the Victim

- The victims of violence feel shame which results in silence and continuing abuse.

"I'm married for the second time, and I was in a very physically abusive marriage initially... I didn't speak about it. I would go to my friend's place. Then **I would be more embarrassed to speak about my abuse** rather than go and get help until it got to a point where it was so bad. Where I was **my life was in a critical situation until I realised it for myself, and I made that decision for myself.**" ((F,Y,E,I,M,GP)

"It is very **difficult for the abused to talk** about it, **they feel shame.**" (M,A,E,I,H,GP)

"I have a girlfriend who was raped by an uncle when she was six. Yes, **she only told me when she was 40**, and she hid that her whole life." (M,A,E,W,WC)

- The victims are made to feel ashamed – stigmatised so they keep silent.

"Being scared of being a **laughingstock.**" (F,A,E,A,WC)

- It's a taboo to talk about women and child abuse, so it continues.

"A child being harassed in the community is a **bit of a taboo subject** and people will not talk freely about it." (M,Y,U,W,GP)

- Blame the victim so that there is no need for introspection.

"In the White community everything starts with – '**het julle gehoor van so en so**'. As soon as this happens the truth turns into gossip news. Today we heard of a girl that's been raped, tomorrow in the gossip news you hear – '**I think she was looking for it**'. As soon as this happens people lose interest in the story, and they look for a new one." (M,A,U,W,LP)

- There is no adequate support for victims of abuse.

Socialisation (Institutions) that Permits Violence ^(3/4)

Marriage

- Marriage is difficult, women must endure it.

“O fla di bona, ka lenyalong (stay and bear it, this is a marriage)” (M,A,U,A,LP)

- Marriage vows are ‘forever’ – divorce is stigmatised.

“A married couple **took their vows till death do them part**, so they'll have to work through it.” (M,Y,U,I,M,LP)

- Marital issues are resolved often through family intervention.

“There is a belief that **an outsider cannot and should not get involved in their issues** because they are married. At that time, the wife is being abused. **Their issues must involve only their families.**” (F,A,E,A,KZN)

- Women are their husband's property when they are married, and they must do as he says.

“Even when they are married, **they become the man's child.**” (F,A,E,A,KZN)

- Men are entitled to sex in a marriage.

“Even the scriptures say, **‘the only time you cannot have each other is when she is in her periods’** that's when you can part.” (M,A,U,A,LP)

“She won't say **‘no’**. Because I'm her husband.” (M,Y,E,C,C,LP)

- It is difficult to leave an abusive relationship when there are children; the assumption is that children need both parents living together.

Socialisation (Institutions) that Permits Violence (4/4)

Women Should Behave Modestly

- When a woman dresses and talks in ways that are not considered modest it is a signal for men that she is consenting to sex and to be disrespected.

"The way you dress as a woman, the way you talk and the way you react to certain things... So, if you can say, **you want to hook me in but at the end of the day you don't want to do it. How am I going to feel?** That's when they say its rape because you've forced yourself into that person." (M,A,U,A,LP)

"'Ukugqoka'. It's when someone chooses how you should dress and says you shouldn't wear short things because **you are attracting men and it will cause them to do what they want to do to you.**" (F,A,U,A,GP)

Cultural Practices

- Women are not allowed to become members of the traditional councils which makes it difficult for their voices to be heard.

"Women aren't considered in the traditional council. **Men must speak and what women say won't be considered.**" (F,Y,U,A,LP)

Religion

- Religion ordains contradictory rules which are open to exploitation.

"**The man is in charge of the house, and it is in the bible, you can read it any way you want.**" (F,A,E,W,GP)

"It gives you your rights as a man and it tells you that **your rights as a man can only be fulfilled if you fulfil the rights of your wife.** If you can do that, then you are entitled to your rights." (M,A,U,C,M,GP)

"The **bible also says that a woman must submit to a man.** So, culture and religion are contributors to this notion." (F,A,E,A,KZN)

- Religious practices that undermine women, for example:

- In Islam that reduces women's freedom of movement by the 'mahram' (someone you are forbidden to marry) rule – **single women can only travel long distances with a mahram.**
- In Hinduism **some prayers are only said by men.**

"There are certain things in the prayer that a woman can't say and a man can." (F,A,U,I,H,KZN)

Money ^(1/2)

Financial Dependence on Men

- **Women who are dependent on men for money are more likely to accept abuse and to remain in the abusive relationship.**

"I have a friend that's going through a physically violent relationship. She's been in the relationship for a long time, and it is not easy just to take your stuff and leave... **there is no way out because financially they are not in the position to leave the person that's abusing them.**" (F,A,U,W,WC)
- **There are not many shelters for abused women which makes it difficult for them to leave relationships in which they are financially dependent on their male partners.**

"So more like a security thing. But I think for emotional violence or abuse or anything, there's no where to go to, unfortunately in our community."
(F,Y,E,I,M,GP)

"**Ons vrouens het nie inkomste nie. Ons het nie skool klaargemaak nie. Ons het nie careers nie.**" (F,Y,U,C,C,GP)

"We do have cases of abuse, where some pupils are victims. Where you find out that **a child is being abused and raped by the stepfather, and the mother is aware of such, but because they financially depend on this stepfather** for both their wellbeing." (F,A,E,A,WC)

Financial Dependence on Women

- **Some men do not seem to think that they should contribute to the household chores when they are not working in employment because it is considered 'woman's work'. This becomes a contention when the women who are earning the money raises it with the man. For them it is questioning their masculinity and making them feel insecure.**

"The woman would say '**I married you, I buy groceries and you don't cook. You don't even work**'. Now as a man you start losing your self-confidence. When you sit alone as a man and you think about it, you think to yourself that I married this woman, I love her, but **she doesn't treat me like a man.**"
(M,A,U,A,LP)
- **The difficulty of accepting women as breadwinners because that is a man's role.**

"The '**dad is not wearing the pants anymore**', just because he's doing the responsible thing towards the kids." (F,A,E,W,GP)
- **Perception is that financially independent women may be disrespectful to their male partners.**

"Albeit an independent woman will never listen to a man, hence **men feel inferior** in this instance and resort to violence." (M,Y,E,A,GP)

Money ^(2/2)

Transactional Relationships (Men)

- When some men buy things for their partners, they believe that they 'own' them and can do as they please with them.

"This thing of doing things for your girl, **you end up thinking that you own** her because of the many things that you have done for her." (M,Y,U,A,KZN)

"I might come from a struggling home and a man will believe that if he gives me money to put bread on the table, he could take advantage of that."
(F,A,U,A,GP)

- There is a distortion of cultural practices – for example 'paying for damages/ intlawulo' (paying the woman's family for impregnating her out of wedlock) weakens all forms of accountability measures.

"One young lady got involved with a Pakistani shop owner. When the police came, he told them: **'wait a minute my friend' and he went to the shop and took out R1000 and gave it to the young lady and the police left.**"
(M,A,U,A,LP)

Transactional Relationship (Women)

- Some women prefer the 'golden handcuff' and for that accept abusive relationships.

"**She chooses the abuser with money.** She knows that when she wants to do her hair, that man will pay. So, it is money, even if there is abuse, money makes them stay." (M,Y,U,A,KZN)

- Opportunistic behaviour by some women that can lead to men reacting violently.

"Now this guy says let me spoil my woman and gives her R500. The lady says 'types like us need R3 000' and the guys says no R3 000 is too much, I can't afford it so he calls the police. When the police arrives, to show that this was orchestrated, the police speaks to the guy and that guy will talk to the police. After 5 minutes they will tell him to try talk and resolve the matter. **That guy will go to the ATM and give the lady that R3 000. We are no longer talking about rape. It's one of the challenges we are talking about.**" (M,A,U,A,LP)

- There is a conflation between love and materiality (a vicious cycle) – he must buy her something or else he does not love her which in turn gives men 'control' over the relationship which may lead to violence.

Substance Abuse & Alcohol Dependency

Drugs

- In the Coloured community in Gauteng where the focus group discussions were conducted respondents complained bitterly that drug abuse is endemic.

"We're so used to it. That's why we don't even mention it. **It's like so normal now.**" (M,A,U,C,M,GP)

- People who have a dependency are more likely to fight, steal, and harm people around them for money to purchase the drugs.

"The men who use drugs will **abuse his mother and demand money for drugs** from his mother, the **pension money.**" (F,A,U,C,M,WC)

- They neglect their children.

"I was recently working in a school, Kemmond, a special school and there was one case where, the mother was a drug user and she'd leave the child alone. **She would pass out and he (child) would have to clean her.**"
(F,A,E,C,C,KZN)

Alcohol

- Drunk people lose all sense of reason and decency.

• "A man comes back home drunk and while his wife is cooking, **he kicks the pot and the porridge is spilt** on the floor for no reason." (M,A,U,A,LP)

- They become rude to people around them.

- They tend to pick fights for no reason.

"When I look around, **people who have been drinking end up fighting** and when you check, you find that the reasons for fighting are petty."
(F,A,U,A,GP)

"So, we'll drink and fight amongst ourselves, and **we have knobkierries.**"
(M,Y,U,A,WC)

- Men tend to hit the women and children in their households when they are drunk.

"When we were young, I experienced violence against women when there was alcohol involved. My father didn't drink. He would be called to his brothers house; it was mostly alcohol related." (M,A,E,I,H,GP)

"When his drunk, he hits you." (F,Y,E,A,LP)

No Consensus on Sexual Consent ^(1/3)

Verbal Mutual Agreement (Yes)

- At least half of the respondents agreed that verbal consent from both partners is required in consensual sex.
 - “It's a **mutual agreement**, that's what consent is.” (M,A,U,C,M,GP)
 - “I ask if we are continuing or not, if not then we stop, if so then we both consent to each other and continue.” (M,Y,E,A,GP)
 - “The word yes.” (F,A,E,W,GP)
 - “Even if **you say yes and you start second guessing yourself, then you can still say no** and that must be respected.” (M,Y,U,W,GP)
 - “Both are responsible. Imagine giving a man responsibility over me... It's my body.” (F,A,E,C,C,KZN)
- Men are very conscious that without consent they can be accused of rape.
 - “**I am telling you this because I love you. Don't take a no for a yes. A no is a no.**” (M,Y,E,A,GP)
- Women are aware of their rights to say no.
 - “You have the right to say no.” (F,Y,E,A,LP)

Body Language

- The body language that shows that both partners are enjoying themselves.
 - “If you touch me and I don't resist it, and I also **'play the part' without saying 'no'**, then there's consent.” (F,A,U,A,GP)
 - “Feelings are a great indication for me... we listen to feelings if **it flows then it means it's a yes.**” (M,Y,E,A,GP)
 - “**'Bogobe bo ready gor re ka boja' (if the pap is ready to be eaten)** so her and I, through us touching... It will indicate if it's a right time and it's a yes. Even if it's not verbal but through signs, we'll see that it's a yes.” (M,A,U,A,LP)
 - “I'd first kiss her and see if she is responding... then foreplay to see **if she won't push me away... then, we're on.**” (M,Y,U,A,WC)

Transactional Sex

- If you bought a girl a drink, then it is consent for sex.
 - “We end up thinking that **buying a girl some drinks mean that they should sleep with us** and so our mentality is misplaced.” (M,Y,U,A,KZN)

No Consensus on Sexual Consent ^(2/3)

Pleasing Husbands

- Men prefer that their wives will always say yes when they want sex. A few married women say that they consent to prevent sulking from their husbands or out of pity and 'fake it'.

"You must **just give the husband and don't say 'no'**. Just to please her husband." (M,Y,E,C,C,LP)

"In essence you are **engaging under undue influence and for peace-sake**. You think that he must do what he wants to do so that I can go to sleep, or he will be touching you the whole night." (F,A,E,A,WC)

Normalising Sexual Harassment

- It is 'harmless' and not called out when a boy touches a girl without her consent.

"I know a friend; it was like two weeks ago she went out with a few of her other girls. **Guy grabbed her bottom and when she turned around, she saw like five boys standing behind her**, and not one of them spoke up against that, and she couldn't do anything." (F,Y,E,I,M,GP)

No Consensus on Sexual Consent ^(3/3)

'No Yes'

There are three interpretations of 'No Yes'...

1. Continuing foreplay with the intention of arousing the partner to engage in consensual sex.

"It depends on **how she says 'no'**. Sometimes she'll say 'no', but you'll keep trying. But if you can see on her face that it's a 'no', then it's a 'no'." (M,A,U,C,M,GP)

"Sometimes the problem is some say 'no' when they actually mean 'yes'. When you go to relax, she says **'no, but you should have convinced me'**. Then when you ask why I should have to convince you because you said 'no'." (M,Y,E,A,GP)

"The other one, is soft and includes a yes." (F,A,E,A,KZN)

2. Continuing with foreplay/penetration when the partner says no midway during foreplay or penetration.

"If the no comes and you are already started and are halfway, as in the penetration has already started, **I think it is safe to assume that it is the no of the yes.**"

(M,Y,E,A,GP)

3. Stopping with foreplay/penetration when the partner says no midway during foreplay or penetration.

"It doesn't matter where it started, there's a beginning and a finishing point and **anywhere between start and finish, no means no.**" (M,A,E,W,WC)

Poverty & Unemployment

Unemployment

Mutually
Constitutive

Poverty

- Unemployment amongst young people is high resulting in:

- Young people joining **gangs**.
- Young people abusing **alcohol and drugs**.
- Young people taking part in **criminal activities**.

- Unemployment is placing enormous strain in individuals, households and families leading to substance abuse, violence and disrespect.

“We have explained that **we are supposed to provide and when we don't provide, we get frustrated and have a short temper**. Which leads to us **being abusive, through you not working**.” (M,Y,U,A,KZN)

- Unemployment leads to criminal activities.

“Those who are unemployed have this belief that **they can ask for money and when they can't get it, that's where the violence starts...** You'll be busy jumping off the bus and they'll say 'give me R5' [chuckles]. **If you don't give them the R5 you know that you'll get mugged later**. You should know then that you got mugged because you didn't give someone R5 earlier, so they were fetching it.” (M,Y,U,A,WC)

- Poverty creates multiple deprivations including taking away the individual's dignity.

“Poverty takes your dignity; **it is humiliating, and they take it out on women and children**.”
(M,A,E,I,H,GP)

“The problem is that being unemployed stresses us out. **We stress a lot and then you notice that the violence starts at home when someone is being disrespectful** and speak anyhow [to you].” (M,Y,U,A,KZN)

- Criminal activities out of desperation.

- Leads a child into transactional sex.

- Parents prostituting their children.

“**There are women who sell their kids for sex in exchange for money**.” (M,A,U,A,LP)

- Families can't help the abused because they are financially strained which enables the abuser.

“Remember I can go to my aunt, and she will want to help me. That night will be fine, they will let me sleep over. The next day they will talk. **She is my aunt, but she does not work. Her husband will say 'say to your sister she can't stay – we don't want to get involved. We are barely keeping head above water. We can't look after her and her children'**. He will say 'they don't have money to feed another person'.” (F,Y,U,C,C,GP)

Unhealthy Relationships

Communication is Not Open

- There is no open communication resulting in assumptions & judgements being made which leads to fights which turns violent or emotionally abusive.

“It is easier to slap somebody than express what you really are feeling.”

(F,A,U,W,WC)

Children are ‘Collateral Damage’ in Unhealthy/ Failed Relationships

- Women sometimes blame their children for their male partner leaving the relationship.

“Especially if the father has run away and the mother takes that and starts bashing this poor child.” (F,A,E,C,C,KZN)

- Children are easy targets to avenge in unhealthy or failed relationships.

“People outgrow each other, they break up. Now they are angry with one another, they end up projecting that anger towards the child.” (M,Y,U,A,KZN)

Trust is Eroded

- The constant surveillance of partners when trust is eroded leads to quarrels which tend to escalate into violence.

“She can smack you. She can throw your phone in the water. You’ve got work; important work... and then you’ve got your ‘skelm’.” (M,A,U,C,M,GP)

- Cheating.
- Obsessive jealousy.
- There is also tit-for-tat that is becoming more commonplace

“We are the same as men and women. I have a cousin that was busy on her phone flirting with other men and when she was asked about it by the family, she said it was because her husband was also doing it.” (F,A,E,A,WC)

“Love them Out of It”

- There is a belief that they can help their partners stop abusing them by loving them and being there for them.

“I can change him, or, you know, it will be better. I love him out of it, and then you constantly get stuck.” (F,Y,E,I,M,GP)

Verbal Abuse by Women

Verbal abuse as a trigger to violence

- Many male respondents and a few female respondents reported that women are quick to egregiously insult men verbally which is a trigger to violent responses from men.

"You can have a very light argument with a woman and then **she'll just start insulting you about the most personal things and you'll think "damn!"**... You can't not be angry... but **you're bound to hit her if you're angry.**" (M,Y,U,A,WC)

"Women are much more verbal, and they've got a way of expressing themselves. **With their tongues they can really hurt people.**" (F,A,U,W,WC)

Conversation

Respondent: "You must know one thing, women talk. **You cannot talk like a woman.** If they shout at you, you can't shout back we've got that dignity. **We men have that dignity.** I can't stand by the fence and start exchanging words with a woman."

Moderator: So, what do you do? **Hit them with a fist?**

Respondent: **That's the only option** that the person gets inside their head. The desperation and narrow minded, **we are being pushed by anger remember.** And **when you are angry, you don't think.** You just do it, we'll talk later." (M,A,U,A,LP)

Mental Health is Not Addressed

Low Self-esteem

- People with low self-esteem are more likely to respond in violence to people who are more vulnerable than them.
“A man might be **seen as nothing within his own community** and then **he tries to take the power back** in his family and at his home.” (F,A,U,W,WC)

Anger Management

- People who are unable to control their anger are more likely to respond abusively & violently.
“Another cause is anger. You find that someone grows up with a lot of anger and they have a wife, **they hit that woman because of the anger that stems from home.**” Polokwane Rural FYE

Therapy is Not an Option

- It is a taboo to seek professional mental health services.
“Even if you say you want to go to counselling. The older people think, like, **what is counselling going to do? How is it going to help you like, you're just talking to somebody?**” (F,Y,E,I,M,GP)

Stress

- People who are unable to deal with their stress and let it out through abusing those who are more vulnerable than them.
“Violence against children are very common today. It is because **everyone is stressed.**” (F,Y,E,W,LP)

Fear of the Perpetrator

Perpetrator @ Home

- Especially when the perpetrator is in the same household.

“There is a small number of cases where a child will report their uncles because he is at home. **It is easy to say something about a teacher or an outsider. At home their uncles can easily threaten to kill their mother if they speak** and because the child loves their mother, they will end up not saying anything. You might even end up finding out when they are pregnant.” (F,A,E,A,KZN)

Social Media

Dark Side of Social Media

- **Predators – luring children and young people.**

“During one of her performances somebody recorded her performance and posted it on Tik Tok. **She now has 1700 followers on Tik Tok.** What really concerns me is that it is not really kids that follow her but grownup men. You can't believe what comes in on the phone. **Grownup men offering her money, these people must be sick in the head.**” (M,A,U,W,LP)

- **Games & entertainment that normalise violence.**

- **Sharing other people's personal information and experiences – abusing privacy.**

- **Bullying by posting harmful information.**

Conspicuous Consumption

- **Keeping up with the 'Bonang/Boity' is putting pressure on people to conform to particular forms of consumption behaviour and body image.**

“Now she will also want this much, and you will wonder why now all of a sudden, this person wants this much. **It starts eating you inside and can make a man violent** because they are wondering why and what has changed you.” (M,Y,E,A,GP)

Changing Social Patterns (1/3)

"Now the Rules are Intertwined" (M,Y,U,A,KZN)

Women in the Labour Force

- Women are working in diverse professions & in senior management.

"In a lot of the work situations I am in, the men also have women or wives that are more professional, or stronger woman. And then they seem to respect the other woman's rules because they are okay with it."
(F,A,E,W,GP)

- Women are also struggling to come to terms with their new roles because the notion (fact) that men are the breadwinners remains intact.

"So, I would say it is both a negative and a positive because some men get lazy, especially with the women being independent. They start depending on us, and then you end up looking after them."
(F,Y,E,I,M,GP)

Greater Awareness of Women's Equality

- There is some consciousness of women as equal
 - It is interpreted as being more 'powerful' in the home.

"Now the women are more in charge. In our times wives were housewives. In these times women are working, they on equal footing. I think there are changes, women are more powerful." (M,A,E,I,H,GP)

- Men and women need to be educated on what does it mean to be equal, especially in the home.

"Men need to be educated on how the society has changed, that women are no longer our subordinates but partners. They are as strong as we are."
(M,Y,E,A,GP)

Girls & Boys Being Socialised as Equals

- The majority agrees that children are being brought up with equality and that traditional gender roles are not being perpetuated.

"Boys are allowed to cry and not allowed to hit one other." (F,Y,U,C,C,GP)

"It used to be women who would cook but now, even the coloured men love cooking. This evening, my son said to me 'Mommy, just fry the wors and do the phuthu (Crumble pap) and I'll come do the chutney'." (F,A,E,C,C,KZN)

"Gender roles no longer exist, and we teach it in our own houses." (F,A,E,A,WC)

"I have a daughter who's very opinionated and she will not take from her father or anyone. And I love that. Sometimes it gets too much. But you know, she has a voice." (F,Y,E,I,M,GP)

Safety Threats:
Constant contestations.
Substantive equality is tenuous.

Changing Social Patterns ^(2/3)

Men as Homemakers

- It is difficult for society to accept men as homemakers even though the number is slowly on the increase.

"I have a cousin who we make fun off, his wife is the CEO of a listed entity, and he hasn't work for 30 years. **He takes his role as a husband very seriously, we used to make fun of him as a house father.**" (M,A,E,I,GP)

Men Assisting with Household Chores

- While men are beginning to contribute to household chores and rearing the children; it is frowned upon by family especially mothers and mothers-in-law.

"I have a brother... we were at the village. In the morning he took his child and changed the nappy. Our older sister came in and said he must stop because men do not change a child's nappy. They expect the wife to take care of the child and do her duties in the house. At that time the father is sitting and not doing anything. He even told her that, **'you can see that I can change the child perfectly fine'.**" (F,A,E,A,WC)

Broad-Based Black Economic Empowerment

- Legislation directed at redress is seen as discrimination.

"We are not equal in South Africa because **everywhere you go the focus is on women and their empowerment, even at work.** This makes men feel left out especially black men. **This fuels the belief that they are better than us.**" (M,Y,U,A,KZN)

Cohabiting

- There is more freedom to leave when the relationship is abusive.

"The rules change, in a co-habitation situation you can easily get the person out of that situation. Whereas in a marriage, we have to walk on eggshells. You make sure to call both of them and you talk to them. **To the ones staying together without marriage, there is nothing that I am going to talk to them about. Especially to my sister, I take her, and we leave. He is not my brother-in-law, there is nothing to talk about with him.**" (F,A,E,A,WC)

Changing Social Patterns (3/3)

Some acceptance of LGBTQI+ yet several people still resist

- There is some increase in acceptance of the LGBTQI+ communities.
“I have a lot of gay friends and will defend them to the ends of the earth.”
(F,A,E,W,GP)
“The millennials are much more open to changes, and we accept gay people but in my dad’s time it was an absolute no go and 100% wrong.”
(M,Y,U,W,GP)

Migration

- Communities are in constant flux, new families moving into areas with no mechanism of integration.
“Bear in mind, we live with many kids here and about 30% of them are not from this area, they are only here for school.” (M,A,U,A,LP)
- Rapid development of informal settlements around formal townships/suburbs.
- Internal focus on individual households rather than on community.
“What I mean is that we don’t get along and if something happens, no one will do anything.” (F,Y,E,A,LP)

Religion is no Longer Dominant

- Even though the groups that were selected strictly on their religion did refer to their religion as a moral compass, others within the same group contested that and highlighted the challenges religious doctrine poses when it comes to gender-based violence.
- Some people in other groups are openly skeptical and frustrated by the churches.

Constitutional Democracy

- There is a perception that individual rights are underscored compared to responsibility & limitations.
“There's been such a lot of emphasis in our country, especially on rights and everybody's rights, but not that the rights come with responsibilities. So, the rights are emphasised, but the fact that you only have rights with responsibilities, the responsibilities are sort of cast aside and everybody just thinks I do have the right and I'll enforce my rights. But I'm not willing to take the responsibility that comes with the right.” (F,A,E,W,GP)

What are the threats to safety?

1. Prejudices & Otherings
2. Corruption & Patronage
3. Weak Basic Service Delivery
4. Others Worry About the Increase in...



Prejudices & Otherings (1/4)

"Even with the kind of jobs one has or the way you dress and the life you are living. We look down on one another, there is no humanity."
(F,A,E,A,KZN)

Class

- **Wealthier people are given preference.**

"Just like bursaries. They consider certain houses. **Those of us with dusty feet aren't considered.**" (F,Y,E,A,LP)

- **Relatively wealthier people exploit the poor.**

"In Gugulethu there is a lot of undermining amongst the community members. The one has nothing. The one who has something sees the one who has nothing as a person that they will never speak to. **'I have my own things, so I call you and ask you to go to my house and help me with something and I take you as my slave'.**" (F,A,U,C,M,WC)

- **The perception is that wealthier people look down on poorer people.**

"Because you rich you think you better than me, something like that. Now because **you wear name brands and I wear Ackermans** you are better than me." (F,A,U,C,M,WC)

Racism

- **It is difficult to overcome racism.**

"**Our Afrikaner community struggles to move [non-racialism] forward as we are set in our conservative ways.**" (M,A,U,W,LP)

"I had a conversation with my **77 years old uncle who hates Africans and he could not say why.** I can never understand." (M,A,E,C,C,WC)

- **Coloured and White respondents feel undermined and marginalised in the 'new South Africa'.**

"You have to say the white people are getting the short end of the stick."
(M,A,E,W,WC)

"They say **'but you are coloured... you are a boesman... you are that... you are useless... you are dropouts... you are drug addicts... you are drunkards... you are all wrong'**... In the end, people are just saying that coloureds are useless." (M,Y,E,C,C,LP)

- **Racism is hidden by a 'politeness'.**

"There is **chivalry behind the prejudice and racism, instead of just blurting it out like before, they are doing it nicely today.** They won't come to me and say, you are a problem. They will smile at me and degrade me behind my back." (M,Y,U,I,M,LP)

Prejudices & Otherings (2/4)

Sexism

- There is a 'glass ceiling' for women in the workplace which makes her more vulnerable to exploitation.
"Even in our schools I think there is discrimination. Even if you look here in our community, **do you see any female principals?** Like a deputy principal you will see but a principal." (F,A,U,C,M,WC)
- Women are not seen as abusers. So, men who are abused by women are not taken seriously.
"We would be in restaurants, and she would suddenly take a plate of food and throw it in my face and then scream at me and go and stand down there and then **everyone wants to fight with me.**" (M,A,E,W,WC)

Religious Differences

- The different religious practices can create animosity.
"It's like **how Muslims can have an attitude towards you if you bring food to the office which is against their beliefs.** So, those people can end up arguing because the person brought it knowing that there is a Muslim person that would clash with this."
(M,Y,U,A,WC)

Cultural Practices

- 'Othering' comes so easily and takes on various forms. For example, being circumcised provides the man a position in society. It is notable that where you are circumcised also matters. Rural initiation schools are considered more prestigious and therefore men graduating from these schools are considered 'superior'.
"It really does happen because there were **two young guys that stabbed each other because one had gone through 'ulwaluko' (traditional initiation & circumcision) in the rural areas while another had done it around here** and they believed that they shouldn't even be talking to each other."
(M,Y,U,A,WC)

Prejudices & Otherings ^(3/4)

Body Image

- **For Coloured women having straight hair is preferred over natural hair.**

“You just not the girl. **You must be the girl with the straight hair.**”

(F,A,E,C,C,KZN)

- **White skin is preferred to dark skin.**

“Even the discrimination amongst us coloureds, because of the **colour of our skin.**” (M,A,E,C,C,WC)

- **Body shaming, especially children are teased about their weight, their height, etc.**

“How people laugh at her because she is **too big for her age.**” (F,A,U,A,GP)

“The boy would walk past a woman, and we'd say oh wow ‘O pakile’ (they are fully figured) and that thing offends them. And we treat them bad, and we differentiate them from the way they are. We treat them badly.”

(M,A,U,A,LP)

Tribalism

- **Undermining people from different cultural and ethnic groups.**

“We suffered when we were still young because there was that thing of ‘ke matshangani’ (they are Shangaan – referring to Tsonga people). I have a young child that like playing on the street and she gets offended sometimes when they say **she is ‘ugly like her dad’**. They would say ‘amaShangaan amnyama, mabi (‘Shangaan’ people are dark and ugly) and tell me that I don’t look like them.” (F,A,U,A,GP)

“Sometimes there is a divide from Sotho people and other groups because there are things we say like **‘I won’t sit with you’**, ‘ndiyindoda yom’Xhosa’ (I’m a Xhosa man) and you’re a Sotho man’.” (M,Y,U,A,WC)

Prejudices & Otherings (4/4)

Anti-LGBTQI

Threats to Safety:
Legitimate
separation/
different forms of
apartheid.

- They are not accepted in communities and are more vulnerable to abuse.

“**They are the most vulnerable.** I’ve seen it and it seems like **they are targets.**” (M,A,E,C,C,WC)

“We might be all more aware of LBGQTI and even intellectually, **but our actions are different.** If I was gay in Lenasia I would try to run away from it.” (M,A,E,I,H,GP)

- It is not permissible in religion.

“**Islamically it's not allowed.**” (F,Y,E,I,M,GP)

- The LGBTQI+ community is not ‘normal’ and therefore do not have the same rights as ‘normal people’.

“I have friends that look down on people because of skin colour, sexual preference etc..” (M,Y,U,W,GP)

“A lot of times when I see something on Facebook then you think, ‘**ja die fokken hol naaier**’, but you can't say it as you think. Don't have the balls to really say what I think, I keep my mouth shut. **I would prefer to tell the truth but I'm going to get moerd.**” (M,A,U,W,LP)

“**Those people annoy me.**” (M,Y,U,A,WC)

“Normal for me is a man being like a [straight] man.” (F,A,U,A,GP)

- There is a lot of bullying at school.

“On school level I do believe that there is bullying of the gay people.” (M,A,E,W,WC)

- Stereotypes:

- They seek attention and in doing so are disruptive.

“They do not fear interrupting other students and pestering them for lack of a better word. At times they tend to be attention seekers.” (F,A,E,A,WC)

- They are wealthy and often behave predatory.

“**Yeah, di Gay dinale chelete (gay people are moneyed)**... Around 2016, when I started working, I went to Ackermans at Limpopo Mall. So, I went there, and I saw the phone I wanted. There were other phones there that I couldn't afford. And this gay man was next to me, he looked exactly like a woman. He said to me, I should pick one of the phones and I told him that I can't afford it... he was like **‘no, I can pay for it, then we can be friends’.**” (M,A,U,A,LP)

Corruption & Patronage

Corruption

- **The police are perpetrators of gender-based violence.**

"There was a girl that asked for a lift from a policeman, and **she was raped by the police**... When she laid a charge, not a single one of them was arrested." (F,Y,U,A,GP)

"The recent **Station Commander was abusing two ladies**. He was physically abusing them."
(M,Y,E,C,C,LP)

- **The police accepting bribes from perpetrators of violence to 'close/lose' cases/dockets. This undermines all forms of legislation.**

"Some of them **take bribes and the perpetrator roams the streets freely**." (F,Y,E,A,LP)

- **The police sharing case information with the perpetrators of violence makes it difficult to take individual or collective action.**

"That **same police officer that wrote anonymous is going to tell them you are anonymous**. That same person that was writing the statement is going to bring up your name. Nothing is safe. Why do you think dockets go missing?" (M,Y,E,C,C,LP)

- **The court proceedings are slow, you need private resources to get through the process.**

"It took me almost, I think, 13 years to get out of it because unfortunately, our legal system in this country is not very efficient. I think money plays a big role in the way our government runs. You can pay your way out of things. You can pay your way out of court. So, it's a battle to actually move away from it completely." (F,Y,E,I,M,GP)

Patronage

- **Patronage divides communities and in doing so prevents collective action when they are confronted with social dilemmas. It also creates vulnerability for those not in the preferred network.**

"Another thing that contributes are the political parties... You'll find that a particular party, okay let me put it clearly, the ruling party. Maybe there are some of the projects or some of the things, they begin to single out certain people, **that job is allocated to so and so because they were at a certain rally last night. That's where the community divide comes in**." (M,A,U,A,LP)

Weak Basic Service Delivery ^(1/2)

Lack of Recreational Facilities

- The lack of recreational facilities reduce people's options in engaging in positive & healthy lifestyles, especially children & youth.

"There are no activities to do such as dancing, traditional dancing etc. **What they do here is smoke.**" (M,Y,U,A,WC)

Destruction of Infrastructure

- Cable theft is resulting in exposed live wires that is a threat to safety.

"There were people who'd cut electricity cables and they are still hanging, and a child can touch them." (F,Y,E,A,LP)

"A child in our school was electrocuted while playing soccer in a field near his home."
(M,A,E,I,H,GP)

- Lack of road maintenance is creating large potholes that are a threat to safety.

"The roads are getting ruined because of the rain and kids could go and play near those roads then they are swept away." (F,Y,E,A,LP)

Loadshedding

- The routine cutting of electricity and the darkness of public spaces provides opportunities for criminal activities.

"The lady working there told me that they had had loadshedding the previous evening. Their townhouse is adjacent to an open field where squatters have moved in. **During loadshedding, there was a man who had pulled a woman close to, like right, literally next to the boundary wall of their townhouse, and he raped the woman.**"

(F,A,E,W,GP)

Slow Response of the Police

- Respondents across the groups gave ample examples of the police taking too long to respond to calls for urgent help.

"The police are incompetent like my brother here is saying. You would find people shooting at one another, and the **police are needed immediately, but they will take 30 minutes up to an hour to arrive** and when they are not needed the most, that is where they are fast to act." (M,Y,U,A,KZN)

Weak Basic Service Delivery ^(2/2)

Living in Informal Housing and Settlements

- **Women & girls are more vulnerable to being raped when they are living in informal housing and settlements.**

"I shot a short series in Alexander... and this one place was a huge old warehouse that people had moved into, and they had just like, made these little cubicles and they were all living in it, but there was only one entrance.

And this one family, **their cubicle was near the entrance where all the guys come in drunk at night and every single night, the girls would get raped by these guys coming through.**" (F,A,E,W,GP)

- **Early socialisation into sex.**

"Living in confined environment and seeing sex in the close quarters."
(M,A,E,I,H,GP)

Informal Settlements

Historical Indian townships are surrounded by shacks, resulting in...

- Illegal electricity connections.
- Fire hazard.
- Crime.

"Too many shacks, **illegal people connecting the lights where we don't have lights after some time**. In a week here for days you don't have lights. They are unsafe in terms of fires, they are really close together and when a fire breaks out, the whole neighbourhood can burn to. So that's why they are unsafe and the crime..." (F,Y,E,I,M,GP)

Others Worry About the Increase in...

...Kidnappings

- At the time of the fieldwork, the kidnapping of the Moti brothers in Limpopo was part of the national concern. A few respondents seen kidnappings as a threat to their children's safety.

...Vigilantism

- A few respondents are worried about communities taking actions that are not lawful. **"If someone is found stealing, though it's a bad thing but they hit that person.** They shouldn't take the law into their own hands. I think that's their way of dealing with safety. And to deal with crime in the community." (F,Y,E,A,LP)

...Public Transport challenges

- Access to public transport is **decreasing**, making it dangerous for women to travel at night.

...Youth Gangs

- Groups of youth forming gangs to terrorise residents.
"They group themselves and **call themselves Boko Haram** and other names. At night, some of the places here are not safe. You might go out at 11pm or 6pm or 12 am, the boys will be running the streets and **if you come across them, they can do anything to you because they have knives.**"

...Decoys

- Crying women used as decoys for robberies.
"You find that there is a woman crying in your gate and when you open for them, you find that it is a robbery." (M,Y,E,A,GP)
"A girl screamed, and we ran to assist her. When we got there, they robbed us." (M,Y,U,I,M,LP)

...Ineffective Policing

- The police are **not competent** to keep communities safe.

What are our immediate reactions to violence including GBV & VAC?

1. Complexity of intervention
2. General Responses to violence
3. Responses to specific scenarios:
 - a. Children
 - i. My child being abused
 - ii. Other children
 - iii. Child/Teen pregnancy (10 to 14 years old)
 - b. Women Screaming
 - c. Adults confiding in us
 - d. LGBTQI+



Complexity of intervention (1/2)

"So, to help someone also needs wisdom."
(F,A,U,A,GP)

Teen Suicide Case Narrated by an African Female Respondent from Gauteng

"This year we experienced two teenagers from Ivory Park committing suicide. I felt like **'if only I had done something'**.

When she wrote something on her status and I asked her **'why are you writing this?'** and she said **'nothing'**.

I said **'nothing', but you are writing something like this. Can I talk to your mom?.'** She cried. I asked her who she was with and she said she was alone then I called her mother. When I called her mother, **I think her mom intervened and overreacted.**

When I spoke to her to ask her if she was okay, she said **'I'll be okay'**. I asked her what her mom said and she said **'I told you not to tell anyone because my mom will be like this'**. So, I don't know what happened but, this year, **SHE COMMITTED SUICIDE.**

They say that she told others at school that she is going to kill herself. **The children were playing and she told them. What they did is that they wrote 'rest in peace' on their statuses like it's a joke. After that she committed suicide."**

Murder & Suicide Case Narrated by an African Female Respondent from Gauteng

“A cousin. **She was my best friend and, until today, I still blame myself.** I was speaking to my coach the other day. I keep blaming myself and saying **‘if only I had done something, but I didn’t’.**

It started during Grade 11 when **she was dating this guy. This guy was abusing her; he was beating her seriously.** One day a classmate of mine came and told me ‘your cousin’s boyfriend was paying lobola for somebody else’. I opened up and told my cousin. I’m moving towards the point that sometimes opening up is good, sometimes it can be dangerous. I told her that they are saying this person paid lobola but she shouldn’t tell him. She kept it to herself until one day, while they were fighting, she opened up. This guy hit her. While hitting her, he asked about who had told her. She told him that she heard it from Rolene and that Rolene had said that she heard it from Precious.

The guy then came to our school as we were leaving. After he got there, he said he wanted to talk to me and I went closer. He was sitting in a certain way... they were driving for him... he then adjusted his hat and said **‘next time you hear anything from Precious concerning my life, please keep it to yourself because you see this gun... I won’t kill you, I’ll shoot your toes one by one’.** He was pointing at himself.

I didn’t even go back to school. It was lunch time and we were outside. To cut the story short, he later killed her. **HE KILLED MY COUSIN AND THEN, AFTER THAT, HE KILLED HIMSELF.**

It was so bad that when they investigated it they found, on his phone, that he had invited my cousin to a housewarming on the 16th of December. He had asked that she come and help out. He then called me and said that he wanted to surprise Mary and I on the 16th and he wants me to be there. Unfortunately, I was not around. I was in Swaziland; I was working there. I told him that they wouldn’t allow me at work and he said ‘do whatever it takes. I’ll pay for everything as long as you’ll be here’. Thereafter, my cousin was preparing to have a little party at the house and they say that they started to argue. As a neighbour, as Sis Sonto said, **you knock. The danger of knocking...**

They heard her shouting ‘stop it’. The neighbour ran and called the other neighbours. One of the neighbours ran there because he was a policeman. **He ran to fetch his gun and when they all got to the gate, he [the perpetrator] shot a stray bullet. As they got closer, he shot another bullet and this one got my cousin. While they were looking at the blood, he killed himself with the third bullet.**

There were lots of questions and, until today, I think I need help with that.

When they found his messages to my cousin’s phone, he had been asking **‘what did you think was going to happen?’.** She had been erasing what he sent. He had been asking what I was planning on doing and I was saying ‘I don’t think I’m going to make it’ which left question marks. I had to come and answer on what was happening and I spoke about it.

I was still young and everyone was asking me why we hadn’t said anything all along. I said that this guy wanted to kill me and I was scared to speak out.

I’m responding to this point... **knocking is correct. It’s fine because you are rescuing someone, but you are also risking her life.”**

We Do Intervene...

We Stop & Help the Victim

- **We come to assist & then call the police.**

"Two months ago, I heard my neighbour scream, and I ran to assist her. Her husband was beating her, and I intervened. I called the police, but **she was too scared to open a case of assault.**"

(M,Y,U,W,GP)

- **We stop & remove the woman from the situation and take her to a shelter/police station.**

- "I actually once saw a man assaulting a woman on the side of the road and I stopped, and **she jumped into my car. And I drove to the police station and helped her to lay a charge against him and open a case.**" (F,A,E,W,GP)

We Call the Police

- **We call the police when there are physical fights (including intimate partner violence).**

"I didn't want to interfere personally because what if I interfere and they turn on me and beat me up because these people are lovers. Things change, so you call 10111." (M,Y,E,A,GP)

"In that situation you also don't know what to do, you're calling the cops." (M,A,U,C,M,GP)

"You get involved immediately and **you find either a security company or Police**, but you get involved." (F,A,E,W,GP)

"I will phone the police because **I won't allow anyone from my family or anyone to intervene**, not now because now **they use guns.**" (F,A,E,C,C,KZN)

We Call the Private Security Firm

- **We call the private security companies operating in the area & put messages on the area WhatsApp security group.**

"In my neighbourhood what happens, and it's terrible, the domestic workers walk very early in the morning, six o'clock. They are regularly mugged because I live down the river and there's a lot of illegal immigrants sleeping in the bushes and then they grab their cell phones and stuff, and you hear them screaming. But in our area, people are immediately on the WhatsApp group saying, **'there's a lady screaming in high street'**, it is the security companies who come, because the ladies are so helpless, and then everyone will try and look. Everyone on the group will say, I see them running there now. But it's not the police."

((F,A,E,W,GP)

We Do Very Little Because... (1/2)

Trespassing into Private Domains

- All households have difficulties; it is unfair to intervene.

"Rather, you know, 'Elke huis het sy kruis' and 'wat in iemand anders se huis aangaan het niks met jou te doen nie'. Maybe we're embarrassed, that's why we keep dead quiet." (F,A,E,W,GP)

- It is a private matter.

"You cannot just go and report that. That is other people. You don't know what is happening. It is not my business." (F,Y,U,C,C,GP)

"I have stayed with people who have been beaten. We will try and intervene as a community and they ask who you are to intervene in our marriage, or in our relationship." (M,Y,E,A,GP).

We Are Bound to Family

- It is difficult to intervene when family are the perpetrators, too many different responsibilities & emotions.

"I was speaking to a certain lady and a man stabbed a woman in the hand... She showed me a picture of the lady who was stabbed by her husband, and she asked me 'What must I do, the guy is my uncle?' I said she must report it and she said no but he is family." (M,A,U,A,LP)

"My granddad abused my sister and she never spoke about it. It was only much later that she could gather the courage to actually speak to somebody about the incident. It is never too late to talk about it, he is 82 years old, and this happened when she was 17 years old. She wanted to take it further but obviously the family have secrets of each other, and nobody took any further action due to family black mail. This is extremely bad for me as I know who the person is, and I cannot do anything about it." (M,A,U,W,LP)

They Are Married

- Only family can intervene in marriage relationships.

"The same way there were negotiations when the marriage was starting, the same people must come and intervene. So, that is how I would react to a married couple. Even though I can hear that they are hitting each other." (M,Y,E,A,GP)

We Do Very Little Because ^(2/2)

We Don't Have the Full Information

- **It is difficult to respond to a situation without having full information.**

"You must get the right information before you act on anything." (M,A,U,W,LP)

It is Dangerous

- **Not sure about personal safety.**

"I will think twice before blindly running to assist. You have to think wisely about your approach. You have to assess the situation to help."
(M,Y,U,W,GP)

"For my own safety and yeah, as a woman unfortunately it's not safe for me to just go there, so I'd rather call my husband – 'go see what's happening' and he will go." (F,A,E,C,C,KZN)

- **Need to consider the risks.**

"I would take a situation on a case-by-case basis and the factors of that situation. Do I know the person? Is this person more likely to retaliate to me if I were to do something? Do I know the circumstances?" (M,Y,E,A,GP)

We Will Be Seen as the Problem

- **They will turn on you.**

"I have tried to help people but suddenly the people that I'm trying to help turns against me. The man is on my case, the woman is on my case."
(M,A,U,W,LP)

"The moment you get into domestic quarrels, the two, husband and wife, no matter if they were just fighting each other, and if they got blood on their faces, they will turn on you." (M,A,E,W,WC)

When **My Child** Confides in Me About Being Abused...

I Will React Violently Towards the Perpetrator

- **Many will beat up the perpetrator before reporting to the police.**
“We could even hit her [perpetrator] before going to the police.” (F,A,U,A,GP)
“**I would take an axe.**” (F,A,E,A,KZN)

I Will Report to the Police

- **Open a case at the police station.**
“I would start at the police. **I go to the police because if I take the law into my own hands I will get arrested.** I would rather go to the police so that they can do their job. I wouldn’t even be scared to go.” (F,A,E,A,KZN)

I Will Engage with the Perpetrator

- **Confront the perpetrator to reason with them to stop their behavior.**
“I go to Sis Anna and ask her what she is doing and why she is touching the child inappropriately. She should tell the truth on whether she did it or not.” (F,A,U,A,GP)
“For me when my daughter comes to me and tells me what the teacher did. First, I will confront the teacher “. (M,Y,E,A,GP)
- **Report to people who know the perpetrator.**
“If it’s a teacher, go to the principal, follow the procedures. If it’s a family member, you say it’s your brother’s son, talk to your brother and ask him to confront his son. So go the right route. The right channels.” (M,A,E,W,WC)

I Will ‘Lose My Mind’

- **Too painful.**
“**I cannot tell you offhand what I would do. I might lose my mind.** I also might calm down and then take the steps that needs to be taken, but knowing myself, I will lose my mind.” (M,Y,U,I,M,LP)

I Will Get Professional Psychosocial Help

- **Get psychosocial help for my child.**
“Get a **social worker** involved, and then a **psychologist** to assess the situation.” (F,A,E,W,GP)

When Another Child is Being Abused...

I Will Talk to the Child

- Gain the child's trust to learn about the nature of abuse and the abuser.

I Will Bring the Child Home

- Let the child stay in your home. An African female teacher from the Western Cape shared her story of fostering an abused child in their school.

I Will Report the Incident

- Report the incident to the correct authority (police, school principal, social services, child protection, ChildLine).

"I would get a social worker to intervene in that situation and that family... Because you know that **social workers are there to win your heart.**" (M,Y,E,A,GP)

"It was early in the morning, and I had work and it was going on for about half an hour. **A brother and a sister were getting thrashed by two adults, I couldn't take it anymore, so I called Child Protection Unit and within minutes they were there.** They were there and those children never ever got pressed on again." (F,A,E,C,C,KZN)

"Me personally, I'm not qualified to go confront the parents. I won't go to the parents, school is a better option, go to the headmaster or the dominee." (M,A,E,W,WC)

I Will Do Nothing

- It is difficult to intervene.

"We don't interfere in such situations because you will find that when you try and go intervene, the mother knows everything. But she has turned a blind eye to everything because maybe the man is providing everything." (F,A,E,A,KZN)

"I'd be very reluctant to stick my nose in there." (M,A,E,W,WC)

When a Child is Constantly Crying...

I will Investigate/find out what is happening	I will call the police	I will steer clear of the situation
A group of people will simply knock on the door and check “Investigate, it is the way you were brought up. It is the way we do things, if something is not in place, we investigate. We tend to it. A few weeks ago, the kid was crying. After investigating, we saw that the child was alone. Apparently, for two days, the mom went to the boyfriend.” (M,Y,U,I,M,LP) “I will go a knock on the door, even if I don’t know the people.” (F,Y,U,C,C,GP)	- Some prefer to call the police “When I hear a child crying, I will call the police especially if it sounds like something is not right.” (M,Y,U,W,GP)	I will do nothing because they will accuse me of interfering, it’s not my business. “They will say that you like getting involved in people's businesses.” (F,A,E,A,WC) “You can’t do much.” (F,A,U,I,H,KZN) “Just mind your own business to avoid trouble.” (M,Y,U,A,KZN) “Others could tell you “ungazo zenza umuntu ongcono ngathi” (don’t come and pretend that you’re better than us)?” (F,A,U,A,GP)

Blaming

- **Bad parenting:** Parents who do not take reasonable care of their children.
“There’s nothing much that you can do. Parents allow their kids outside late at night.”
(F,A,E,A,KZN)
“If I see a pregnant girl in the street **I will go and ’donner’ the mom and dad.** If the parents gave their child a better upbringing, then it would not have happened.” (M,A,U,W,LP)
- **Dysfunctional homes:** There is no discipline in the home, where children/youth drink with the adults.
- **Female headed households (single parents):** It is difficult for single mothers to fully take care of their children.
- **Early sexual debut.**
“She is probably 13 years old. She was all dressed up in heels, going to see a boy by the white house. When she saw me, she looked to the side. It wasn’t long and she was pregnant. At this very moment, she is pregnant. The mother of that child has lost so much weight.”
(F,A,E,A,KZN)
- **It’s a mistake:**
“I will feel sorry for the child. **Knowing that other kids will laugh at her.** I’ll try to let other kids know that they should not mock her but comfort her. She mustn’t be punished for that mistake.” (F,Y,E,A,LP)
- **Horny:**
“**The 10-year-olds are horny.**” (M,A,U,C,M,GP)
- **Dating older men:** Girls and young women preferring to date older men.
- **Hormones in the food:** Accelerates physical maturity.
- **Poverty:** Transactional sex
- **Soapies:** Current soapies on television are promoting risky behaviour.

When a Child (10-14 yrs old) is Pregnant ...

Do Nothing

- **Don’t talk about it.**
“**It’s just unfortunate, that some things happen, and we can’t control it.** We distance ourselves to control it but it hurts even if that child is not my child.” (M,A,U,A,LP)
“A response in some instance is **silence or you just pray** about it.” (M,Y,E,A,GP)
“I don’t have a say.” (F,Y,E,A,LP)
“Because in our communities, you don’t interfere - **each to its own.**” (F,A,E,W,GP)
- **It’s hidden by the family.**

Intervene

- **A teacher in Lenasia intervened and helped the 12-year-old learner get an abortion – she was dating an older boy.**
- **A teacher in WC opened a case with the police on behalf of a learner who was raped by her uncle, even though the police closed it.**

When Someone has Confided in Us... (1/2)

We Will Advise...

- To leave the relationship.
- To open a case at the police station.
- Report harassment to the Commission for Conciliation Mediation and Arbitration or Department of Labour.

We Will Help Them Through the Process of Getting Assistance

- Go with them to the police to open a case.
- Help with getting a protection order.
- Find a social worker or other professional services that they require to help them.

Confront the Perpetrator

"You go directly to the perpetrator, but **they will always be in denial thus one must get the evidence to catch the perpetrator** and once they admit you take them to the police." (M,Y,U,I,M,LP)

We Will Get Her to Safety

- **Remove the victim to a safe place.**
"You must also get her safe. **You must get her out of the situation, otherwise the violence against this person who spoke up will just get worse.**"
(F,A,E,W,GP)

When Someone has Confided in Us? ^(2/2)

We Will Engage in Mediation/Counselling

- Provide couples' counselling.
- Threaten to report the abuser to the authorities.

"I was the older family member, and they were younger than me. Where I called both who were in a relationship where physical abuse was a predicament. I tried counselling both of them, reprimanding the other partner (abuser/ perpetrator) that raising your hand on your partner should never be the solution. I even tried threatening him, that I will call the police if he continues with his behaviour. He saw that I was very serious with what I was saying because I wouldn't speak once to them. Also telling the victim that should the perpetrator continue with this behaviour I will be forced to call the police to be involved and alleviate the matter. **He ended up knowing that he needs to respect her.**" (F,A,E,A,KZN)

- Help to explore the triggers.

"Perhaps we could find that the **person is short tempered**. Sometimes you find that **the issue could be the fact that there's a dirty dish and they make it bigger than it is**. I would then advise that they avoid things that lead to conflict." (M,Y,U,A,WC)

We Will Support Unconditionally

- Listen to them.

"It's a friend of mine. It happened so that his father... I don't have to go further; you probably know where it's going to... He came to me, and we sat and spoke and I, as a friend, and as a father sat there and looked at him and I was like **'Bra, I don't know what to tell you'**." (M,A,U,C,M,GP)

- Provide the support that they ask.

"I think just showing support, that is all you actually can do. **It is still her choice. If you show support, show that you are there, maybe she will trust you enough to talk to you.**" (F,Y,E,W,LP)

When a Women is Screaming/Crying?

I Will Intervene

- There is a conditionality in the support offered to women being abused. The support is based on the condition that she should leave the abusive relationship immediately.

"You try and intervene, sit down and talk to her and **she tells you that she loves him** and then you leave. It happens again and you go again, you end getting fed up." (F,A,E,A,KZN)

"You can help them if it is the first time. Give them all the help they need, take them to the hospital, help them open a case. But if they get back together and keep on being in this abusive cycle, then **let them be because you are wasting your own time.**" (M,Y,U,A,KZN)

"A cousin of mine...The other day she phoned me and said this guy is throwing petrol in the house, he's going to burn... He said 'I'm gonna kill you now, here, in the house'. We as a family went to go and assist in the situation... Two days after that you find out that the guy is being good again. You know what I mean? **Two days later you're back with the same guy...** The call comes again, and the guy is doing it again. **You can't be running up and down so eventually you're just going to leave the situation.**" (M,A,U,C,M,GP)

I Will Let it Be When She Doesn't Leave Her Abuser

- Knock on the door to distract the abuser & to protect/rescue the victim.

"I always intervene. I knock on the door... **They [abuser] should rather hit me. I intervene rather than regretting it the next day and thinking 'if only I had woken up, this person would still be alive'**. I knock, shame. If they don't open... I knock with a phone in my hand, and I call the police and ask if they can hear the person crying. I'll tell them that I am knocking, and they are not opening so they should come and save her." (F,A,U,A,GP)

"You just pull the cup out of your pocket and say I came to look for some sugar." (M,A,E,W,WC)

I Will Call the Police

- It is too dangerous to intervene on your own.

"You can't confront people now a days on a one-to-one basis. It is too dangerous." (M,A,E,W,WC)

When Lesbian & Gay People are Being Abused...

Intervene

- **Intervene & provide the necessary support because they need help.**

"That injury that they are suffering, is the same. Gay or straight. No difference. I don't think it makes a difference in the gender at all." (F,A,U,W,WC)

Cautious & Reluctant

- **Cautious & reluctant about intervening in abuse in gay relations because:**

- **It was their choice.**

"The gay men I will not help. **They can moer one another! It was their choice to do what they do.**" (M,A,U,W,LP)

- **There is an 'equality' that is not there in the case of women and children being abused.**

"If it's lesbians fighting, we leave them. That's **two women fighting.**"
(M,Y,E,C,C,LP)

- **You will be considered gay.**

"It's wrong for the neighbour to be shouting at them ... You can't call them to order because it will look like you are part of that." (M,Y,U,A,WC)

Exploring Safety

The section aims to explore the focus group participants' **perceptions of safety** and what it means to **feel safe & to be safe** within their communities.

- Where are you safe & who is responsible for keeping people safe?
- Children's Safety
- Adults & Safety



infusion.

Transforming lives.

Introduction to Safety & Feeling Safe

1. Who is responsible for safety?
2. Where do you feel safe?
3. What % of your life do you feel safe?



Who is responsible for safety?

I am responsible

- Mostly people agree that **we are all responsible for safety**. Its a tough job in a world of changing gender roles & people's rights
 - "There may be some left of the traditional roles, but if you move to where there aren't any traditional roles anymore, then **to discipline children, the mother thinks it's the father's job. The father thinks it's the mother's job**, so nobody does it. It's a way to hide behind that... No one is taking responsibility." (F,A,E,W,GP)
 - "(People's) rights are emphasised, but the fact that you only have rights with responsibilities, the **responsibilities are sort of cast aside and everybody thinks I have the right** and I'll enforce my rights." (F,A,E,W,GP)

Government, police & the councilors

- These actors illicit a debate returning to US as the people with the ultimate responsibly for our safety
 - "We can't just depend on the government because **they don't know the situation in Site B where you live. The government is in Pretoria**. It depends on all of us as individuals." (M,Y,U,A,WC)

We need unity to be safe

- Several comments are made about our inability to support one another to take this responsibility
 - (We are the community) "...but we can't do that because there is **no humility between people, and we hold grudges** on each other." (M,Y,U,A,KZN)
 - "Even when it comes to job opportunities, people choose those that they love." (M,Y,U,A,KZN)
 - "**There is no unity. If it was there, a lot of things would change**. We need unity." (M,Y,U,A,KZN)

Taking responsibility for safety is dangerous

- People do however feel that taking responsibility for our safety may have dire consequences
 - "You have to be guarded and protected because you might get shot." (M,Y,U,A,WC)
 - "There's a lot that happens in the townships that people don't say anything about because nobody wants to stand out. **If you do that, they'll tell you that they know you were a witness and that they will deal with you as soon as you are done.**" (M,Y,U,A,WC)

Where do you feel safe?

Asking this simple question provides a lot of insight into what safety means for people & what is happening in their lives.
SO, ARE WE SAFE OR ARE WE MERELY FEELING SAFE?

- **Nowhere**

- “**It should be at home but...**” (F,A,E,C,C,KZN)
- “I used to be safe at my house **but not anymore**. Those days are gone. If you look at the amount of break-ins then you realize that the days when you lock everything in your house and go to sleep with calmness in your heart is gone.” (M,A,U,W,LP)

- **Alone**

- “I don’t trust people, that’s the thing. **I don’t trust people**. People are not good. Not all of them but...” (M,Y,U,A,WC)

- **Anywhere (as long as I am careful where I go...)**

- “One can be safe anywhere, it depends on how you carry yourself with the different cultures and different races. **You must control the places where you go to and visit. You don’t go to dangerous places, you go to places that you know and where you know there is safety. One can be safe anywhere if you choose the places that you go to wisely**, keeping safety in mind. (M,A,U,W,LP)

“I ask this myself all the time. Why is it that a woman feels safe with men? When I walk with them in the morning, they feel safe and there comes a person with a gun... what can I do? **Yet they still feel safe.**” (M,A,E,C,C,WC)

- **At home**

- “I feel safe at home because I have the ability to **lock it, alarm system, there is a gate.**” (M,A,E,I,H,GP)
- “I have to protect my house I’ve been staying there for 21 years. Every day and every moment of the day there are **different weapons in my house to protect me**. I always have a weapon on my side, as this is my domain. You don’t come through my gate if I did not invite you.” (M,A,U,W,LP)
- “I feel safe at home... **when you are at home and hear guys running through the courts with guns and you are at home that is the safest space** that there is for you that you feel thank God that I am at home and that is my safe space.” (F,A,U,C,M,WC)
- “When you are at home you are safe because you have **bulger gates and it is closed**, you are inside, nothing can make you find yourself in danger...” (F,A,E,A,KZN)

- **With people I trust**

- “I don’t think home for me is a place. It’s like people. **So, people protect your people**. You feel safe around. It’s not a physical place.” (F,Y,E,I,M,GP)
- “...people you can rely on, because **you can say at home but at home there’s somebody who is abusive towards you**. Or you can say at school, but there’s a teacher that is constantly eyeing you, or even at work It really depends on how the person near you is. Doors and gates on their own do not mean you are safe, but it’s the environment of the people you are with that says you are safe where you are.” (F,A,E,A,KZN)

Where do you feel safe?

- **In crowds**
 - “**Safety in numbers.** I do a bit of running, now I run in a club.” (M,A,E,I,H,GP)
 - “And if I am **around people that aren't a lot or I don't know well, I feel uncomfortable.** I like being in a place where there's people. Even if I don't get to know them but I feel safe around people.” (M,A,U,A,LP)
 - “I feel safe in **public places likes malls,** where I know that there are a lot of people roaming around. Not in empty corridors where I would be alone. There must be people and I must see some **security guards also roaming around.**” (F,A,E,A,WC)
- **With friends**
 - “Anywhere outside of my home, as long as I'm with **someone I trust, who is my homeboy and I go out with them, I feel safe with them.**” (M,A,U,A,LP)
- **With security**
 - “Another thing that makes me safe when I am here at school, at least we have **someone that is guarding us by the gate.** A person cannot get inside without having to pass by him unless someone would use backdoors to access the schools.” (F,A,E,A,WC)
 - “Even at the gate there's a **security guard** so it all registers as being safe in my mind.” (M,Y,U,A,WC)
 - “I'm new to South Africa. And in Hong Kong, I never had to fear for anything. It's a very safe country. Coming to South Africa, a lot of international bad press about South Africa and where I live is a very safe place. I don't even lock my doors. I stay in a cottage on a property, and I don't lock my front door and I don't feel the need to, because this, **I call them rent a cop, which you call security companies, and the whole area is covered by CCTV.** So, it makes me feel totally safe.” (M,A,E,W,WC)

- **At work**
 - “I feel safe when I am **at school with my colleagues** and there is **plenty of us.** I do not feel like safe when I am at home because I stay alone and there is a lot of crime outside. So, when I am here at work, I feel safer.” (F,A,E,A,WC)
 - “The only time I feel safe is if I am at work, there it gets a little bit better, I let my guard down. Because there is a lot of crime in the community. You must remember that at work there are **security guards** which makes it hard for people who want to commit crime to do as they please. There are also **tags for people who work inside** the companies, so that **whoever enters belongs there** and is not a criminal that is invading. That also helps deny people, who do not belong, access to the premises, **even in the parking lots.**” (M,Y,U,A,KZN)
- **Out of the country**
 - “I feel safe overseas because **I can be robbed but not killed.**” (M,A,E,I,H,GP)

% of safety

“No. I *feel* 100% safe. I am *not* safe.”
(M,Y,E,C,C,LP)

- Is 100% safe really **SAFE**?

- “100% **because I am aware of those threats** all the time. I have an alarm, I lock my gate. One day a guy walked casually through my yard. He said it was a short cut to get to the taxi... I could have shot him because he is in my yard. Internally I know that I live in SA and in an unsavoury part of Joburg, but I am careful and vigilant.” (M,A,E,I,H,GP)
- “I would say 85%... **in my own cocoon**, at work, with friends or family wherever. However, there is still that person that is out of your control.” (M,Y,E,A,GP)
- “...sometimes when you drive to the airport, you see a sign that says high car break in, hijackings or something. If the sign wasn't there, you would have felt 100% safe... **they falsely make you scared**. I would say I'm probably 100% safe.” (M,A,E,W,WC)
- “In my house **I lock the garage door** then I **lock the garage security gate** then I **lock my room door** and my **windows are closed**. Once a sat in my room and saw a criminal watching me from a tree in our yard. **Only when I have done the whole ritual then I feel about 90% happy**. One needs to be aware. When I stop at a robot I always look around, ensure that there is nothing of value on my seat.” (M,Y,U,W,GP)
- **Normalisation of unsafe situations** and believing we are just lucky to get out uninjured and or alive
 - “Where I live, nothing is safe. Yesterday **I was having a beer and this other guy was stabbed with a bottle. The bottle broke. I just smiled because I thought that I'm lucky**.” (M,A,U,C,M,GP)
- Women feel personally **vulnerable**
 - “I would say 10/100 because most of the time, **women are killed more than men**.” (F,A,U,A,GP)
 - “They know we are vulnerable and that we are easy targets.” (F,A,U,A,GP)
 - “...even the police will only come later after the person has passed away so I don't think there's any safety network here.” (F,A,U,A,GP)
 - “I'm always on edge. I suppose I am safe at home, but I am nervous.” (F,A,E,W,GP)
 - “We can't even stop at a traffic light these days anymore.” (F,A,E,W,GP)

% of safety

- In cases where men do not feel completely safe they **usually related this to a different crime** they feel worried about rather than a general unease
 - “Like I heard a story that **someone threw a bottle to a car**, that car did not do anything. Just that person thinking okay let me just do this. So, that is why I don’t feel a 100% safe. We cant all behave the same, but we can think along the same lines if we educate each other.” (M,Y,E,A,GP)
 - “There is no safety here. What is more dangerous is that robbery now happens using cars, so it faster than ever before.” (M,Y,U,A,KZN)
- Feeling more safe is **area specific**
 - “95% because I live in a suburb. If I was living where my parents used to live, I would say 50% because when I grew up I knew everyone but now there are squatter camps and you don’t know anyone anymore. The sense of community that makes you safe is no longer there. **It makes you feel unsafe even when you are safe because you don’t know**. We don’t have the ability to integrate people who come into our communities...” (M,A,E,I,H,GP)
 - “I’ve been, for the last four months, into a really poor area in Cape Town. I feel that **those people will back me up better**, if something happens, than a lot of people in the rich areas. In other areas, people that own houses, they just look after themselves, and they don’t feel for the neighbours and everybody in the street.” (M,A,E,W,WC)
- The sense of safety is also **easily disturbed**
 - “In my house I always feel safe but then **suddenly you get a WhatsApp of something that happened in the community**, and your mind immediately switches to safety. Then you start checking everything again to ensure that you are secure in your house.” (F,A,U,W,WC)
 - “We as **white South African women live in an illusion of what’s actually happening in South Africa**. I had to **move due to security reasons because a lady that stayed 50 metres from me was raped**. Paarl has one of the highest rape cases in the country and because of that **we get extra services to protect us**. It is unfortunate that one has to decide if you going to **lock yourself behind some sort of iron curtain or am I going to enjoy my life**. Am I going to **take a chance and appreciate the beauty of our country**. (F,A,U,W,WC)

Keeping a Child Safe

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Toolkit for Keeping a Child Safe



Exploring child safety

- People are keenly aware of **their impact** on a child
 - “We must remember, it goes back to us as parents.” (M,A,U,A,LP)
- The idea was tabled that a child is safe **BEFORE birth**. The reason provided is the differences between different parents
 - “**When the child is still in my stomach (safety)**... As soon as they are out, it is over, the troubles begin...” (F,A,E,A,KZN)
 - “You hear the child helplessly crying and then you go check as a concerned neighbour, when you get there, you find the parent is gone. She left saying, she will be back very quickly, but that was not the case. So, **you can’t say a child is safe for having parents because parents are different.**” (F,A,E,A,KZN)
- **Love, support & nurturing** are huge contributors to making a child feel safe
 - “People that love them, support them, take care of them, feed them, clothe them.” (M,A,U,C,M,GP)
 - “To be aware of their surroundings at all times. To teach them important life skills, like what to access and what to do in each situation... in terms of safety, protection and all that.” (M,A,U,C,M,GP)
 - “I think **support is the biggest thing... mentally, physically and emotionally. That support could be way more meaningful than financial support. As a child, I would feel more at home, more loved. more belonging if I had a sense of just emotional support.**” (M,A,U,C,M,GP)
- Some note the **difference** between their own, **less than ideal upbringing**, and the **parents they want to be** for their children
 - “**It’s not about how you grew up but it’s about how you would have liked to have grown up**, and maybe doing that for your child.” (M,A,U,C,M,GP)
- When talking about safety people **refer more to girls than boys**
 - “If you have a daughter you tend to be more protective over her than a son. She’s grown up now but I still worry about her. Sometimes she tells me that I’m a little bit too much.” (M,A,U,W,LP)
 - “I have a son and a daughter, and I think I’m more scared for my daughter or what may happen to her.” (F,A,E,W,GP)
- Providing **guidance on how to be good parents** may add a lot of value for **the ones who want to improve**
 - “The safest place for a child is under the **observing eyes of a (good) parent.**” (M,A,U,W,LP)
 - “Parents need to be trained. They are indifferent. They think it is a teacher’s job to teach them everything.” (M,A,E,I,H,GP)

Exploring child safety

- **Positive discipline also attracted attention with some people debating 'rights' and children not getting a hiding for not doing school work**
 - Conversation (M,Y,U,A,WC)
 - "I say it's the government fault. They overdid it with the rights. Everyone has rights. Some things, you can just see, are unnecessary. If everyone has rights, then who shouldn't be allowed to have them? You see; **we grew up being disciplined**. I'll make an example about myself. **I grew up being hit at school and you knew that if you didn't do your homework... you knew what would happen** but now the kids of today... what happens with them? I want to get to the rights thing. What happens with them?..."
 - "Look, but when you compare white schools to black schools... the kids from white schools have never been hit, but when you look at them, they are progressing and all that. Everything about them is proper. You see; it goes back to the fact that **the solution of violence doesn't work**."
- **The potential solutions are however far-reaching in South Africa**
- **Addressing poverty through income opportunities/jobs** can play a huge role in helping to make children (and adults) safe
 - (If there are jobs) "The child will be safe, **you will be able to build him or her a safe home**. Look at white people, we hardly hear that their children get raped or killed unless it's a targeted robbery in their house or they plotted something to get an insurance pay out. **But in most cases their children have nannies, like me, who must leave their own kids and go watch over theirs**. Their homes are fully protected, the electricity connections are safe. Mine go over our heads, our plugs are on the floor, the child must be extra cautious, everything is squashed together because the place is small. So honestly, **JOB OPPORTUNITIES MUST INCREASE**." (F,A,E,A,KZN)
- Several people mentioned the **important role their religion plays** in keeping their child safe
 - "That is important to me and the children, **we never, ever leave home without praying**. And sometimes we are rushing and all that, and I stand on the balcony and say, 'God bless your day'. So for me that's such a safety precaution. And I've practiced that with all of my three children all their lives. So that's engraved." (F,A,E,C,C,KZN)
- **It takes a community to raise a child**
 - "People around you like your neighbours. If you have a good relationship with them, bear in mind that, **if in the same street we all get along, we are bonding as a street. That thing builds something that the next street applies the same thing as they see that we have a good relationship. There is trust in them**." (M,A,U,A,LP)
 - **"It is a village that grows a child."** (M,Y,E,C,C,LP)

Positive discipline & Rules

- **South Africa is a complex setting creating constant paradoxes**
- **While parents teach children to obey the law, they break the rule of law daily in their attempts to be safe i.e. not stopping at a red light**
 - “I say to the kids, we must be vigilant constantly. If you're driving late at night. Nine o'clock is late in South Africa. **You're not stopping at a red robot.** You'll watch the roads and you'll drive through anyway. If you are pulling into your garage, you're watching your rear view mirrors all the time. I've educated my child. Anyone ever pulls up behind you. The car is not important.” (F,Y,E,I,M,GP)
- **Regardless of these paradoxes people do see the value in discipline**
- **Discipline also shows the child that they are loved**
 - “If you discipline your child, **they'll feel that you care enough about them to not go and do their own thing...** The children meet these guys who are smoking or doing their own thing, then you'll ask them, like, why do you smoke? And their response is ***‘my mother doesn't do anything about it, or my mother doesn't care’***. So discipline says a lot.” (F,A,E,C,C,KZN)
- **Sticking to a routine is one of the important lessons parents are sharing to keep their children safe**
 - “I have instilled discipline in them, because they have school transport. They must never wonder around, they must come straight home... They know that immediately after the bell rings they need to head straight to the bus stop to make sure that they are home before 15:30 or else everyone will be worried...” (F,A,E,A,WC)
- **‘Stranger danger’ rules seem to be commonplace**
 - “Talking to strangers. Let them know that if a person they don't know maybe gives them money to buy sweets, they shouldn't go to them. The strangers shouldn't talk to you or touch you in places where you do not feel comfortable... **Scream like your life depends on it** then people will know that something is happening.” (F,A,U,A,GP)
- **The stranger danger rule also applies to older children coupled with other rules that are regularly discussed to ensure it stays top of mind**
 - “Before they leave home in the evenings to go out and socialise, we have the discussion of don't talk to strangers. Stranger danger. Stay in a group with your friends. **If you're not feeling well, don't go to the bathroom on your own.** And I constantly repeat those things. It's almost imprinted in their brains, how to take care of themselves.” (F,A,E,W,GP)
- **Another rule is to memorise phone numbers to call in case of trouble**
- **Children are also taught to use a buddy system when they go out to look out for one another**
 - “They're older now, they go out socially. What's important is that they go out in a social group that you know, and you and they trust. With the buddy system they look out for one another. There's very little that we can add that will not be a **false sense of security.**” (F,A,E,W,GP)
- **In some communities children are sent to shops or on errands. The measure for safety is the distance that the child needs to travel**
 - “When a child is sent, they must be sent to a nearby tuckshop and come back home to play where you can see it because when you can't see harm occurs.” (M,Y,U,A,KZN)
- **Media can be a helpful tool to strengthen the parent's lessons on safety**
 - “Watch TV shows or programs that teach children about safety. I would also teach them to walk together in groups.” (F,A,U,I,H,KZN)

Controlling the environment ^(1/2)

Be there for the child

- A large group of people stress the importance to really BE THERE for the child to make sure he/she is safe and feels safe
 - “Parents make a child feel safe. If the child is somewhere and **he looks left or right he must have the believe and trust that his parents will be there**, and they must ensure that that trust is created because they are there.” (M,Y,U,W,GP)
 - “I will see that **I put that child in there by the class**. I will see that the child will be hand sanitised everything. I will see they do things for my grandchildren and **after school I will wait at that gate** until that teacher brings that child to the gate and then I feel safe. If a teacher is not with that child I will go and lay a report because it's that teacher's duty to bring that child to me because I don't have access inside the school so you gonna bring that child to me and I will take that child home and that's the way how I feel safe.” (F,A,U,C,M,WC)
 - “When he goes to school, **I am the one that drops him off and picks him up**. He knows to wait for me at the same spot until I arrive to come pick him up and while he is waiting, he must not speak to strangers. Always when I go and fetch him, he is always with his friends. So, when I see that I am running late, I start to panic because I don't want him to be left alone.” (F,A,E,A,WC)
 - “Our children goes to school by bus. **We have parents that drive behind the bus** when it goes to school and behind the bus from school to our houses. When the bus arrives at the bus stop, there will be a parent to collect the child. If you cannot collect your own child, then you have to arrange with another parent to collect your child and take him home.” (M,A,U,W,LP)

And in times when you can't be there...

- People do agree that **It is not possible to be there all the time, and this causes anxiety for the parents**
 - “I have three kids. So, keeping them safe is something that I try and control. But to be honest, it is out of my control. You send your kids to school. We go out to the malls, things like that, and that I am not going to lie to you, **it freaks me out**. I feel that I cannot keep them safe. So, a lot of the times from my side, I don't want them to do things that other kids do per se, so that I can keep them as safe as I can.” (M,Y,U,I,M,LP)
- **To cope with the anxiety, parents create safety measures for the times they cannot be there**
 - “What I did was, actually the teacher said, because he attends creche so nobody can fetch him unless I tell them that someone is gonna come fetch him. So, if I send one of my friends, she will notify me... **‘Did you send someone? Is it okay if I send your child home?’** So, I make sure that his safe.” (F,A,U,C,M,WC)

Controlling the environment (2/2)

Other measures to control the environment

- **Lead my example**, get involved in **cleaning up the local parks, open more parks** and **close the shebeens/taverns**
 - "...If I raise my children in an environment where **we don't swear, where we don't raise our voices, we don't smoke** in front of the children and now, a family member comes with their family and they are swearing and smoking, that poses a threat to my child's life and mine. So, I think to set boundaries is also very important." (F,A,E,C,C,KZN)
 - "We need to begin taking control over our parks." (M,A,E,I,H,GP)
 - "We are 29 years into Democracy, but a lot has not change. **You go to Sea Point you see there are skateboard parks that are not even used yet where they are needed in our communities by our children there is nothing.**" (M,A,E,C,C,WC)
 - "**Shebeens and taverns should be removed**... It is that alcohol, when people are drunk, they do whatever they want... In most cases, you'll find that the child got raped by a drunk person... Sometimes someone is employed to guard a child, but they drink and lose sight." (F,A,E,A,KZN)

Controlling the environment: Home & Security

Home WITH Security

- The only place the child is safe is at home with enough security precautions
 - “Having them in a safe and locked up space.” (M,Y,E,A,GP)
 - “They can't play outside.” (F,Y,U,C,C,GP)
 - “In your own personal space, it's hectic, and it should be normal. Children are supposed to ride bicycles. Now they have to in an enclosed area with space.” (F,A,E,W,GP)
 - “We stay in houses that have buglers that we keep locked... So, when someone knocks at your door, you just open the door and leave the bugler locked and listen to what they have to say.” (F,A,E,A,WC)
 - “...buglers have become such a norm to us. Even when you look for a place to stay, you check to see if they have buglers, because at least when you have them, you know that someone trying to break in would not have easy access.” (F,A,E,A,WC)

Concerns about the developmental impact of safety obsessions

- Some are very concerned about how this levels of control is impacting the child in the present and how it will impact the child later in life
- Challenges in making friends are noted as a consequence of being locked in
- Their potential lack of street smarts may cause them to be unsafe later in their lives
 - “We cannot just lock the gate and tell the kids to stay inside. They are not going to be able to make friends. They still need to go out there and make friends and do homework. Learn a few stuffs out there so that they could be street smart and also mentally smart. I am sorry guys; I am totally against that. Closing the gates for the kids is a no from me. Let them go out, let them experience things. Yes, they might experience violence from someone else, but you must teach your kids not to be violent to others. If I teach my kids not to be violent against someone else's child and he teaches his kids not to be violent against someone else's child, what kind of community will we have?” (M,Y,E,A,GP)
- There is also a concern that the security measures are creating undue anxiety
 - “I don't like the way that the schools are currently with all the fencing and fingerprints. It tends to make children feel not safe and worse, fearful. For example, my child is still sleeping in our room. It would have been better for a school to be open like the olden days in a boomed off area with no gates and stress. Even I have to walk and go and fetch her. She's not allowed to get out of the gates unless I can walk in. It's like a fearful environment for them.” (F,A,E,W,GP)

School

- **People often trust the schools with the safety of their children**
 - "...we cannot always have them around... When we leave them at school, we know the teachers and the principals. We trust them and that way we feel that they are safe. We do not just leave them in places where we don't know anyone there." (M,Y,E,A,GP)
- **Meeting the principal, the teacher and the security personnel is often cited as an important safety precaution**
 - "Before you send your child to school, **check all possible references, speak to other children, speak to the principal, speak to teachers and other parents.** Double check all references." (M,Y,U,W,GP)
 - "Ensure that teachers are **trained to identify changes in behaviour** and **emotional changes** in a child and that they know how to act accordingly." (M,Y,U,W,GP)
- **Some parents feel the extreme security at the schools are part of the safety lessons & it increases awareness of safety in the children**
 - "Access controls at the schools is a serious issue... I feel it has had a positive effect on my children. They are made aware of the spaces where they are safe and not to engage with strangers." (F,A,E,W,GP)
- **Bullying is a major problem in the schools**
 - "In all of the schools, **bullies are always free.** Even if the kids report it, bullies are always able to win everything because their parents are investing in these schools." (M,Y,E,C,C,LP)

Daycare

- **Cost of day-care centres are prohibitive. Even though some parents would rather leave a child at day-care they simply can't afford it**
- **The implications of leaving a child with unemployed people can be dire**
 - "There are parents that do not work. From the ones that work, others leave their children with the unemployed ones **who already have their own burdens like worrying about whether they have food to put on the table that night.** You go to work with the hope that your child is looked after by your neighbour, while **the neighbour is making money in their own ways.**" (F,A,E,A,KZN)
- **Even employed people are struggling to make ends meet due to extended family responsibilities**
 - "I cannot pay for expensive day care if I earn R3 500. **On that R3500 I have unemployed relatives.** My mom passed on and those relatives have their children. I have a lot of responsibilities with that money, so the only person I can rely on is my neighbour. So, my suggestion is we must just start by **decreasing poverty because children get harmed** like this." (F,A,E,A,KZN)
- **Day-care services do not match the realities of the parents' lives**
 - "I think the issue of time is important. **A lot of day care centres close too early.** You find that a child is home very early. At least if we were saying 8pm..." (F,A,E,A,KZN)

Monitoring

- As the previous insights indicated, monitoring children is a full-time job
- Some participants explain how they monitor the child & automatically justifies this behaviour, as if someone may think it is undue
 - “We know where she is and she knows where we are, **it’s not clingy**, its knowing where we are.” (F,A,E,A,KZN)
- **Being involved in the child’s life, knowing their friends, their routines and more helps to create safety and peace of mind**
 - “Check on your child all the time. **Don’t stay for too long without knowing your children’s whereabouts**... Who are they with? Do you know those people?... Should anything happen, you know who to contact.” (F,A,U,A,GP)
 - “I think they’re all three very stable children... I’ve made sure that I’ve been a part of their life in every aspect. I knew their friends and knew their teachers and knew where they went. **Not because I was a controlling father, not because I was overprotective, but because I made sure I was part of their lives.** They made me part of their lives, so I knew where they were going, what they were doing there.” (M,A,E,W,WC)
 - “As for the teenagers, I can’t always tell them where to play. But I want to know who they are with, what’s happening and where they are.” (F,A,U,A,GP)
 - “**Being a present dad. It’s being present.** Yeah, they call them ‘present dads’.” (said proudly) (M,A,E,W,WC)
- **Families share the responsibility to monitor smaller children and keep reminding them of what is unsafe**
 - “I try by all means to monitor them. Even when I am not there, I will ask one of the older siblings to say ‘please don’t play faraway’. For instance, if they are playing by the gate, I will say keep on monitoring them. Even I, especially now that we are working from home, I work and keep looking and checking them.” (M,Y,E,A,GP)

Monitoring with Technology

- People shared ample advice on how they are using technology to track their children
 - “We also have **‘find my friends’** so we can more or less track where they are.” (F,A,E,W,GP)
 - “I have my kids on **360**, so I do know where they are, so they know if something does happen, I can locate their last location.” (F,A,E,W,GP)
 - “In today’s life you can download software that can track your child, you can track him wherever he goes, and **you can log in when you need to log in and see where your child is.**” (M,A,U,W,LP)
 - “For the physical safety we have a rule in our house that the children’s cell phones must always be on, then we know exactly where they are and if they are safe.” (F,A,U,W,WC)

Bringing up a child with love, trust & security

- When exploring what makes a child feel safe, most respondents refer to **love, nurturing & care**
 - “I think the most important thing for you as a parent, you need to show your child **lots of love and affection so that you can be your child's role model**... So, it depends on how you are, personality wise.” (F,Y,E,W,LP)
 - “...love helps a child **remove any hatred** within themselves. That makes a child **creative**...” (M,A,U,A,LP)
 - “If my child feels anxious I normally just give them a hug and keep them close to me so that they can feel safe.” (F,A,U,W,WC)
- Many respondents link the love the child gets and the **trust & levels of security** they develop within the parent-child relationship
 - “To teach children to feel secure and protected is instilling them with some form of trust in security.” (F,Y,E,I,M,GP)
 - “...immediately when you groom a child with love, **love brings trust**.” (M,A,U,A,LP)
- Actively surrounding the child with **people who love them** helps to create a secure environment
 - “Surrounding that child with people that love them.” (M,A,U,C,M,GP)
- **Encourage** the child through positive support
 - “Love, respected, nurturing... Basically, **do not open your kid to the negativity of life**. Just give to them positivity. Be positive for the child. If a child wants to do something, encourage them.” (M,Y,U,I,M,LP)
- People realise that their **personal relationship with their partner** impacts the child
 - “We have to be happier so we can make the child feel secure.” (F,A,E,C,C,KZN)
- **Paternity leave** helps to socialise the child that the **mother & father** create the home environment
 - “I really like the fact that there is paternity leave for men. **They must be there to assist the woman and child and work as a team together**. It is not one person's responsibility.” (M,Y,U,W,GP)
- On the contrary, children who do not experience trust and love are believed to **grow up in fear**
 - “...We used to see a lot of kids from domestic violent environments that come into the hospitals, and you see fear... Those children lack trust, because they have no one to trust...” (F,Y,E,I,M,GP)

Teaching safety lessons: Open conversations

- **The lessons children need to learn in order to make more safe choices are complex and require intricate, detailed and open conversations between parent & child**
 - “One way is to make sure that you communicate with them. Communication is very important. Knowing how they feel and **making sure that they tell you everything.**” (M,Y,U,A,WC)
- **Parents often state the challenge with balancing the tightrope between scaring the children and educating them**
 - “I think to make your kids feel safer, you need to make them more aware. So be aware of what's going on without scaring them. And there is a very fine line between enjoy yourself and danger. Just be aware and having the confidence to know the difference between the two. To know in this situation, I need to get out, or the situation is fine.” (F,A,E,W,GP)

- **Parents are using time spent together and the context of everyday life to teach safety lessons**
 - “Taking your child to and from school and teach them about safety is very good so that they can also be responsible for their safety. **Looking at the issues that we have in our community** and teach them about that as they are targets to drug dealers and gangsters.” (M,A,E,C,C,WC)
 - “**Even when they are playing, I call them and make them aware of things** like when a car stops, don't talk to strangers because of ‘stranger danger’.” (F,A,E,C,C,KZN)
 - “He's also safe when he **knows who the baddies are.** Who the bad people are that he needs to protect himself against.” (M,A,E,W,WC)
- **People realise that the manner in which they speak to their children is important and should not be harsh**
 - “I think that communication between the child and I, should be proper. I shouldn't find myself shouting at the child. I shouldn't be harsh, **I should talk with care regardless of how big the situation is.** I'd need a way to solve the problem nicely so I can raise the child well.” (M,A,U,A,LP)

- A larger number of people believe that **children are scared to share difficult information** with parents and adults
 - “Implement good communication between you and the child, because a lot of times children are scared to talk to their parents. So, if I had good communication with my child, they'll be **comfortable to come to me say mommy at school, this teacher did this and this to me**. And I can say that because my mom had an open relationship with me growing up. So, I always felt comfortable going to her about any and everything. So, communication is a very big deal.” (F,A,E,C,C,KZN)
- Parents have a **responsibility to prove to the child that they can talk openly** to them
 - “If, when you talk to a child, **you are always attacking them and telling them that they are naughty**, there are many things that they could hide from you. They could abuse her at school, and she would come back and not say anything because they think that **I can't tell mom because she always says I'm a problem.**” (F,A,U,A,GP)
 - “Your response from small when your children come to you and tell you something, your response will determine how they become safe with you. If you shut them up when they tell you something as they grow older, they're not going to want to tell you. **You have to become approachable.**” (F,Y,E,I,M,GP)
- This requires **relearning & unlearning** for some parents as they were raised to fear adults
 - “**We grew up being beaten up so we believe that a child must be scared of you to respect you**. In this generation, shouting at a child and beating them up does not work. The big thing now is open communication, so that with whatever it is that may be eating him/her up, they can come to you freely and tell you.” (F,A,E,A,KZN)
- A notable idea surfaced that **every child must have a 'Go-To-Person'** – at school, church, with family... In case something happens, and the child is for some reason to afraid to talk, they have to have a safe place and a choice to rather talk there
 - “Your children should know that there is that older person or that parental figure, the people that you know, that you can trust, that you can always go to no matter what situation you are in.” (F,Y,E,I,M,GP)
- Open conversations provide a **sense of emotional support that strengthens the bond** between parent & child
 - “Emotional support also comes from an individual who the child will trust... maybe, for example, I'm the parent and automatically they see me as their support structure, their strength, their pillar. If I'm guiding them correctly, it would make the child feel like he has someone to depend on. **He/she has a place to hide in the time of need, stress and confusion.**” (M,A,U,C,M,GP)

Open conversation: Challenging topics ^(1/2)

- Under the banner of open conversations people raised the importance of talking to children about **challenging topics related to sex and growing up**
- Firstly, these open conversations can help a **girl child make different decisions** on when she is going to have a baby
 - “Growing up we were told not to sleep with boys, but **no one took their time to paint a picture**. I got a baby at an early stage, I was 16, my mom didn't give me anything tangible. She just said men this and that, nothing much. Looking back at that I think perhaps if she'd painted a clearer picture for me, I wouldn't have gotten a baby that young. What happened was that when **I met a man that man showed me love while she on the other hand instilled fear** in me. Not the fear of what a man will say or what he comes with but just fear.” (F,A,E,A,KZN)
- Secondly, not having these conversations can **place the child in a first sexual situation where they are unable to control the flow**
 - “Parents **run away from getting into deep topics very often and that is dangerous**. A child must be told that once you kiss, kiss leads to touching, touching leads to sex. So those are the things we run away from telling our children especially as black people.” (F,A,E,A,KZN)
- And extremely important, not talking openly can **increase the risk for (unreported) sexual abuse**
 - ...when you speak on sexual abuse... you can say ‘if someone holds your boobs, don't allow them because it starts there then someone can come and kiss you. You need to be careful of who is kissing you or who is touching you’. Even there, **speak to them on the names of their body parts**. Tell them that ‘this is a boob’, ‘this is a vagina’.” (F,A,U,A,GP)
- Lastly, a participant noted the **importance of explaining that people you love may not always be safe**
 - “Teaching a child that **as much as a father is a father, he can still rape his own child, a father can sell his child to get what he wants**. We need to also admit as parents that even if that man is the father of your child, your husband, or your boyfriend, they can also be the first person to harm your child in the house. So, **for the child, the first person they need to be careful of is the person near**. It can be the father, the brother, the uncle and the aunts and grannies. We are too focused on men. But teach children that in the yard **there may be people you love but be very careful**. The child needs to know that harm and danger isn't only outside, it can be from home too. Even I as a parent. We have seen a lot of parents, selling and giving their children away, letting people rape their children so that they can get money. So, you must also teach them about the things that parents also do. **She must know that harmful and bad things are not only outside. It can also be found at home**.” (F,A,E,A,KZN)

Open conversation: Challenging topics (2/2)

- People **remember their own parents fondly**, for the open conversations that helped them in their lives
 - “I’m so grateful that I had a great relationship with my mother, where I can ask her anything. If I wanted to know what happens when a boy and a girl sleep together, she would tell me this is what will happen. **I also have an older brother and the communication was very strong.** I never had that feeling that if I boy said this then I would feel pressured. **My brother said this, so no and my father said this, so I said no.** **Having that open communication from home, makes it a whole lot easier.**” (F,A,E,C,C,KZN)
- As **children age the type of conversation shifts** and the foundation of early childhood conversations provide the impetus for sharing
 - “...we tend to get involved in emotional conversations to assist them with problems and issues that they have in their own life. They must know that we will always be there for them.” (F,A,U,W,WC)
- Ultimately parents realise that their **children must be equipped to make their own decisions**
 - “We create an environment within our house to ensure safety for the children but we also **empower them to handle whatever happens in life**, that they know how to handle the situation. we empower them to take responsibility of their own safety.” (F,A,U,W,WC)

Self defense & Sport

Self defense

- **Self defence, as a way of helping children be safer, came up several times**
 - “As soon as they got to a certain age... as soon as they started to have freedom of movement, it's very difficult. Teach them a lot of **self-defence**.” (M,A,E,W,WC)
 - “I'd love to get the girls involved with **Krav Mago**.” (M,A,E,W,WC)
 - “You can **teach them karate**, so they can defend themselves.” (F,A,U,I,H,KZN)
- **Some mothers mentioned pepper spray as part of their children's armour**
 - “But in like South Africa, if you leave your house, you're obviously not guaranteed to be safe, especially as a woman. So you would like to **equip your child with safe pepper spray or like a pointy object...**” (F,Y,E,I,M,GP)
 - “My daughter walks home from school, obviously only during peak times. It's false security, but the one thing that makes her feel safe is pepper spray. **She even checks the expiry date on it and makes me change it.** She carries it in her hand.” (F,A,E,W,GP)

Sport

- In some of the groups the conversation stressed the importance of getting children more involved in sport
- **Firstly, the use of rules of conduct in sport is seen as a valuable discipline and secondly, the actual activity may keep them away from 'other trouble' i.e. gangs & drugs among other**
 - “I would introduce my child to sports. Basically, sports will protect them because in sports there's codes and conducts that you need to follow it. So that will give my child a better idea and better vision of what to focus on.” (M,Y,E,C,C,LP)
 - “I will take my child to sports and introduce her to that life because codes of conduct are walking hand in hand. **If the coach in that club has a vision... has a mission... we will achieve something. But, if they don't have it, it means that we are breaking the child inside.**” (M,Y,E,C,C,LP)
 - “If you put your child in an activity or something it will boost him... When he comes back from school, **he will be focusing on something and participate in an activity away from the trouble.**” (M,Y,E,C,C,LP)
 - “They try and start soccer clubs to harness the talent of young children and **keep them off the streets.** There are gym clubs and karate clubs. **They are trying even though they do not have enough resources.**” (F,A,E,A,KZN)

Technology & Safety

Positive

- **Technology is playing a significant role in connecting people to one another and creating a sense of safety**
 - “I have a daughter that stays in east London. She works for MTN. We stay in contact via WhatsApp. At the top one can see when she was last logged in. **If I send two to three WhatsApp's and she doesn't reply I tend to get a little bit restless and start worrying about her.**” (M,A,U,W,LP)
- **The monitoring section dealt with technology as a tool**
 - “So, there's all the technology that can help us with our children. And as long as we communicate properly and have proper relationships and open communication with them, we shouldn't have to worry. Although we do worry, there's tons of rapes, that happen. There is tons of gender-based violence, that happens.” (M,A,E,W,WC)

Negative

- **People feel phones are distractions when children are supposed to be vigilant**
 - “She's not allowed to be on a cell phone because then **you're not aware of what's going on around you.**” (F,A,E,W,GP)
 - “...they walk back in the night, on his cell phone with nobody around. I don't know how many many times I've explained it to them, **'don't walk with your cell phone'**, a guy will pull a knife and kill you to take your cell phone.” (M,A,U,W,LP)
- **People are very worried about the internet and the content their children have access to**
 - “Children find safety at home, but at the moment **I'm really worried about the Internet and what's happening on social media.** It is difficult to control but you have to put down the rules to ensure the safety of your child on the Internet.” (F,A,U,W,WC)
- **Physical and emotional danger is top of mind when it comes to social media**
 - “...how to protect your child on social media. There are physical aspects of safety but then there's also an emotional aspect of safety. **Emotional bullying on cyber media.**” (M,A,U,W,LP)
 - “Social media is taking over. When you look around a lot of people will say that they killed themselves because they saw their business on social media.” (F,A,U,A,GP)
 - “And for young people on social media, it's becoming more evident. You're feeling threatened by it. **A lot of people let it get to them** and react like they really suffer from the negative comments from like boys.” (F,Y,E,I,M,GP)
 - “Maybe if a child is on Facebook chatting to someone and that person is older and they like someone younger.” (F,A,U,I,H,KZN)
- **Influence of media**
 - “These boys that are watching those movies, when they look at the TV, there's an age restriction but no we are careless ... **Its entertainment but that thing is brewing something in that boy's head...** Children end up taking the acting as something they can practice in society.” (M,A,U,A,LP)

Keeping an Adult Safe

1. Keeping adults safe
 - a. Develop Safety Heuristics
 - b. Money & Jobs
 - c. Alcohol & Drugs
 - d. Education & Skills
 - e. Religion
2. Collective Vigilance
3. Individual vigilance



Keeping adults safe: Develop Safety Heuristics ^(1/3)

- Several people mention that **not much is done** to keep everyone safe
 - “I haven't seen any initiative addressing violence.” (F,Y,E,W,LP)
 - “**Even if they (police) are there, we don't see them. They aren't visible.** They aren't there but we are part of the community, and we should try and see how we can prevent certain things from happening, especially in our area, but we don't do that either.” (F,A,U,A,GP)
 - “I think people **'just bliksem mekaar'**, and then it's over.” (F,Y,E,W,LP)
- People remind one another that challenges regarding safety **affect us all**
 - “We all need to live by example because you need to remember the most important things about gender-based violence. **You almost don't feel it until the day it knocks on your door, so stop it before it gets there.**” (M,Y,E,C,C,LP)
 - “You must remember, **there's no difference between his mother and my mother; your daughter and my daughter; your daughter and my sister.** There's no difference... It should become the responsibility of all men in the community... or at least that man with a conscience or that man with love... to make sure that they protect their women.” (M,Y,E,C,C,LP)
- Some adults believe they just need to **stay at home** in order to be safe and many people **enjoy being at home** as well
 - “I had to think about the dignity of my parents and decided that it was safer for me to just stay at home and listen to my music. I can stay at home and listen to music 24 hours, with my younger brother and my other siblings. So that is where and how I keep myself safe.” (M,Y,E,A,GP)
 - “On my side, I feel safe at home by myself, I love being by myself, wearing whatever I like.” (F,A,E,A,KZN)
- Safety is however **contextual and personal** – while people in security estates are sharing their fear others feel safe hiding while the criminals are shooting or walking around in wealthy neighbourhood
 - “Our place is based on a field, so I was walking towards work and then the **guys came on the field, and they were shooting.** So, I felt so safe that I could go to work because **if that building wasn't there, where would I run to?** That was my safe place at that moment.” (F,A,U,C,M,WC)
 - “I also think it depends where you stay. I come from Meyerspark (lower-middle class) and you know when evening comes that you don't go into the streets. We stayed at a friend in Waterkloof (wealthy) and **we felt safe to walk around and visit friends.** I think that it really depends on where you live.” (M,Y,U,W,GP)

Keeping adults safe: Develop Safety Heuristics (2/3)

Adults are not safe & cannot be safe

- Several people commented that things change too quickly
 - “It’s not that easy because the time we live in now is different. **You might think that you are safe when you are with your partner but within the twinkle of an eye you could be murdered** (by him).” (F,A,U,A,GP)
 - “You can’t say you know a person. **You can never say that they will not abuse you.** We date people, the person will love you for three months, perfectly, then later you find that he starts beating you up or emotionally abusing you each day.” (F,A,E,A,KZN)

Take care of the company you keep

- People are careful of the company they keep to avoid negative attention and trouble
 - “As an adult, it is about always being careful and **not associating yourself with people that you do not trust.** You must watch yourself and evaluate the people that you associate yourself with...” (F,A,E,A,KZN)
 - “The people you spend time with. If they aren’t right for you, you distance yourself from them to avoid the wrong things happening to you.” (M,Y,U,A,WC)

Be careful of reporting crime

- Actions taken to keep people safe can be harmful in SA - the victim becomes the perpetrator, and the criminals walk free
 - “After defending your family and your property, suddenly you become the assailant. I mean, it was self-defence. You pull your fire arm out to protect your family and then all of a sudden you are charged with the murder. Our constitution and our law do not provide safety for the law-abiding citizen. Our constitution and our laws protect the criminal itself. Me as a person, if I go to the police station and I go and open a case, God forbid, against a criminal that stole my property. **By the time you get to the police station, the whole case gets turned around. I am the one who gets prosecuted. I mean, I am the victim.**” (M,Y,U,I,M,LP)

Keeping adults safe: Develop Safety Heuristics (3/3)

Family rule sets to ensure safety

- People develop a rule set that they communicate to the family in dealing with perceived or recurring threats
 - “My safety concerns are all about my wife. When I visit people, **I don't drive home late at night anymore**. If the sun goes down, I want to be home already. Wherever possible **I try to not let my wife drive alone**. I say to her... ‘If somebody tries to pull you off the road, drive over him’. It is only a car, and a car can be replaced but a life can never be replaced.” (M,A,U,W,LP)
 - “You have a safety routine, **you drive the same roads every day, you visit the same places** because it makes you feel safe. If you get to a new town or unknown places the feeling of safety disappears.” (M,Y,U,W,GP)

Older children socialise @ home

- Some parents have decided that it is safer for their older children to socialise at home and create a suitable environment for that
 - “The control at the social environments, meaning clubs, pubs, whatever that is, is not very well looked after. Currently **there is hardly any screening of IDs or what you have with you in your bag**. So, I reverted to rather having kids with their friends, having a social at my house where **I know exactly what they drink, what they use and also making sure that if someone had too much to drink that they sleep over** rather than driving.” (F,A,E,W,GP)

Guns versus NO guns

- People share very different views
 - “I am an ex-policeman and it taught me a lot with regards to safety and how to be vigilant, but it also made me paranoid as you worked first-hand with all the different types of crimes... **I don't even own a weapon and I will never own a weapon** as I do not believe in weapons.” (M,A,U,W,LP)
 - “**We need to change the gun laws. Issue every home with a gun.**” (M,A,E,W,WC)
 - **(guns) “... what's making grownups feel safe.”** (M,A,E,W,WC)

Special code language used to signal danger

“Something else they're doing in bars. **They put a sign in the ladies - what to order if you are uncomfortable or scared**. You go to the bar and order a gin, with a scone, with cheese whatever. They will know you need help. And they do help.” (F,A,E,W,GP)

Keeping adults safe: Money & Jobs

Money = SAFETY

“There are a lot of things you can do with money. It affords you protection. People who have **money can hire security**. There are gated neighbourhoods. That kind of safety is made possible by money...” (M,Y,U,A,KZN)

Financial independence

- **Many women & some men = this is KEY to keeping adults safe**
 - “It has to do with independence, not relying on a man. **Make your own money and do your own things**. Being independent makes women safe.” (F,A,E,A,KZN)
 - “I think it's **the shame thing** and also the **financial manipulation thing**. Although she was a professional woman, she gave up her profession to be a full-time mom and then lost her financial bargaining and independence (that's why she could not get out of the abusive relationship).” (F,A,E,W,GP)
 - “Making an environment stable for an adult, especially coming from a man's point of view, is that a man needs to work. **When you're not working, it's gender-based violence because people tend to abuse you for not 'being a man'.**” (M,A,U,C,M,GP)

Asset ownership

- **Asset ownership gives choice and agency as woman often state they have nowhere to go. One person mentioned the law changed - giving the woman the rights to the property that was usually given to the man**
 - “Today, I was in a meeting with National government and there was a box where we added our input and the main one was, **when women are abused, they get chased out of their homes**. The woman must run with the kids. Now, **the role must be changed**, the man must be removed, and she must stay at home with the children.” (F,A,E,C,C,KZN)

Job opportunities & Education

- **Provide people with a means to progress as that helps people to make different choices – more safe choices**
 - “...when there are job opportunities. Job opportunities. Serious jobs. Not jobs of 6 months; lifetime jobs. **It can teach the youth a lot of things**. It can give you a qualification that you never had.” (M,Y,E,C,C,LP)
 - “There are a lot of internships here. Anglo's smelter is here. Transnet is here... We take our CVs there, but we don't get a response... and that problems starts with our leaders... I'm working for another company now; I'm a driver. I went to Steelpoort. Steelpoort is that side of Burgersfort. From Lebowakgomo until up in Burgersfort... do you know how many mines are there? You won't believe! **It's a village but there are no hobos there.**” (M,Y,E,C,C,LP)

Keeping adults safe: Alcohol & Drugs

Control Drugs & Alcohol

- **In a similar vein to 'keeping a child safe' people believe that alcohol should be better controlled and or removed from society, if we are trying to keep adults safe**

"People drink excessively then they find themselves fighting with people. Their anger rises when they are drunk. This is traditional anger that occurs when perhaps someone has killed a person before... Yes, alcohol makes the brain chemically imbalanced. It doesn't give you time to have second thoughts.

You react prematurely." (M,Y,U,A,KZN)

- "Even though its difficult, but it is something we need to do. Alcohol abuse should be removed." (F,A,E,A,KZN)
- "You can see in the amount of violence people have that they are not drinking responsibly." (M,Y,U,A,KZN)
- **Drugs are also listed as a no-no when securing safe environments for adults**
 - "They can make you lose your mind. You can even lose respect when you have smoked those things. **Without respect, there is no safety.**" (M,Y,U,A,KZN)

Close the Shebeens & the Taverns

- **Closing the taverns & shebeens = A safety measure**

"Take away Shebeens. The thing is people need to learn how to handle conflict. Because if you can handle that, you will be able to give people a kind of security to be safe." (F,Y,E,W,LP)

- **Others believe removing alcohol & drugs are simply not possible and we need to equip people to make better choice**

"It's a choice everyone has to make for themselves if they want to abuse alcohol or drugs. Taking it away, it's not going to prevent them from using it in future." (F,Y,E,W,LP)

Skills needed: Anger management

- **A related issue identified is anger – if people are better able to channel their own anger the communities may be safer**
 - "You will not be able to take away drugs or alcohol. But if you are in an environment **where people know how to handle aggression** that will make a difference." (F,Y,E,W,LP)

Keeping adults safe: Education & Skills ^(1/2)

Conflict resolution skills

“In terms of public violence, we cannot isolate ourselves from the people around us... we are social beings... It is very important that we, surround ourself with the people that you trust and the most important aspect of that, in order for me to trust you I have to be sure of what kind of education you have about matters pertaining violence.”

(M,Y,E,A,GP)

“I feel like **instead of just pushing away from society and all our societal activities, we should educate**, we should try to educate one another in terms of conflict solving.”

(M,Y,E,A,GP)

GBV education: what is acceptable and what not

“Unfortunately, we see that gender-based violence is a norm in certain cultures... It is like it is culturally acceptable and that **divorce is much worse than gender-based violence**. We must give people the tools to assist them in gender-based violence.”

(F,A,U,W,WC)

“I think women must learn that **gender-based violence is not acceptable on any level**.

I think some women just accept their fate.” (F,A,U,W,WC)

“We have to empower people to have the **ability to set boundaries**. They must know what's right and what's wrong for them. They must have the right to stay with the decision that they have made.” (F,A,U,W,WC)

Education will bring disclosure

- **The education will also help people to speak out & get help**

“I think if you see signs that you might need counselling, speak to a professional that can tell you what to do from here. Don't just stay if you can see the signs that ‘this could lead to this’. Seek professional counselling. **We may say stay... Ba re bohali ke lebitla la mosadi (they say marriage is a woman's grave). NO!** Seek a professional counsellor. You might tell your mother and she might say **“No, my child. Marriage is to be held onto”** and then you find yourself staying there. I don't think a person who is a professional would advise you in that way. They will give you options and you will weigh them to see which one suits you.” (F,A,U,A,GP)

“If you feel like you are not safe, if there is something that is bothering you, share it with someone. **People like me don't share much with others, but I'll share with a journal. So, it's nice but also isn't because if anything happens and I die, they'll take this journal... they will wonder ‘why did she not speak out?’**. So, having *that* friend... because there are different types of friends... but, having that friend that you can tell ‘No. I cannot take 1, 2 and 3 anymore. This and that are not good for me; what can I do?’. **Speaking out, I think, is the best.**” (F,A,U,A,GP)

Keeping adults safe: Education & Skills (2/2)

Skill needed: Conflict resolution

GBV related workshop

- **People need skills in conflict resolution**

“In terms of public violence, we cannot isolate ourselves from the people around us, we cannot dissocialise ourselves, we are social beings, and we are human beings. It is very important that we, surround ourself with the people that you trust and the most important aspect of that, **in order for me to trust you I have to be sure of what kind of education you have about matters pertaining violence.**” (M,Y,E,A,GP)

“I feel like **instead of just pushing away from society and all our societal activities, we should educate, we should try to educate one another in terms of conflict solving.**” (M,Y,E,A,GP)

- **Educate adults on what is GBV, what is acceptable and what is not acceptable**

“You have to give adults the skills to **know what is right and wrong as a weapon to safety.**

Unfortunately, we see that gender-based violence is a norm in certain cultures. On the farm it seems like people accept gender-based violence as a day-to-day thing. It is like it is culturally acceptable and that **divorce is much worse than gender-based violence.** We must give people the tools to assist them in gender-based violence. What does the law say? What's my rights as a woman.”

(F,A,U,W,WC)

“We have to empower people to have the **ability to set boundaries.** They must know what's right and what's wrong for them. They must have the right to stay with the decision that they have made.”

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Keeping adults safe: Religion

Religion to safeguard people

- People seeking solace in their faith.
 - “What that comes down to is faith. It obviously **depends on like the strength of your faith**, but a type of protection we have is faith in our creator.” (F,Y,E,I,M,GP)
 - “The other thing is that **with faith and belief comes safety** as well because your spirit provides safety. Your belief provides safety. If you pray “Allah help me. God help me”, He provides safety.” (M,A,U,C,M,GP)
 - “But on the aspect of keeping us safe, I think that **the only thing that keeps us safe is our faith, the man upstairs, because everything else that we have tried, failed. The police officers failed us. The law failed us. Today, you are the victim... So today, personal experience, I just trust the Lord upstairs**. And that's why I am not disappointed. Furthermore, **we try to keep ourselves safe by getting weapons, neighbourhood watch, you know the old cliché, the whole shebang**. But yeah, it's only the Lord that keeps us safe.” (M,Y,U,I,M,LP)

Religion & Male Dominance

- Religion also shows up in the **form of male dominance**
 - “Why we get abused as well is because of religion, believe it or not. People brought us up in this way and **this is how a man is supposed to be treated... and this is how a woman is supposed to be treated. I think every man wants dominance. If you don't give a man his territory, you are abusing him.**” (M,A,U,C,M,GP)

You reap what you sow

- With faith supposedly keeping people safe, when something do happen, **people are often held responsible – ‘what did you do to cause this?’**
 - “Another safety aspect is... there's a saying that goes **‘you reap what you sow’**. Whatever you're sowing towards your safety... is what you're going to reap so you need to watch what you sow as well.” (M,A,U,C,M,GP)
 - “Depending on my past actions... It goes back to responsibility. **If I did something to someone that's going to come back, I don't want to go out.**” (M,A,U,C,M,GP)
 - “I would not be able to explain it at home (if I get injured) especially because the family is so God fearing.” (M,Y,E,A,GP)

Collective vigilance is key to keeping people safe

Collective Vigilance (1/2)

How can we make people safe?

“The whole community. They are 48 houses in one block. If that block can come together and protect their block and all the same for all the blocks. Then the whole community will be protected. But we have a long way to go.” (M,A,E,C,C,WC)

“I was in Pietermaritzburg in July and August, when all that stuff was happening and it was the locals, the locals were actually stopping the crap, the cops and army were not even there. And so, you can see what the government is. There's not enough of them, and they failed miserably.” (M,A,E,W,WC)

“When push comes to shove the communities takes action. I have family that stays in Durban and during the looting and violence the community stood together and helped one another. They build blockades, the patrolled the area and stood guard.” (M,Y,U,W,GP)

“To me it feels like the communities themselves are taking action - increasing safety, access booms, cameras etc, as they cannot trust anybody else to do it. All promises and nothing ever happens.” (M,Y,U,W,GP)

Ask difficult question

People are becoming willing to ask difficult questions and to be more aware to safeguard their community – even if you must be the nosy housewife

“I think within the community the nosy housewives know exactly what's going on in the community and I have the time to get involved. There are not enough nosy housewives to assist.” (F,A,U,W,WC)

“And sometimes, you find that there are people moving around in the village that we don't know. So, you have to ask who they are, what are they doing here, who do they know and what are they dealing with.” (M,A,U,A,LP)

“More security, get the community involved, your neighbours.” (F,Y,E,W,LP)

“Know thy neighbours, stay in contact. Where previously it never used to be like that. Everyone kept private to themselves, so a lot has changed in that perspective.” (F,A,E,W,GP)

Be your brothers' keeper

“You cannot influence adults. But to really keep them safe we, as adults, should understand that you are your brother's keeper. If you understand that, I think we will be fine.” (M,Y,E,C,C,LP)

“If someone is in need, you are a helping hand and you cannot aggressively go towards the situation. You can actually just be a helping hand when someone needs help.” (F,Y,E,W,LP)

“The only people that's really creating safety within a community is a community that have opened their eyes and are vigilant with regards to what's happening in the community.” (F,A,U,W,WC)

“How we can protect each other is to give each other good advice. If you see that a person is going the wrong way, give that person advice to say 'what you are doing is wrong. What if something happens to you?'. ” (M,Y,E,C,C,LP)

Collective vigilance (2/2)

Get the know your community

- **Rebuild trust by getting to know one another. People acknowledge the need for community building**

"The most important issue we have is community building. **Not to keep to ourselves and close ourselves into cocoons.** I feel it is more about educating the people how to deal with certain things." (M,Y,E,A,GP)

"I have to trust my neighbour, even if we don't get along but I have to check up on them. Next time if something happens in my house, I know that my neighbour would help me." (F,Y,E,A,LP)

Go with a friend

"I will not go to unknown places alone. **I will only go if I have some friends with me.**" (M,Y,U,W,GP)

Technology is often used in safety

- **Technology strengthening the efforts to create a safer community**
 - "If you refer back to lockdown and what COVID has brought about. There's WhatsApp groups and the community groups and especially in our estate. **I'm more aware now of every single house that's situated around our house. All our neighbours.**" (F,A,E,W,GP)
- **People are responding to technology 'cry-outs' even when people have not joined their collective efforts – creating a sense of community**
 - "I know a lot of these communities have radio systems and WhatsApp groups. I've just recently had a break in, and **I wasn't even on the community group yet**, because I've only been living there a week and **immediately the community came together.** They wanted to organise trauma counselling and all sorts. And that does give you a little bit of a sense of security that there are people out there that cares." (F,A,E,W,GP)
- **WhatsApp groups create live tracking of an event & people move into the streets to help**
 - "In a certain place there's a WhatsApp group that you use to communicate. **When someone has a problem they report it in the group, there will always be someone who is online and available to quickly assist you.** Even cars that drive around within the community, they can easily identify them. 'A car with this registration number, we don't know it' then we can all go out and question the driver, find out where they come from and what is it that they want here." (M,A,U,A,LP)
 - "And if you had a guy on your property, you'd be on that little WhatsApp thing very quickly and you got help. Yes, great. Awesome. You know there is help coming." (M,A,E,W,WC)
- **In some cases, technology gives entertainment to people preferring to stay safely at home**
 - "I have my phone and play my games on it, people would think I am on social networks, but no, I am just playing my games, on my bed, I am just relaxing." (F,A,E,A,KZN)

Individual vigilance ^(1/2)

- Safety through **security**
 - “The place where I feel the safest is at my house because I can change things - change the security to take care of my people. I do feel safer at my house because I can regulate what happens there. **I can update the security systems, install new cameras, do everything in my power to protect my wife and my children.**” (M,A,U,W,LP)
 - “As soon as the dog barks, you give a look. You investigate. I just think one must be aware of your surroundings and being alert all the time. Like we say, **you do not sleep in the street, we sleep at home.** Being alert all the time should helps and gives us an advantage on the crime and on gender-based violence.” (M,Y,U,I,M,LP)
- Even when people take all the security precautions, **things still go wrong** and then **vigilant neighbours come to the rescue**
 - “It is so difficult. I am telling you just the other day I was at my house, **it was about 10 o'clock and my neighbour started calling.** Someone tried to jump in my yard. I have dogs, I have fences and cameras, but people still take chances. It is exceedingly difficult. I mean, I do not believe in firearms...” (M,Y,U,I,M,LP)
 - “We don't go out at night and go walking in the middle of the night and do stupid things like it. And we put on the alarm at night and everything, but I promise you, when they get in, they get it. With, or without, the cops around. Even with double alarm systems and neighbourhood watch and all of that. Yeah. And it's sad. It's unfortunate. It is. You can take as many precautions as possible.” (M,A,E,W,WC)
- Safety by **silence** so that people will think there is no one home
 - “I keep quiet so that people won't know there is someone at home. You keep as quiet as possible so that no one will hear anything from the house.” (F,Y,U,C,C,GP)
- **Carefully choose** whom you engage with
 - “In the environment where you live in, for instance, keep yourself away from bad influences in order to keep yourself safe and have respect for other people. That's what I can say.” (M,Y,E,C,C,LP)

Individual vigilance (2/2)

- **Women recommend intense individual vigilance**

- “I think when you are in public spaces, you need to be more vigilant. **When you move from one place to another, you should check that nobody is following you. When you drive at night, check the mirror to see what is happening behind you.** When you turn in one direction and the car behind you turns with you or follows you, you should see that something is not right.” (F,A,U,A,GP)
- “I think one needs to be very attentive wherever you go as most of the time **one can see trouble from a mile away.** Be vigilant.” (M,Y,U,W,GP)

- **Others are concerned about the anxiety we live with**

- “**Don't be scared, be careful.** It is not nice to have you locked up in your home because you're scared of what's going to happen outside.” (F,Y,E,I,M,GP)

- **Distrust is a form of self protection**

- “I do not trust anyone. You can trust someone that you are staying with but not to the extent that you can accept anything that they do. You must have a limit where you know that when it comes to this certain level, you cut yourself off from that person. I think that is the better way. You stay alone at your own space.” (M,Y,E,A,GP)
- **Stranger danger is not only for the children...** “Adults shouldn't trust strangers. A stranger can't show up in a car and offer you a lift and you don't know them. Even friends, because friends can sell you out... Let's say a friend say to you, let's go to a club and she knows that she has other friends who will spike your drinks.” (F,Y,E,A,LP)

- **Be focused on where you need to go – complete your tasks and go home**

- “I know my direction. If I say I am going to the soccer field, I am just going there and coming back home. If I say I am going to town, it's town and back. I don't go ‘manga business’ (lying or fooling around). Even if I say I'm going to the tavern, it's there and back. I don't go places or go out of line.” (M,Y,E,C,C,LP)

- **Personal self defense is something we may need to spend more time on**

- “**Pepper spray ... Yes, pepper spray.**” (F,A,U,A,GP)
- “In our country, safety is a big issue. You can't go out, you can't drive out without being conscious. I think for adults, it's very important to learn self defence...” (F,Y,E,I,M,GP)

- **Work-place & individual vigilance**

- “Sometimes the black male clients will say really inappropriate things, and **you have to decide how you react to that situation because you don't want them to react in a way that will harm you.**” (F,Y,E,I,M,GP)
- “I would think it's a male dominated world, We have to change our mindset in that way where you have to focus. You know what? It's not a male dominated world. You are actually equal to him.” (F,Y,E,I,M,GP)

Actors in the Safety Arena

1. Actors
2. Mobilising for Safety: Police
3. Partnerships for safety: Police, CPF & NW
4. CPF & Neighbourhood Watch (NW)
5. Security companies
6. Vigilantes
7. Government
8. Traditional Leaders / Community Leaders
9. Business
10. Business creating safer environments
11. Religious organisations
 - a. What is the churches' stance of GBV?



Actors



Mobilising for Safety: Police (1/3)

“Also, our law system, honestly...”
(M,A,U,C,M,GP)

- **People realise they are responsible for co-creating a safe community yet feel that a strong police force is a key ingredient**
 - People are however sceptical
 - “Government and the police... **I think we have lost trust in them.**” (F,Y,E,W,LP)
 - “**The good old police who we are now scared of.**” (F,A,E,W,GP)
- **In two areas people commended the good service they receive from their police**
 - “We still have open door communication with our police structures. We can communicate with them and that makes a big difference. If there is a situation, **we can talk to somebody, not to a number** that you don't even understand the person on the other side. Culture clashes and things like that make a big difference.” (M,A,E,W,WC)
 - “The police do create a safer environment. **If you get road blocks every day, you get searched, searching cars every day, checking for drinking... So, I think we are quite safe.**” (M,A,E,W,WC)
 - “For me, **at the police station, I get free and relaxed, because the police are there.** It doesn't matter if its inside or outside the police station, if I am near it, I am free.” (F,A,E,A,KZN)
- **Several people mention that one needs to know someone that is in the Police force and then you will be helped**
 - “**Getting some advice from someone who works in the law enforcement is better than just going straight to the police station where you do not know anybody.**” (M,Y,U,I,M,LP)
- **People do want to talk to the police & find value when the police do join events in their community**
 - “The neighbourhood watch also have meetings with people from the community and sometimes **we are lucky that somebody from the police comes to talk to us.** They show out the hotspots within the community and how we can make it safer.” (F,A,U,W,WC)

“The first question is what is safety? What defines safety to me? The one thing that bothers me is that I cannot walk anywhere I want, any time I want, and that to me, **is not safe. In other countries, you are able to at least walk two blocks and buy bread. In South Africa, you get in your car, and you drive because you don't feel safe. I'm talking broad daylight. I'm not even talking at night. And then the question is why? And it's policing & policing with consequences.**”
(F,A,E,W,GP)

Police (2/3)

"The police force are the biggest gangsters. Bigger than the gangsters, so until you correct them, nothing is going to change. It's a domino effect, right?" (M,A,E,W,WC)

Do we report crime to the police?

- Some people say they don't report crime – for various reasons including being afraid of the criminal

"Even this thing of saying the police don't do their work... **The police do their work, it's just that we don't report our issues to them...**" (M,Y,U,A,WC)

"We are afraid of some people and don't report anything because we don't want to get involved with certain things." (M,Y,U,A,WC)

Inaccessibility of the police

"I think a lot of **people don't know the number of the police because most of time things don't work**. Even with hijackings happening on the roads. They sent us a document with all the numbers that you must contact in case of an emergency. And **I tried calling it and it doesn't work**." (F,Y,E,W,LP)

"**But they don't have funds, they don't have a vehicle**." (F,Y,E,W,LP)

People are sceptical about police action & safety

"**The police do nothing; they are worth nothing**. I don't think we can ever be safe if there's no proper policing. And crime pays, it's easy." (F,A,E,W,GP)

"It's definitely not the Police. We're looking after ourselves." (F,A,E,W,GP)

"**Just policing and then nothing happens**. It's not worth anything if it's not followed through." (F,A,E,W,GP)

"Police station is not a safe environment." (F,A,E,C,C,KZN)

"Our country is just bad. The police are in my area, but they will not even patrol it. At night, if a fight breaks out, you will never see cops. The crime rate in our country is bad, especially in my area. If they do not know you, it's ugly."
(M,Y,U,I,M,LP)

"We also need to take responsibility. You have to do to others as you want done to yourself. If somebody breaks into my place, **I want people around me to help immediately and not wait for the police, I will be dead by the time they arrive**." (M,Y,U,W,GP)

Criminals walk free

"You see a guy carrying a loaded gun. They saw him shooting there and you reported it to the police. They take him and then you see him the next day. **You ask the police why the guy is still on the street, and they say all they do is arrest - the rest is for the court to decide**. This makes it difficult for people to report and testify in cases. **The system fails us. And yet they will lock you up for the smallest thing**." (M,A,E,C,C,WC)

Police (3/3)

I will become the criminal

- People believe they may end up on the short end should they report crime

"If I go to the police station and I go and open a case, God forbid, against a criminal that stole my property. **By the time you get to the police station, the whole case gets turned around. I am the one who gets prosecuted.** I mean, I am the victim." (M,Y,U,I,M,LP)

"I don't think you'll get any help from them and what I've heard from people who said bad stuff is happening to them. **The police are not helpful. They're actually antagonistic, they are cheeky. They make jokes about what happens to you.** I don't know what we must do." (F,A,E,W,GP)

We are losing control

- Police is not addressing the problems

"There's nothing in my area, nothing. We have this park opposite our street. It is basically now what you can call a village. People can come and build their own houses in the park. We tried to make a group to eradicate them. The police actually told us we should not involve ourselves because we're going to get hurt. **Why did they not assist us?**" (M,Y,U,I,M,LP)

"They are our guide when it comes to safety but if they don't guide us, and they don't help us, and they don't protect us, who must protect us?"

Police do not treat people with dignity

"...like **we would respect them, but they don't respect us back** because they knew they have a badge. Cops from all over would come into our community and they would say 'ma-coloured'." (meaning coloured people) (M,Y,E,C,C,LP)

"I understand that **our rights are being taken away by police officers.** We don't have rights as coloureds. We are being treated as slaves. Basically, everywhere we go, we are nothing. **In the end it's painful for my child to grow up in a community where the police are treating us as nothing.** Our safety comes from them in the first place." (M,Y,E,C,C,LP)

Negative publicity

- The negative publicity the police receives in some GBV cases is attracting attention

"**Nowadays, our cops can beat a woman, so we don't feel safe. If they can beat a woman, what about a man?**" (M,Y,E,C,C,LP)

Partnerships for safety: Police, CPF & NW

Partnerships work well for all

- Many mention the fruitful partnerships that exist between the police, the CPF & the Neighbourhood Watch (NW)

“The police forums end up running in alliance with the neighbourhood watch.” (F,A,E,A,WC)

“If you call the Police and the CPF, the **CPF first catches the guys, tie them up and then the Police come and take them away.**” (F,Y,E,W,LP)

- The CPF/Neighbourhood Watch is making the police more effective

“If we I see crime then I report it, **the neighbourhood watch is the first people we contact and they put it through to the Police and they immediately come out.** But if it's you as an individual who phones they don't immediately come out, but through Ralph and Mr Jansen and Mr Barnes, then they will react.” (F,A,U,C,M,WC)

“In the area where I stay we have CPF and they patrol the whole night. **We have cell numbers for two of them** so if anything is happening, you can just press the button and they will come to the rescue. **When they communicate with the police, they arrive faster. They show up faster.**”

(F,A,U,A,GP)

- Working with the community provides street level insight into what is happening

“Another thing is, if the police don't work hand in hand with the community you not going get safety and stability. If the police comes, they put everyone under one umbrella, even these guys (NW) if they don't have their badges. **I told this one police the other day they must know who the gangsters are because they work in the community.** I told him that **Minister Bheki Cele needs to encourage them to work with the communities.**” (M,A,E,C,C,WC)

CPF & Neighbourhood Watch (NW) (1/2)

"I feel **totally safe** in our community because we have a brilliant CPF unit. It's one call away." (F,Y,E,W,LP)

- People feel **empowered** by the fact that **they can start a CPF and a Neighbourhood Watch (NW)**
 - "We can mobilize and have a police forum. Where we know that during the week, our community is looked after. Every day and night we know that people, children and the elderly are safe." (M,A,U,A,LP)
- CPF/NW is **evidence that the community cares & can take control** of their own safety
 - "I think everyone that is in the community, they try to build a safe haven for everyone - like getting Neighbourhood Watch." (F,Y,E,W,LP)
 - "And there's a group that they created that everyone that stays here volunteer. **If there is assistance needed somewhere you can contact them, and they will approach the scene immediately or in two minutes time.**" (F,Y,E,W,LP)
- CPF/NW is playing a role in **breaking down barriers** and getting people to **talk to their neighbours once again**
 - "I think it also comes with the trust issue. We build trust and **I think that is how they feel safe with us.**" (he is from the NW) (M,A,E,C,C,WC)
 - "Neighbourhood watch is again playing a big role. **Start to know your neighbours, know the people that live in your street. Don't hide behind your doors and your high fences, be vigilant, then everybody can look after each others kids again.**" (M,A,E,W,WC)
 - "Today we went through the whole thing of neighbourhood watch and basically **'call a buddy'**. We got each other, our neighbours, your neighbours closest to you. You have their contact details. God forbid, anything happens but we keep in touch with each other." (M,Y,U,I,M,LP)
- **Pro-active** crime fighting
 - "Our neighbourhood watch starts at 10 o'clock until 5am. During that period, if anybody in our area, in our designated roads that are being monitored, is walking around, **they get questioned, especially if they don't look like they live there**, because it's a totally residential area, so there's no business to be had there. So, if the guy's walking around 2:30 in the morning, he gets stopped and questioned and moved on. And that's a big deterrent." (M,A,E,W,WC)
- Some still perceive these efforts to be **futile against the scale of the problems** in SA, yet still worth joining
 - "The only way you could possibly find a little bit of security is if you do join groups like Neighbourhood Watch in your community. It might give you a sense of false security, but at least you're involved and should something happen they are there." (F,A,E,W,GP)

CPF & NW ^(2/2)

- The CPF/NW takes responsibility for a wide range of services in the communities i.e. ensuring older people get home safe & finding your missing dog & ensuring youth engagement and employment & helping the community in general

"We have a problem with transport here. You find that an elderly person is dropped off very far and it becomes difficult for them to get home. So, **the police forum helps in checking that after hours**. The taxis are no longer fully operational."

(M,A,U,A,LP)

"We have CPF, because **if your dog's missing, they help you, if you are abused, they help you, if there's someone in your yard, they help**. For me, I go to CPF all the time." (F,Y,E,W,LP)

"NW. We trying to **mobilise these youngsters and they are the future**. So when we go they must go on." (M,A,E,C,C,WC)

"If you look at our people doing the work - it's us who's doing the work. The NW. It's not the police, it's our people on the road. The Day Hospital, the Post office... **we just making life easy for them (police)**." (F,A,U,C,M,WC)

- The pride of people working in the CPF / Neighbourhood Watch (NW) is evident in groups across the board

"We have fought with big gangsters. And we know that we are not the police and approach everyone in the community differently. **We create programs that are beneficial to the people of this community and that gains us respect**. Safety is not only something you feel at home." (M,A,E,C,C,WC)

"I look after the people in the early hours of the morning when they go to school."
(M,A,E,C,C,WC)

"Ever since I started with this neighbourhood watch, **people learn to respect me outside**. You already put the boundaries inside your house so that respect I already earned."
(F,A,U,C,M,WC)

- People are sharing examples on how CPF/NW positively impacted their lives
 - "I started that little business about six years ago, and prior to that, we would constantly be robbed, constant wall jumpers, people trying to get into the gates and so on. So, the neighbourhood watch was created, and since we started it, they've even upgraded it now, they part of the Police, that connected with the other armed responses. It's a nice format." (M,A,E,W,WC)
 - Group conversation: (Murder, rape, assault) (F,Y,U,C,C,GP)
 - "Go to the police."
 - "You will be very happy and lucky if the police helps you." People disagreeing...
 - "Yes, they will help."
 - "Rather go to the CPF."
 - "Is the CPF better than the police?"
 - **"They are faster."**

Security companies

"I think it is the police's job to create a safer environment, but they don't thus we have more trust in local security companies to assist us in keeping the environment safe." (M,Y,U,W,GP)

We buy safety in South Africa

- **People often state that in South Africa we buy safety**

"We pay for safety, by getting security, by buying property in estates."
(F,A,E,W,GP)

- **Poorer people cannot afford to do that**

"Rich people move to security estates or to suburbs where access is controlled. They have the money to build high walls, set-up the best cameras, belong to armed response, have state of the art alarm systems. **In poorer communities' people don't have the financial luxury to do these things which leaves them vulnerable.**" (M,Y,U,W,GP)

Guns as a deterrent

(Burglar bars/panic buttons) "...**It's a false sense of security but knowing that within 30 seconds there is a guy with a shotgun, a handgun, and a rifle**, that is going to be there to make sure that you're safe and they are trained, they are ex-policeman, ex Rekkies (Recce). We give security where there's a false sense of security." (working at a security company) (M,A,E,W,WC)

Act with force

- **The secret of these security companies is to act with force – look strong**

"The bad guys could be from anywhere, and when they come in and they see that there's a force that's not going to be messed with, they generally go away, because it's normally a crime of coincidence. They'll be walking around, and they'll see and watch an estate and they will say, OK, there's weakness here. They know where there is a weakness and begin to engage and see which camera is facing, where. So, **they're very educated and we've got to keep ourselves much more educated than them...** We create that safety by giving security and peace of mind, knowing that we will be there. **WE WILL TAKE THE SHOT FOR THEM.** We will do what is necessary to secure their environments." (M,A,E,W,WC)

Creative plans to find the budget to spend on security

"The government is incompetent, incompetent, in so many areas, in every way... you should remove the police force and replace them with security companies. **BEFORE YOU LINK UP TO DSTV FOR R12 000 PER ANNUM TO WATCH REPEATS AND NOTHING ELSE... I'D RATHER TAKE MY 12 GRAND AND HAVE OUR GOOD COLLEAGUE HERE, WITH HIS MOB, WALKING MY STREET WITH AN AK-47 AND A GRENADE IN HIS POCKET** to tell those baddies, 'stay away from here' and they will." (M,A,E,W,WC)

Communities sorting out crime is a positive

- **People do see the value of communities sorting out issues**

- “It used to and then it stopped because of the law. The Forum used to help, **if a person kills someone, they would burn them. If a person hits a child, they would also get a hiding.** We were safe. Yes, what they were doing was wrong in the sense that they would not wait to find out the whole truth, but the law was being instilled to these perpetrators and now the law doesn’t allow such violence. **It helped a lot, rather than waiting for the police to arrest someone, only for that person to be back within a couple of days.**” (F,A,E,A,KZN)
- “I think we are trying. We have **community members who catch thieves.**” (F,Y,E,A,LP)

Lost faith in criminal justice system & police

- **People are taking justice into their own hands**

- “People have lost faith in the criminal justice system. More and more people are taking responsibility for their own safety... **the inadvertent outcome may be vigilantism.**” (M,A,E,I,H,GP)
- **Frustration caused by police taking bribes, setting criminals free**
 - “Problem is if he has more money than you, **he will pay a bribe and leave without a conviction.** Let off the hook. We are stuck between a rock a hard place, you must help, but there is nobody that is helping you or the victim. **We are doing stuff vigilante style.**” (M,Y,U,I,M,LP)

“Then there’s John Wick in Pretoria taking matters into his own hands.” (M,A,U,C,M,GP)

Vigilantes

Rifer when own children are endangered

- **Vigilante actions were especially noted when their own children was threatened or hurt**

- “**I would go and ‘moer’ them.**” (hit them) (M,Y,E,C,C,LP)
- “I think sometimes when such things happen to a child it must be dealt with and **sometimes it must be harsh so that when the next person sees what happens if you do something to a child.** You need to be harsh. Don’t just say ‘**talk to him nicely**’. Sometimes **people don’t understand** when you talk to them nicely.” (M,Y,E,C,C,LP)
- “**Do the same thing he did...** so that the next person can see what happens. Then such and such things won’t happen.” (M,Y,E,C,C,LP)

No other option

- **No other way, you must (violently) protect yourself and your family**

- “I have a lot of weapons. **The bandits told me they’re going to kill me but nobody’s going to kill me. They will get injured.** Throughout my house there are from baseball bats to pangas. It is sharpened and if I am going to hit you something is going to fly. Everybody knows about it.” (M,A,U,W,LP)
- **More people are also considering arming themselves**
 - “I will get a gun. But it is difficult. You have to get a license.” (F,Y,U,C,C,GP)

"I think violence in South Africa comes from a political aspect, because of what we see happening in politics. That our leaders are failing. It comes on to us because now you have a whole lot of pressures of unemployment and 16-year-olds getting pregnant. **You just become angry.** Yesterday, we saw one girl chopped up in Soweto. The day before that there was a guy being chopped up in Emmerdale. His girlfriend chopped him up." (M,A,U,C,M,GP)

Nothing will happen if the leaders don't engage

- **General consensus: If the leaders are not going to take a stand nothing will happen**
 - "It's on the leaders because people generally shy away from taking the lead on certain matters. So, I think maybe our leaders must start reaching out and involve communities more." (M,A,U,C,M,GP)
 - "I was at the Gender Based Violence March **the President said that there will be no bail for murdering rapists. Yet, they get bail.**" (M,A,E,C,C,WC)

The Government is responsible for our safety

- **The government must ensure a safe society, yet they are failing**
 - "Human rights come down to the fact that the government should **constitutionally be providing protection and a safe environment.**" (F,A,E,W,GP)
 - "Whether it's GBV or... the bottom-line is that the government will not do anything for us - we have to take ownership of our communities." (M,A,E,C,C,WC)
 - "Roles have been reversed. If you look at politics we don't vote for change we vote for political parties, we vote for corruption. Corruption is rife yet Africans will always vote for the ANC." (M,A,E,C,C,WC)

Dishonesty during election periods

- **The hype & engagement before elections and then politicians disappear after**
 - "As we were about to head to the elections, **we saw that people can gather and talk about the problems we have and how we could solve them.** Now that we are passed that, things have gone back to the way they were before. So that is where you also see that people come to you when they need something from you." (M,Y,U,A,KZN)
 - "Political parties promotes anti GBV messages during the elections but there after you never see them again." (M,Y,U,W,GP)

Things are improving though... (yet not)

- **The government is changing their stance on how to handle some of the difficult cases, and it is seen by the community**
 - "I was in a meeting with National government and there was a box where we added our input and the main one was, when women are abused, they get chased out of their homes. The woman must run with the kids. Now, **the role must be changed, the man must be removed,** and she must stay at home with the children." (F,A,E,C,C,KZN)
- **People believe collaboration is the answer**
 - "**South Africa can only improve when the state and the private sector stands together to address safety** because the state does not have the capacity. If they can hold hands and the private sector can take the responsibility of opening ECDs and take the control thereof, then it won't be the states responsibility anymore. Then only, we can move forward." (F,A,U,W,WC)

Traditional leaders / Community leaders ^(1/2)

A general lack of engagement is noted

- Many people are horrified at the leaders' actions as well as their lack of engagement and commitment towards creating a safer society
 - "With him, they are for themselves. I've been to him, but I think they are more for themselves and self-praise." (F,A,E,C,C,KZN)
 - "Our political leaders left this community neglected so you feel to yourself '**I have to do whatever I have to do**'; why do I have to focus on school? You cannot focus on school with a hungry stomach." (M,Y,E,C,C,LP)
 - "I will be honest, **ours does not do anything. He just folds his arms and does nothing.**" (F,Y,E,A,LP)

Traditional gender socialisation

- Traditional gender biased-viewpoints of some councilors were raised
 - "**They will handle it in a cultural manner.** When it comes to a relationship between a woman and a man, they will still go back and say 'wena kumele uthobele indoda yakho' (**you should be submissive to your man**); 'indoda yindoda, awuyibuki emehlweni mawukhuluma naye' (**a man is a man, you can't look him in the eye when talking to him**).'" (F,A,U,A,GP)

Safety is an impactful card to gain support

- The safety card is played by political parties to gain support
 - "I know it's not a popular answer, but political parties put away millions to ensure the safety of the places they control. **Why do people from Gauteng move to the Western Cape? Because it's safer in the Western Cape** than it is in Gauteng. **I THINK IN POLITICS THERE'S A LOT OF POWER TO CREATE SAFETY.**" (F,A,U,W,WC)

Select other councilors

- People do feel that changing the community leaders can change the level of safety in the community
 - "The changing of Counsellors because **we rely on them for most of the things.**" (F,A,U,I,H,KZN)

Traditional leaders / Community leaders ^(2/2)

CBOs are often seen as the real community leaders rather than political figures

- People are also **reframing their idea of who are the leaders** – some CBOs are taking the lead and are much appreciated
 - “It starts with our leaders. Before, leaders didn’t stand up for us. Now, we have the Young Lions (CBO). They’re the ones... you can see the change in these past few months to a year. **The real leaders that still have power over us can step up; they can come with change in this community. I can see the change. The change is not far.**” (M,Y,E,C,C,LP)
 - “**What leaders are there?** You hear about youth leaders but what leaders are there? It’s just the **neighbourhood watch.**” (F,A,U,C,M,WC)

The importance of an ecosystem working together

“Sometimes the reason we are having different stakeholders... police, ambulances, community, politics and all these other things... is because **you cannot be at the same place at the same time.** You as an organisation or as an individual can only do so much and communities are big.” (M,Y,E,C,C,LP)

Business creating safer environments (1/2)

“There is too much corruption. They should take action and say ‘**LET’S BUILD THIS COMMUNITY**’.” (F,A,U,I,H,KZN)

When you are an employee... Yes

- Referring to the support of business some participants report that their companies offer support services to employees who are victims of violence
 - “If you have a job and you tell them you are abused, they will get help for you.” (M,A,U,C,M,GP)
 - “I think that the business environment tries to create a safer environment for us.” (F,A,U,W,WC)
 - “**Business only focus on their own environment.** They ensure that their business is safe but apart from that they don’t do anything for the community.” (M,Y,U,W,GP)

Business is not involved

- Most people believe business is not involved in addressing GBV
 - “**The money they make is for themselves.**” (F,A,U,I,H,KZN)
 - “They are greedy.” (F,A,E,A,KZN)
 - “They are the only ones that benefit.” (F,A,E,A,KZN)
 - After the looting... “**They opened the stores for us, because we needed to go shopping and they cleaned up the streets so that taxis could operate. So, they do things for their benefit.**” (F,A,E,A,KZN)
 - “I don’t see it anywhere that businesses are doing anything to keep you safe.” (F,Y,E,W,LP)
 - “**Businesses just don’t care about gender-based violence and they don’t get involved.**” (M,A,U,W,LP)
 - “If money is not going in their pockets, they do not care.” (M,Y,U,I,M,LP)

“Businesses can really get involved with funding to help increase the safety of suburbs and dangerous areas.”
(M,Y,U,W,GP)

Business creating safer environments (2/2)

"We need more. We need more help." (F,A,E,C,C,KZN)

Hidden agenda at play?

- The ones that are involved seem to be distrusted, believing there is a hidden agenda
 - "Business don't do much in promoting GBV (awareness). **They don't get communities involved, fund watch groups or assist in areas where more security is needed.**" (M,Y,U,W,GP)
 - "We have business forums here, but they don't do anything, they just here for themselves. (M,A,E,C,C,WC)
 - "**I think it is a political game. They say the right things, but I'm not sure if the plans are implemented en-route.**" (F,A,E,W,GP)
 - "It is **normally a marketing gimmick or advertisement for them to benefit from its exposure. SPAR says No to gender-based violence. OK, say no to LGBTQ violence. There is always something behind it for them.** They will not just do it for the sake of doing it for humanitarian purposes." (M,Y,U,I,M,LP)
 - "I think financially they get involved, but personally, because of all your employees, it is difficult. You're crossing a specific line." (F,Y,E,W,LP)
 - "In a lot of cases, it is only **window dressing.**" (F,A,U,W,WC)

The campaign vs the practice

- People are however noting the difference between the campaign and the practices of the company – underlining the importance of a holistic approach when addressing GBV
 - "It's one thing to put **slogans on their plastic bags** - end gender-based violence - but it is another thing to take action and make a difference... otherwise, as usual, it is only for the show." (M,Y,U,W,GP)
 - "Its visible but whether they are really contributing? It's **easy for Spar to have on their plastic bags STOP GBV**, but to what extent are they really contributing." (F,A,E,W,GP)
 - "At Spar there was **never a gate at the toilets**. We requested that a gate must be installed, and they installed a gate. This increased the safety of everybody that uses the facility." (M,A,U,W,LP)

Yes, they are doing some CSI

- Some say business is involved, from a CSI angle – some feel that business may not have a choice as the problems are escalating & difficult to ignore
 - "They are getting more involved because things are on an increase. **The violence, the drugs, the substance abuse, all those things are on an increase and more people are getting involved.**" (F,A,E,C,C,KZN)
 - "Some are businesspeople and in a certain areas, they have a feeding scheme. They are also empowering people and there are other businesspeople, that are working with NGO'S, supporting them and there's a lot of help." (F,A,E,C,C,KZN)

Religious organisations

“There is a saying that says that ‘even the Roma couldn’t handle the orphans’.” (F,A,E,A,KZN)

Church leaders should rally around safety

- People do believe that it is time for leaders from all arenas to get involved and even ‘walk the streets’ to mobilise everyone towards a stronger and more safe society
 - “I think they can help in terms of their congregation. Teaching your congregation, your community and your followers. Our leaders in general have to stand up and I think **not just speak about it but take it up with their hands**. Our councillors in our areas. **Our leaders in our churches, mosques, priests. They need to take it on and get the support of communities and of the individuals. Go door to door.** Say ‘we need help; we’re trying to iron out something’. Visit your brother and your sister and say ‘**look, you need help, we’re here**’.” (M,A,U,C,M,GP)
 - “Religious leaders and community leaders need to get involved. **They can’t make a financial difference. They need to make an emotional difference.**” (M,Y,U,W,GP)
 - “I think that religious leaders **kill so many fires within their own community that they don’t have the time to work outwards.**” (F,A,U,W,WC)

Is the church involved?

- As with other actors, some believe that there is no depth in their commitment to help
 - “I think it’s all talk but nothing.” (F,A,E,W,GP)
 - “My personal opinion is that **churches in the olden days would have helped with gender-based violence but churches of today will not help. They don’t want to get involved in your personal matters.**” (M,A,U,W,LP)
 - “I remember in 2015 when there were shootings between the two gangs over there. We called all the religious leaders including those from the Mosque. I personally called the meeting... **no one came. I was the only one there and I waited for an hour.**” (M,A,E,C,C,WC)
 - “This is going to sound funny, but **unless you’re Jewish, no**. The Jewish have their own community service and they look after each other, they’ve put their own security, their own hospitals. The rest of us? No!” (M,A,E,W,WC)
 - “They (the church) do not try because **previously when you do not have a home, you would be able to go and sleep at the church**. Churches are now **getting locked. They are not willing to help with anything**. If you need someone to look after your child, you cannot even go to church. You will never hear people saying that the pastor has created a crèche for people that want to leave their children for when they are going to work. **All they want to do is taking the little that people have, every time you will hear that the church needs money.**” (F,A,E,A,KZN)

“Lot of people go to church only to spite the devil.”
(M,A,U,W,LP)

Religious organisations:

What is the churches' stance on GBV? (1/3)

"I've known men who abuse women to be the first ones to sit in the front of the church." (F,A,E,W,GP)

Inconsistencies cloud the reliability of the support provided by religious organisations

- Inconsistent experiences are reported – some churches **steer clear of the most difficult cases** while others are **actively involved**. The reasons ranging from a lack of resources, to a lack of training and to being judgemental
 - “**They don't want to face the real facts. They will help you where they can, if you are hungry, they will feed you, they will give you a place to stay for the night. When it comes down to the nitty gritty, the real stuff like a woman raped or the guys selling drugs then suddenly they don't want to get their hands dirty.** They do not want to step up and say, Listen, you know, enough is enough.” (M,Y,U,I,M,LP)
 - “I think it depends which church you go to, because there's four different churches in this community. I know the church that my mom is in **they assist with child abuse, and they do adoption and I know the paster has something like 13 kids.** Because of drug abuse by the parents. The child used to go through abuse and sexual abuse.” (F,Y,E,W,LP)
 - “I think there's a **lack when it comes to training.** Some pastors are not well trained to handle such issues. I was also not aware until I became a part of it then realised that the **church closes out a lot of people with problems that they could be helping because we are too judgemental.**” (F,A,U,A,GP)
- Some churches are preaching to their congregations on these matters while others never do. In some cases the personal stories of members of the congregation become the topic of the sermon
 - “They are preaching about these problems.” (F,A,E,C,C,KZN)
 - “I have been part of my congregation for 20 yrs. **I cannot recall anytime that the church spoke about gender-based violence.** I really think it can help if religious leaders talk about gender based violence within their congregation.” (F,A,U,W,WC)
 - “A lot of ladies prefer to leave the church because they could have trusted a lady pastor and then next week, what they told them becomes a sermon.” (F,A,U,A,GP)
- People also mention that the church refer people in need to other organisations
 - “The religious leaders are working with NGOs, where they themselves refer people from church to the relevant departments.” (F,A,E,C,C,KZN)
- While some report that their pastor advises them to walk away from abusive households others report that they have to stay.
 - “They say **'walk away from abuse'.**” (F,Y,U,C,C,GP)
 - “**Some dominees do say you have to stay.**” (F,Y,U,C,C,GP)

Religious organisations: What is the churches' stance on GBV? (2/3)

Yes, the church supports & cares...

- Several people are telling stories of support & care from the churches in their areas

- "Yes, they are. **They put up homes, orphanages. They have victim homes, victims of domestic violence, rape, abuse aids, counselling.** I'm a Muslim and in the town that we live in, there's a whole lot of religions, Muslim, Christianity, Hinduism, so forth. And every religion plays their part because obviously it comes into play where God says, Love thy neighbour. **Every religion must play its part.** We are taking care of the human race and the aspect of being a God-fearing person. So, yes, religion does provide some sort of closure for victims, but it would be much better if government or the business do it for the reasons that religion does it. Basically, for only God's pleasure." (M,Y,U,I,M,LP)
- "I think it depends on the congregation... especially with COVID, were the **pastors themselves went to deliver things to old age homes** where the older people were so secluded, making them aware that we are seeing their solitude. Once again, it was two individuals that really made their love visible. I think it's really a case of the individuals being involved in the area." (F,A,E,W,GP)
- "I think **they do invisible work.** I know Pen Action in Pretoria West, a lot of churches give money towards it. A friend of mine works there. They take in prostitutes and destitute women, and like Sunnyside, they have these safe houses. She is involved, but all the funding comes from churches." (F,A,E,W,GP)
- "They usually have **outreach programmes where they go out and instil respect and a way of treating people** because what they can do is talk to people to change their behaviours... it focuses on the moral decay because even in their outreaches they try and have workshops. They invite the people of their community to try and show and teach people certain life skills. They really try." (F,A,E,A,WC)
- "And I also think in the smaller groups, religious groups like **'omgee groepies'** and things like that, we've experienced that during COVID, for instance, people losing their jobs and the 'omgee groepie' looked after the individuals." (F,A,E,W,GP)
- "Maybe they are very much involved when it comes to violence towards children, and **we're not aware of it because people approach them in person, privately** and they will address it. It's something confidential. We're not aware of it. Maybe they are extremely involved. We're just not aware of it." (F,A,E,W,GP)
- "I know there is a lot of guys that are involved in providing boys with father figures. And they've done research on it, and it lowered the violence rate in that specific community because you stop the root." (F,A,E,W,GP)

Religious organisations: What is the churches' stance on GBV? (3/3)

No, the church is not helping...

- Some share their stories of frustration with the church and the religious processes as well as the lack of transparency, selective involvement and gender-bias
 - "I think that **when it comes to GBV they are part of the problem rather than the solution**. It is from those institutions that we learn of this thing patriarchy, that **men should behave this way and women in another way**. It socialised us into these roles. It is in these roles that **men become violent against women**. Its that kind of ideology that justifies their superiority." (M,A,E,I,H,GP)
 - "**They literally favour the man**. Yeah. Like all the time, I can tell my husband beats me." (F,Y,E,I,M,GP)
 - "Help from the church... **'We'll talk to him'; 'We'll pray for your husband'; 'You must fast'; 'Iya entabeni, ntombazana, uyeke ukudla' (You should go on a fast, sister, and not eat anything)**." (F,A,U,A,GP)
 - "Recently, I heard the news, a lady from Cape Town from a church was abused and a gender violence case was opened, and the court decided to throw it out because she did not have enough money. It happens in all religions, you know, and it happens everywhere." (M,Y,U,I,M,LP)
 - "**The same pastors in churches, are the same pastors we chill with in taverns**." (M,Y,U,A,KZN)
 - Conversation (M,Y,E,C,C,LP)
 - "The leaders in church, hayi (no)... it's like they are drunkards, man. The only thing they will tell you is that you must come to church. We don't all feel like going to church. Why do you want to force us to go to church to go and give our stories there?"
 - "Sometimes **prayer takes long to heal your pain**. You want someone to at least give you good advice so the pain can just come down... but what if the pastor comes and tells me lets pray, and I was raped? Pray about what? **I was raped; that thing doesn't help me. Praying doesn't help me.**"
 - "So, in the end you'll get frustrated and you can even take that pastor and throw him with a bottle because he's telling you about praying. He doesn't tell you 'let's go to the police station and open a case' or do something."
 - "When you look closely to this, **for them it is only about the money**." (M,Y,U,A,KZN)

What do we do to help Victims?

1. Do we support the victim?
2. Help: Resources, Shelters & Safehouses



Do we support the victim? ^(1/2)

NO, it is too complex

- Throughout the sessions people mostly believe we don't support the victim

"I don't think people think about abuse. Most of the time I think they have to think about it like once in two months." (F,Y,E,W,LP)

- Mostly people believe we don't want to get involved

"In a lot of cases, you don't want to get involved." (F,A,E,W,GP)

"Most of the time we do not get involved because as soon as you get involved, it gets personal." (F,Y,E,W,LP)

"People don't want to cross that boundary... Or have the burden on themselves... Or the consequences..." (F,Y,E,W,LP)

- People also realise the legal burden that may come with getting involved and steer clear of that

"Maybe I will have to go to court, or maybe we are scared of those things." (F,Y,E,W,LP)

You can only help if someone asks

"People don't always allow you in. So, you can only assist if you know." (F,Y,E,W,LP)

"I don't know if I'm right. We need to support but in some situations they just keep pushing you away. We need to make it our business you hear about it, approach that person."
(F,A,U,C,M,WC)

We can't help if we don't know

- People simply don't hear about these cases even though they know that it is happening

- "I don't think we are exposed to all of the cases. There is a social worker at church, and I've been dealing with her for years and its hair raising the stories that's going on in the east of Pretoria, in our local community, right through to town. But this side, it is just families, your neighbours. No one is aware of it, and it is scary." (F,A,E,W,GP)

- "I think I don't know about it because all my friends are very outspoken, and they will actually stand up against it. But I think I'm wrong. I don't know." (F,A,E,W,GP)

- "I think it's a double-sided question, because will you help your friends? Yes. Do you help someone in society? No, because you won't know." (F,A,E,W,GP)

- With horror women share stories of violence that shocked them in their own communities

- "Thinking about the situation that I was only being made aware of very recently after the women actually took charge of her own situation. That is one of the most powerful backbone ladies that I've ever met, and she's been very outspoken. YET, she could not speak up about what her husband is doing at home." (F,A,E,W,GP)

Do we support the victim? (2/2)

No understanding of the continuous nature of GBV

- The information about violence and GBV is intermittent & fragmented – not leading to the full realisation of the wave/stream of violence that is surrounding us

“If I look at society, we do not. See how many victims are there? One or two days you see things happening and people at the police station or hospital but there after everything dies out. **A few days later, it's the same incident just repeated by a different group of people.** If society really addressed it and helped the people, one would not see it as frequently. People would realise that if they step out of line, the community or people will sort them out. Take it with a pinch of salt. People still do what they want to do. **We will save somebody now, a few hours from now, there will be another situation. No society doesn't do justice to the people or for the people.**” (M,Y,U,I,M,LP)

What if I make it worse?

- People are afraid of becoming part of the problem, or making things worse

“And then it actually makes the situation worse than what it already is, you know, then they end up nearly killing you because you spoke to someone about it that spoke to 10 different people about it, and everyone knows. Some people are quiet about it because they feel unsafe to speak about it. They are so scared that people, the people they speak to about the situation goes and tell 10 or 20 different people.” (F,Y,E,W,LP)

No appetite or skills to get involved

“**Everybody wants to give their input, and everybody stands together until they start seeing the truth, then they disappear one by one.**” (M,A,U,W,LP)

“You have sympathy for them. Try and build them up again and **not let them feel too sorry for themselves for too long. They must, in a way, man up as well.**” (M,A,E,W,WC)

Help me to help others

- People need awareness sessions to help make them more vigilant & that can help us help others

“I feel there is not enough programs or awareness regarding this matter.”
(M,Y,U,I,M,LP)

“There's no awareness. I feel you don't really see or hear about it.”
(F,Y,E,W,LP)

- People do not know where to go if they were abused in any way

“If something happens to me today and I'm abused, **I wouldn't know who to contact except the police and I don't have faith what will happen.** I wouldn't contact them.”
(F,A,E,W,GP)

“I believe that there are NGOs that's really trying to curb gender-based violence but **I don't really know a person within the NGOs that I can call if something happens.**”
(F,A,U,W,WC)

Help: Resources, Shelters & Safehouses

Knowledge of & actual support is limited

- Very few people know about actual shelters & safehouses. Some report they can only look after a victim for a limited period and there is an age restriction for boys
 - “If we have a shelter that can keep her... but they can’t keep them for long.” (F,A,E,C,C,KZN)
 - “There’s also age restriction with the kids. They don’t take boys that are over 10 because of the females that are there. So, there’s a lot of things that need to be changed.” (F,A,E,C,C,KZN)
- The support available seems to be more for children than for adults
 - “Although, my perception is that there is more of a support system for children than for adults, especially adult women. You know, that gets swept under the carpet.” (F,A,E,W,GP)

Survivors helping victims

- It may be important to ensure that we connect survivors to people who can relate, who have been in the same situation before
 - “We have a lady that has lost a child, so when that issue rises, she handles it because she’s been there, and she knows what’s next.” (F,A,E,C,C,KZN)
 - “You have to have an open mind to assist a woman in a violent relationship but you must also know that you can only assist her at a tempo that is comfortable for her. You can’t be a passive listener because that doesn’t help the victim.” (F,A,U,W,WC)

Some good choices act as examples

- Some did engage & made good decisions to try and help
 - “I do know of cases at school where the school got involved and actually followed the correct procedures of everything. They’ve got a psychologist and he actually got the social work department, and everyone involved, and that the school didn’t actually handle it. They followed the procedures for someone else to deal with it.” (F,A,E,W,GP)
 - “We had a situation when my children were at the day-care. The day-care lady saw pictures that the child were drawing and realised that the stepfather was molesting her and immediately contacted them, and the child was placed under her supervision, taken away from the mother. The mother didn’t want to believe it. The stepfather was jailed.” (F,A,E,W,GP)
 - “If people are aware, they do become involved like, schoolteachers. She works at xxx High School once or twice a week and in different schools, and she’s amazing. But the stories, it’s shocking. It’s people in our community, it’s your neighbour, and all looks wonderful.” (F,A,E,W,GP)

Exploring Solutions

1. Platform for change: Schools
2. Schools and more.... Play & Sport
3. What can I do? Do not normalise violence: Speak up, Ask, Offer, Engage
4. What can I do? Open conversation & Active listening
5. Help the victim to disclose & give the victim options
6. Positive Parenting
 - Develop Positive Parenting Skills
7. Reconsidering some Cultural Practices
8. Start & Strengthen a Neighbourhood Watch
9. Skills for a Safer Society
10. Other ideas shared
11. Final comments



infusion.

Transforming lives.

Platform for change: Schools

Schools are the key partner

- Several people, throughout the conversations turned their attention to the school as the key partner in conveying GBV messages and protection skills
 - **"It has to come from our schooling systems. It has to come from within. You can bend a tree when it's still young."** (M,A,U,C,M,GP)
- In relation to safety, these schools have to provide physical security to the child as well as a range of other developmental inputs that can help to create and ensure a safer society for all

Programmes to incorporate into curriculum

- Sensitivity and safety training - Focus on kindness, conflict resolution, inclusivity and more
- Ideas & material for these programmes are offered – ranging from children's books to human intelligence management
 - **"Children must be taught from the age of 3-years-old, in an appropriate manner about their body and what is the private parts of the body and that certain areas belongs to them only."** (F,A,U,W,WC)
 - "There are already channels in place but it is underutilised. There is a very nice children's book called "Parmant - dit is my lyfie los my uit." **Make this an obligated prescribed book for pre-school children and children in the lower grades. Make judo and karate part of the syllabus in the life orientation for children."** (F,A,U,W,WC)
 - "In the security industry, we do have a course called **Human Intelligence Management, and part of that is to become aware of your surroundings at all times. If you can pass that on to your children...** If you're going to a restaurant, you learn to scan, you learn where to sit and notice things that are going wrong. If something's going wrong, you learn where to walk and learn how to observe people in places you've never been into and apply that to your daily life. Then you don't feel threatened." (M,A,E,W,WC)
- **Self defense classes were mentioned several times as an intervention to keep children (and adults) safe**
 - "Teaching young girls to defend themselves. Especially for people that stays in the rural areas, that walks a long distance, or walk alone. They need to be able to defend themselves." (F,A,U,W,WC)

Schools and more.... Play & Sport

Place to safely play

- **Ensure that children have a place to play & broadcast the options**
 - “Our children in the community don’t have hobbies to do. There’s no rugby to do. There’s no soccer.” (M,Y,E,C,C,LP)
 - “More sport facilities. The little ones need sports.” (F,A,E,C,C,KZN)
 - **“I even took my granddaughter to the library, where they have ballet classes, and the older ones have traditional dancing. The community is coming out.”** (F,A,E,C,C,KZN)
 - “...don’t keep it a secret and tell just 10 children. No. Those 10 children must tell another 2. Those other 2 must tell another 2. Publish it. Publish it like how y’all publish everything. Say ‘Hockey, from this Friday’.” (M,Y,E,C,C,LP)

Sport adds value to children's lives

- **Parents are very aware of the benefits of sport in focusing a child**
 - “I know what sports can do to a child. I just know because I was there. I was doing sports and I did a lot of sports. People wouldn’t even believe it because I was running. I was doing soccer. I was doing cricket. I was playing rugby. So, I did sports. **I managed to control myself through sports. That’s why I worked hard.**” (M,Y,E,C,C,LP)

Community resources must be secured

- **Some advise on what we can do to make a better environment**
 - “Socio-economic developments should be considered. In communities, people need a community house. Something that could keep people busy whilst at the same time they are having an income. **Your recreation centres should be accessible. You don’t have to pay to take the kids to go and train. Our parks need to be fixed. Our pools open. Libraries need Wi-Fi where kids can go do research... Our school needs good resources** where kids could even stay after school. Parents need to become safety conscious, taking care of their kids... Communities should get together and make sure we create a better generation or a better life for our kids. If I have to add this one, as intense and hard as it was, I’d say that **IT IS UP TO US AS INDIVIDUALS. IT STARTS WITH YOU.**” (M,Y,E,C,C,LP)

What can I do? Do not normalise violence: Speak up, Ask, Offer, Engage

Don't allow the normalization of violence

"Sometimes you feel like shaking the woman and asking her 'Why would you allow him to do that to you?' You know?" (F,A,E,C,C,KZN)

"We must teach people how to value themselves and to see themselves how the Lord would perceive them. As opposed to them looking in the mirror and saying, '**I deserve this, maybe this is how he loves me**'. Come on no, wake up!" (F,A,E,C,C,KZN)

"They must first of all acknowledge those thoughts. Some of them just think to themselves that this is a norm because they've seen their mother experience it. This is the way it goes in our society and in my home. **If he doesn't hit me, he doesn't love me.** I used to have a friend whose boyfriend would bash her against the wall. I went there and asked what's going on and she said '**No cookie, I'll sort it out. He cares, he loves me**'.
(F,A,E,C,C,KZN)

Extend a hand, open the issues

"We have to be more vigilant. If you see somebody at the shop with a blue eye, ask them if they are okay. Ask them if you can help in anyway. We have to empower the people around us. You know, '**I see you are not looking okay, how can I help you?**'." (F,A,U,W,WC)

"The **more the people get involved the more the perpetrators will realise** that there is a lot of pressure on them as the community and the people around them are watching them. **No more blind eye.**" (F,A,U,W,WC)

"People are so discouraged because of gender-based violence that they don't know what to do anymore. **Just by extending a hand, you can assist somebody in changing their life.**" (F,A,U,W,WC)

Actively engage the community... Be involved

"We do (look after the victims), but it's not enough. I think if there was a voice shouting it out more, and I think that's where Covid comes in as well. I personally think like in my community, I'm trying to get them to come together because there's been a big split with Covid. I think there should be a lot more rallying around communities, trying to pull them in, you know, and stop this - the **isolation or separation**. I think it would be good. **And I think with that, charity work and stuff like that, if there's more people shouting about come help do charity or something, hey fuck it, I'm actually doing nothing on Wednesday, I'll go and help.**"
(M,A,E,W,WC)

What can I do? Open conversation & Active listening

Be open to engage in conversation and active listening

“We need to talk about it, it helps. We also need to talk to God about it and pray. All we need to do is just continue praying for them.”

(F,A,E,C,C,KZN)

“It’s the same as rape, I’m saying it’s the same; you have to be there for them and support them. You know, you can’t make it better. It’s happened. The damage has been done. Now you help them and **give them the tools to recover, to process, to go through the whole anger process, healing process.** Talk about it and not bottle it up. Don’t go and become an abuser after you’ve been abused. That kind of therapy needs to be done.” (M,A,E,W,WC)

Everyone must listen & hear

- **Listening is not just for the survivor but also for the community to get closer & learn rather than judge**

“**We are judging the guys that may be gay but we don’t know the background, but as soon as we can have a group and we discuss with psychologists and all the people so they can open up on why they chose that life, then we can get ideas on what people are going through.** Some people are in the dark because of the things they are going through but we judge them according to the lifestyle they chose. That is why this whole community safety base will start pushing each other away. Then gender-based violence comes in because we **judge people without knowing the problems in their lives.** Each one is having a dark side but that person won’t reveal it to everyone but in a group with people that are also in his position. They will open up and give you more clarity on why they chose that life.” (M,Y,E,C,C,LP)

People need to be talked about HUSHED issues

- **People want and need to be heard. People in the focus groups sessions often ended the session with a ‘thank you for listening’**

“I just want to say **Thank You, for your time and for the effort... for you to give us a platform to raise our concerns and our pain around what is happening in our environment.** So, I just want to thank you for taking your time as well to be with us.” (M,Y,E,C,C,LP)

Help the victim to disclose & give the victim options ^(1/2)

- **Disclosure:** When a victim is at a point that they are ready to speak up they should have options. **Just-in-time options** to step forward must be communicated & further developed
 - “You should save a name and number on your phone. But if you call or WhatsApp that number and **ask if you can borrow sugar, so the husband doesn't think it's funny**, they know who you are.” (F,A,E,W,GP)
- Ensure the victim knows of a **place he/she can go to**
 - “If you’re being abused at home and you don’t have a place to go, what are you going to do? Be in the same abusive environment because there is nowhere else for you to go.” (M,A,U,C,M,GP)
 - “Safe homes. We need to give people ways or alternatives and say **‘if you are abused, this is what we can do for you’**. Take her out of that house. As business people around here, we pay tax, don’t we?” (M,A,U,C,M,GP)
 - **“‘What will society say about me?’. You have nowhere to go. Your back is against the wall. What are you going to do? You’ll return to those punches.’** (M,A,U,C,M,GP)
- People are reporting **under-utilised facilities in their areas**. Identify these facilities and find ways to creatively change it into an **asset for the community**
 - “There are no available community facilities in our community. **There are our grounds; locked up**. If you want to use it, you must pay.” (M,Y,E,C,C,LP)

Help the victim to disclose & give the victim options (2/2)

- Many believe that communities should have **support groups (led by trained people) while others fear judgement**
 - “We need centres where they can meet as a group because when you meet and talk to someone with the same problem as you, it helps you to see the light. We need centres and social workers, to be placed in different places...” (F,A,E,A,KZN)
 - “We should have social workers that will help people open up and speak about these things. If someone can’t speak to anyone at home because they are afraid of questions that their mother could ask them. If they aren’t getting enough support, they could feel as though they can open up to a social worker... or a psychologist.” (F,A,U,A,GP)
- **We do not have enough social workers**
 - “Social Workers, people in Colesberg have to go to Athlone and sometimes people don’t have transport money to go to Athlone.” (F,A,U,C,M,WC)
- **Strengthen the response system – train police officers, ensure more social workers can be trained and be more active & visible in the communities and FEED THE CHILDREN**
 - “Here when a person is being abused **they can only go to the police station** where you find that the **police are not educated about such issues** and don’t know how to treat those reporting the abuse. Here we only have 2 social workers for the whole community.” (M,A,E,C,C,WC)
 - “Social workers, I just don’t know how they work. **Social workers should walk about**. You can **see a home that needs help**, you don’t even have to be formal about it. You can make it seem like you were just going to greet. The people that are supposed to be the ones helping us in our communities is not in the communities. They can’t hide in the offices and in the stations.” (F,A,E,A,KZN)
 - “...**feeding schemes during the day**. You find that there are parents that are usually at work during the day and the **kids don’t eat anything**. Only social workers can try and help in those situations, by going door to door. This way people will be able to trust social workers because they will know that when they involve social workers, they will help their children. **They will no longer be fearful and not know where can they get help.**” (F,A,E,A,KZN)

Positive Parenting

What Is Positive Parenting?

- Focus on happiness, resilience and positive youth development
- Positive parenting is a parenting principle that assumes children are born good and with the desire to do the right thing. It emphasises the importance of mutual respect and using positive ways to discipline. The positive parenting approaches focus on teaching proper future behavior instead of punishing past misbehaviour.
- **Guiding principles...**
 - Create a safe, interesting environment. Bored kids are likely to misbehave.
 - Have a positive learning environment. If a child or teenager comes to you for help or a chat, they're ready to learn.
 - Use assertive discipline.
 - Have realistic expectations.
 - Take care of yourself as a parent.

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- It involves Guiding
 - It involves Leading
 - It involves Teaching
 - It is Caring
 - It is Empowering
 - It is Nurturing
 - It is Sensitive to the Child's Needs
 - It is Consistent
 - It is Always Non-violent
 - It provides Regular Open Communication
 - It provides Affection
 - It provides Emotional Security
 - It provides Emotional Warmth
 - It provides Unconditional Love
 - It recognises the Positive
 - It respects the Child's Developmental Stage
 - It rewards Accomplishments
 - It sets Boundaries
 - It shows Empathy for the Child's Feelings
 - It supports the Child's Best Interests

Develop Positive Parenting Skills

People realise that they need skills to navigate this very complex space

- **Acknowledgement that our gender socialisation is part of the problem & reframing it will be part of the solution**
 - “As children of this household, if I as a girl have cleaned today, you, as a boy should clean tomorrow. If I washed the dishes today, tomorrow it shouldn't be said that cleaning is a girl's job, and the boys should just take the trash out.” (F,A,U,A,GP)
 - “If you **bring your daughters up, like I did, head strong and willing and open to communicate**, then I am sure that there is less chance of them getting into a situation which is going to lead to something going wrong. So, it's about communicating, educating, being open with them... And then obviously teach them Krav Mago, and hope for the best.” (M,A,E,W,WC)
- **Impact of parenting on a child.**
 - “I think the bottom line is **how we deal with issues as adults has an impact on how our children deal with issues.**” (F,A,U,C,M,WC)
 - “I think it all begins with the mind-set. **For every action there's a reaction.** For whatever we do, especially when it comes to our children. They start noticing things from a young age so **whatever they see you do or hear you saying**, those are things that they are grasping and they're going to take it into their adulthood.” (M,A,U,C,M,GP)
 - “I noticed, with myself, **certain childhood traumas surfaced in my early 20s** and I had to face those things. **Whatever you have been through, you can offer a better self to your children.**” (M,A,U,C,M,GP)
 - “You know, it is very important that we also **leave the mind-set of blaming others for our own failures.** A parent decides what type of qualities and morals and ethics they are going to invest in their kids. Keep your children away from certain places or bad influences then your children will be able to make the right choices. **Which choices? The ones that you teach them at home. Charity begins at home.**” (M,Y,E,C,C,LP)
- **Actively learning how to help a boy child in a world that is still saying ‘boys don't cry’**
 - “They also get ridiculed. For example, my father is African, so in the African community, a man must be a man. So, if a man must come now and say, **‘My wife is hitting me’, they will laugh at home and sometimes they will hit him as well** because how do you allow that. It's sad but it's true that men don't get recognition when it comes to abuse.” (F,A,E,C,C,KZN)
 - “They are also **groomed from a young age that boys shouldn't cry.**” (F,A,E,C,C,KZN)

Reconsidering some Cultural Practices

Initiation schools = Traditional notion of manhood + violence

“They lack resources. Some of them, don't look at important things on social media. **They get entertained by initiation school, they are in the mountain. The initiation schools teach kids how to fight and what happens at home? They even tell those kids that you must not discuss with a woman.** They breed them to be lions. These are no longer days of Shaka Zulu. Now it creates, it sharpens them and it makes them to be worse. What is the government doing?” (M,A,U,A,LP)

“Communities need to open up structures to teach the youth, have workshops to teach them that **they should not carry the thing of being a man in the head. They must not think that the world should stop just because they are men. Even if he is wrong, his word should go.** They must be taught that even though a woman didn't go to the mountains, they can call them out when they are wrong. **We should have such workshops especially for these boys when they come back from initiation school. THEY COME BACK DIFFERENT,** and you wonder what kind of manhood they are being taught there. Because **what they are being taught, you can see that it won't help them in life.**” (F,A,E,A,WC)

“You find that in that initiation school, they don't even get taught by men instead it is by other boys who are in their 20s. What will someone in their 20s know? What experiences do they have to teach these boys? **The older men have really let go of the handles in this culture.** There must be workshops when they come back for these boys, and they must not leave this to young boys. If they want to leave it, they must tell us. So that we can take over (laughs).” (F,A,E,A,WC)

Start & Strengthen a Neighbourhood Watch

- Throughout the conversations the **CPF & the NW attracted the most positive attention**
- In most cases people believe that a **NW provides the base for community involvement, meeting the neighbours, collectively creating a safer environment for all, and a general platform for community engagement**
 - “I was thinking about how we need to form a neighbourhood watch so that **regardless of what happens**, if a person has a problem, they’ll know that they can call this number before they call the police... At least since the neighbourhood watch would consist of local residents...” (M,Y,U,A,WC)
- Even though people acknowledge their isolated societies, they **realise the importance of interacting with and looking out for one’s neighbours**
- The NW can be used as the **LAUNCHPAD FOR OTHER COMMUNITY-WIDE INTERVENTIONS**
- Workshops for the community to develop skills related to **GBV, bystander toolkits & positive parenting**
 - “Educate the older people. I think as grown ups we don’t have the skills to deal with this. How do you teach your children to be safe? How to help a rape? I think we created this crap because we didn’t have the skills and we still don’t have the skills to deal with it. I think my generation needs the skills more than the other generations.” (M,A,E,I,H,GP)
 - “I think it goes back to education, those people in the community hating that child need to be educated. There are lots of stuff that we experience in the community, and we don’t know how to go about assisting so I think education is really needed.” (M,A,E,C,C,WC)
- **We heard about vigilante behaviour in these communities and workshops can help people better understand the consequences of their choices while putting heads together on actual solutions, assistance and support**
 - “What would stop all of this is the involvement of everyone and also having of community workshops. Where people are being taught about vigilantism where people kill these thieves, which is also a crime in and of itself. They must be taught on how to defend themselves against these cases.” (F,A,E,A,WC)
- The NW examples provided in this report **demonstrates discipline & bravery**. Maybe they can look at this advice...
 - “We can take a note from the book of how they cleaned up downtown New York, way back then where they had the zero tolerance, visible policing... The fact that there were consequences if things are not in a proper state. **I do not know with our current numbers of the police force if we’re ever going to get to visible policing in our community**, but especially also in the poorer communities, because I think they even suffer more than we do.” (F,A,E,W,GP)

Skills for a Safer Society

Conflict resolution skills

- When confronted with a child being harmed, people often report violent reactions which may have serious consequences for the 'hero'.
Teaching people conflict resolution skills can be beneficial
 - "I will protect them. I will do everything. I could even die for them... I will look for that person (the perpetrator). I will find them, and I will do whatever I can do to him." (M,Y,E,C,C,LP)
- People are caught up in complicated situations i.e. drug related burglaries & need to know how to deal with it
 - "We must also remember other contributing factors. Violence is just one thing. There are other factors like substance abuse/theft/people not knowing boundaries. They invade your space and take your things without asking. They will do anything to turn you as a peaceful human being into an arguing human being." (M,A,U,C,M,GP)

Anger management skills

- Too often in the study people referred to their own and other people levels of anger
- Anger management is a skill that we will benefit from
 - "Anger management in our households is very important because nobody sits the boys down to tell them what to do and what not to do. " (F,A,U,A,GP)

Bystander skills

- People expressed their need to know HOW to help
- People who want to help are often at a loss – understanding the complexity of the situation they are asking for guidance
 - "That was my experience in that situation. I didn't know what to do. It's not like we had entrance into the building to go and help or go and ask if everything is alright. When you get involved, it's a bigger thing now. Society needs to come up with a way, or a new principle, to say '**this is what you do in a situation like that**' and actually give us a guideline." (M,A,U,C,M,GP)
- So many people reported unworkable situations and a feeling of 'it is not possible to help'
 - "Yesterday we had a fight in our area... It was wild hey... and the minute you go and approach that guy and say '**hey, look, my friend etc.**', **he's going to turn on you**. Your reaction is just to be oblivious to it. Do your thing and let that guy carry on doing what he's doing... breaking whatever. It's his business." (M,A,U,C,M,GP)
- Since people don't know what to do, the refrain has become...
 - "**YOU SHOULD JUST WALK AWAY. DON'T INTERFERE.**" (M,A,U,C,M,GP)

Technology skills

- Several parents shared detail about the technologies being used to safeguard/track their children and provide them with (some) peace of mind
 - “If the child is in trouble or anything then, they will have their **emergency numbers on speed dial** or someone else on speed dial and they will know what to do.” (F,A,U,I,H,KZN)
 - “**They all have 360 on their phones**. Although they're at university, I can see where they are. They're not allowed to switch it off, ever.” (F,A,E,W,GP)

Clamping down on drugs

- People are very concerned about drugs and alcohol in our communities
- One the one side we need to deal with the consequences of drugs...
 - “What our community needs is a rehabilitation centre, because there wouldn't be so much crime if we had rehabilitation centres. The ones where you sleep in not where you go in and go home.” (F,A,U,C,M,WC)
- On the other side we need to deal with the cause
 - “There are people who sell drugs. **Maybe we can be safe if they get removed**. We can work together to do that as a community, but I think if they are gone, we can be safe. They bring a lot of destruction...” (F,A,E,A,KZN)

Other ideas shared

Force non-committing organisations to engage

- **SHOWCASE SCANDALS – name & shame those that are not addressing the violence happening on their doorsteps**
 - “Also using social media by sort of naming and shaming. Its actually quite unsettling... two girls attacked one another at school. And I just know that it was videoed by a friend because **they couldn't go to the teachers ANYMORE**, and that went viral so quickly. And then for the first time, **the school was actually investigated**. So, if you are really desperate... **The alarm was sounded, and they had to do something**. ” (F,A,E,W,GP)

Reintroducing military service as ‘community service’

- **Introducing compulsory community service to our youth may develop skills while building awareness**
 - “They could do what we used to have. We used to have a military conscription, so instead of doing military conscription, you have guys that get to matric, or ladies, and then for two years, they have to go serve their community. Whether it's working in a hospital or helping people that are raped, go work at a doctor's room, or whatever.” (M,A,E,W,WC)

Final comments

- It will be good to start working towards a **more positive view of the police** in most of our communities
 - “Warm police appearance because every time they see a van, they run.” (F,A,E,C,C,KZN)
 - “Police mobile van, because when you call 10111 it take a long time for the police to come. So, a mobile police station within the community would help.” (F,A,U,C,M,WC)
- We must acknowledge the **impact of poverty & the unfreedoms people** are facing. As poor people are trying to move closer to resources, the tension between different classes are escalating
 - “More houses should be built because the shacks are getting too close.” (F,A,U,I,H,KZN)

Conclusion



Conclusion

Awareness of violence against women and children is **HIGH** amongst respondents and they have a **deep understanding of the causes of violence and ways to mitigate and prevent it**. In their own spaces they are **trying to keep themselves and their families safe** and to **aid victims/survivors of violence**.

Unfortunately, **THEY ARE OVERWHELMED** by:

1. The high levels of poverty, unemployment & inequality.
2. Corruption.
3. Social, cultural & religious institutions that are promoting inequality.
4. Weak delivery of basic services.
5. Destruction of infrastructure.
6. Non-existent leadership by government, business, traditional authorities & religious organisations.

Nonetheless, they are **ready to engage in collective action** and to reclaim their local public spaces. They will **heed the call to act locally** when there is **TRUST** in the organisers and transparency of their actions.

Behaviour change requires a movement that recognises that **GBV & VAC is systemic** and is...

1. Built on protecting & defending rights.
2. Steeped in evidence & practice-based knowledge.
3. Making knowledge about rights and the systemic nature of the drivers of GBV accessible to all.
4. Acting simultaneously on multiple fronts.
5. Combining top-down & bottom-up approaches.
6. Being sensitive to individual contexts and the interaction with systemic factors.

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Projects additional in Annexure

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- <https://www.who.int/teams/social-determinants-of-health/parenting-for-lifelong-health>
- <https://www.masiphephe.org.za/who-we-are/>
- <https://genderlinks.org.za/what-we-do/justice/entrepreneurship/>
- <https://www.whatworks.co.za/global-programme-projects/stepping-stones-and-creating-futures-south-africa>
- <https://prevention-collaborative.org/programme-examples/stepping-stones-and-creating-futures/>
- <https://www.unicef.org/documents/she-leads-way-unicefs-work-local-women-and-girl-led-organisations>
- <https://www.unicef.org/media/66876/file/INSPIRE-SevenStrategies.pdf>

Annexure A:

Collaborative programme examples

This section provides an overview of projects mentioned & others investigated during the expert interview phase of this research.

This section merely offers a quick reference to the project, capitalising on information from the projects and institutions' websites and should not be seen as an endorsement or a comprehensive description of the programmes.



SAMRC: What Works To Prevent Violence Against Women & Girls

- **Sponsors and collaborators:** 5-year funding from DFID managed by the Gender & Health Research Unit of the SAMRC
- **Introduction**
 - Developing, undertaking & supporting evidence-based interventions and evaluation research to prevent violence against women and girls (VAWG) in 16 countries of Africa, MENA and Asia
 - Designed to address critical evidence gaps and improve the effectiveness of interventions to address VAWG
 - Expected outcome is improved investment in VAWG policies and programmes across the global south.
- **Programme goals**
 - (1) develop the capacity of southern institutions and researchers to use evidence-based approaches to prevent VAWG and generate evidence for this from research; and
 - (2) deepen the understanding of country-level and global stakeholders as to the value of evidence-based prevention programming. Specifically, evidence will be generated to address the following research questions, with the greatest weight being given to addressing "what works"?
 - What are the links between structural economic, political and social determinants and prevalence of violence, and how does addressing these factors help in prevention of VAWG?
 - What strategies and interventions are most successful for prevention of VAWG, including strategies that promote social change and engage men and boys?
 - Which interventions to strengthen women's and girls' agency and empowerment (e.g. economic empowerment through savings and cash transfers, micro-credit schemes, work with schools) produce results that protect them from violence?
 - How effective are specific response mechanisms (e.g. security and justice reform, development of safe spaces) to prevent VAWG?

Masiphephe (Nguni word meaning “Let’s be safe”)

Collaboration in Gender Based Violence Response, Access to Justice & Prevention

- Introduction: The Masiphephe Network works towards reducing vulnerability to Gender Based Violence (GBV) and strengthening local governance GBV **prevention & response**. Community based stakeholders from government, civil society, community media and the private sector **collaborate to strengthen the capacity** of local structures to lead, coordinate, cultivate, advocate for, provide needed services, sustain multisectoral action, and manage a community response to GBV prevention and mitigation in South Africa.
- **Project owners & Collaborators:** Lead by CCI (Centre for Communication Impact), financed by USAID, monitored by Gender, Health and Justice Research Unit (GHJRU) and implemented by five community-based organisations in selected wards in three provinces which are:
 - Agisanang Domestic Abuse Prevention and Training (ADAPT) in Alexandra, City of Johannesburg (COJ) in Gauteng Province;
 - Sonke Gender Justice (Sonke) in Diepkloof, Soweto in COJ;
 - Project Support Southern Africa (PSASA) in Emalahleni and Mbombela Municipalities in Mpumalanga Province;
 - Gugu Dlamini Foundation (GDF) in Inanda, Ntuzuma and KwaMashu in eThekweni Municipality; and
 - Ethembeni Crisis Centre (Ethembeni) in eThekweni Municipality in KwaZulu-Natal Province.

- **Project objectives are to:**

- Strengthen community governance & accountability
- Increase primary & secondary prevention of GBV
- Improve the mitigation of harm caused by GBV
- Improved access to justice for all those who have experienced GBV.



World Health Organisation: Parenting for Lifelong Health (PLH)

- Suite of **open access, non-commercialised parenting programmes** to prevent violence in low-resource settings
- **Developed in South Africa** & rigorously tested through a collaboration between WHO, Stellenbosch University and the University of Cape Town in South Africa, the universities of Oxford, Bangor and Reading in the United Kingdom, and UNICEF
- **Training:** led by various NGOs, including Clowns Without Borders South Africa (South Africa), the Prevention Research for Community, Family and Child Health at Stellenbosch University (South Africa) and the Children's Early Intervention Trust (Wales)
- Currently being scaled up in over 20 low- & middle-income countries across Sub-Saharan Africa, South-eastern Europe, Southeast Asia, & Caribbean
- This project is based on universal core principles found in evidence-based parenting programmes from around the world and will draw on the experience of developing such programmes in different cultural groups, and in other low- and middle-income countries.

Aim	Rationale
• To develop, test and widely disseminate, through the provision of specific training, a suite of parenting programmes for low-resource settings that is affordable, not for profit, open access, and based on rigorous evidence • Key goal: Preventing child maltreatment & involvement in other forms of violence • Other benefits: Improving parent-child relationships, enhancing security of child attachment, and of child cognitive and socio-emotional development, reducing family mental health distress, increasing family economic resilience, and reducing substance use.	• Recent knowledge about the prevalence of child maltreatment & other childhood adversities, and about the links between childhood adversities, poor parenting, and their serious and life-long consequences, has resulted in multiple calls for innovative and concerted strategies to reduce them • In high-income countries, parenting programmes are a strategy that has been shown to have major and long-lasting benefits • Too expensive for low- & middle-income countries and not always culturally appropriate. Hence, there are currently no widely available parenting support programmes that are evidence-based, culturally appropriate, and affordable for low-resource settings, where the need is the greatest.

Gender Links for Equity & Justice: Sunrise Campaign

ECONOMIC POWER TO END VIOLENCE

- Economic opportunities to create freedom for women.
- Sponsor after pilot was completed: European Union Decentralised Cooperation Programme
- Integrated model for **economic power** as an **instrument of change** - FOUR phases
 - Life skills
 - Enterprise training
 - Mentorship
 - Access to finance
- Project provides women with tools to make alternative long-term choices and set out to increase women's agency and independence. Women on the programme reclaimed their power and participate fully in all aspects of their private and public life. Women GBV survivors grew their own businesses through access to finance, education and support. Participants in the programme have been hard hit by the COVID 19 pandemic.

Key results of pilot

- Average increase in income/month for region is R526; the overall increase in income in 2015 as a result of the project is R10.8 million; a 66% increase.
- 59% added new products & 54% found new markets; 48% indicated starting a new business and 29% increased the size of their business; 41% opened a bank account and 35% increased email usage.
- 85% of participants said they now experience less or much less GBV. The relationship control index increased by 4% to 66%.
- Gender attitudes as measured by the Gender Progress Score (GPS) in the communities increased by two percentage points to 63%. At 70% the participants had a 7% points higher GPS than their communities.

Stepping Stones & Creating Futures

- Improvement on the Stepping Stones programme – main learning was the necessity to include **income support**
- Sponsors: Implemented by Project Empower and the South African Medical Research Council
- Aims: Decrease the rate of intimate partner violence
- The programme had two components:
 - Stepping Stones (South Africa, third edition) - 10-session participatory curriculum on HIV & violence prevention, delivered to single-sex groups by trained peer facilitators
 - After Stepping Stones, participants went through an 11-session curriculum known as Creating Futures, designed to **improve livelihoods**

KEY INSIGHTS

- Facilitator recruitment, training, & support were key to intervention success. Facilitators went through the intervention as participants and received six weeks of training.
- Implementation was led by an organisation with strong ties to the community and extensive experience working in informal settlements on violence and HIV prevention.
- A longer time frame for implementation allows for more reflection & opportunities to apply lessons between sessions.
- Group-based participatory interventions can be adapted to rural and urban settings.
- Interventions that are cost-effective have potential to be scaled up.

Trial results

- A cluster randomised controlled trial showed that Stepping Stones and Creating Futures led to a decrease in men's perpetration of violence (according to the men's self-reports) in the prior year, but not in women's reported experience of violence or controlling behaviours. The programme also led to an increase in women's earnings but not men's earnings.

Communities Care : Transforming Lives and Preventing Violence Programme (CC Programme)

UNICEF

- Catalysing Change gives information on how to work with the community to promote positive norms and transform harmful beliefs to reduce tolerance for sexual violence against women and girls and to spark community-led action to prevent it
- Outlines the process of implementing the Community Engagement and Action component of the CC Programme and provides guidance and tools to help you implement the activities
- It covers:
 - building positive norms that discourage sexual violence; fostering a collective commitment to change; communicating change; creating supportive environment.
- **Capacity Building provides capacity building materials to facilitate Community Engagement and Action**

OBJECTIVES

- Support the Community Engagement and Action Team to promote positive social norms and spark transformation of norms that are harmful and contribute to sexual violence against women and girls in the community.
- Support the Community Engagement and Action Team to work with the community to build collective commitment and take concrete action to prevent sexual violence against women and girls.
- Support the Community Engagement and Action Team to promote services and encourage survivors to seek help.

"She Leads the Way"

- Through our "She Leads the Way" partnership UNICEF is working with VOICE Amplified and local women- and girl-led organisations to transform humanitarian responses and build innovative solutions to prevent and respond to gender-based violence.

"**She Leads the Way**" is an innovative partnership between UNICEF and [VOICE](#) to help create more space for women and girls in humanitarian decision-making structures. This includes mobilising the voices of women and girls themselves to transform humanitarian responses and build innovative solutions, specific to the COVID-19 pandemic and beyond. Some highlights of the UNICEF/VOICE partnership are:

- **VOICE Resource Navigators and Information Hub** – an online platform to allow local women's organisations to share resources, learn from each other's experiences, and identify opportunities for advocacy around common challenges.
- "**We Must Do Better**" – a [research series](#) that captures the experiences of women- and girl-led organisations within the COVID-19 pandemic and synthesizes recommendations for making the humanitarian system more accountable to women and girls.
- **Partnership Assessment Tool** – a resource developed in partnership with local women's organisations to help donors better understand and address the barriers and challenges women- and girl-led organisations face in accessing funding.
- **Tailored communications and advocacy support** – UNICEF is leveraging its extensive online presence to help local women- and girl-led organisations increase the visibility of their work. UNICEF and VOICE are also working together to provide in-kind social media coaching, advocacy support and multimedia content development based on the organisations' priorities and preferences.

UNICEF: INSPIRE - Seven strategies for Ending VAC

- INSPIRE is an evidence-based resource for everyone committed to preventing and responding to Violence against children and adolescents – from government to grassroots, and from civil society to the private sector
- It represents a select group of strategies based on the best available evidence to help countries and communities intensify their focus on the prevention programmes and service with the greatest potential to reduce violence against children
- **Seven strategies** for ending violence against children identifies a select group of strategies that have shown success in reducing violence against children
 1. Implementation and enforcement of laws;
 2. Norms and values
 3. Safe environments
 4. Parent and caregiver support
 5. Income and economic strengthening
 6. Response and support services
 7. Education and life skills

#FeelSafe: Reframing the conversation

Company profile



Infusion: Profile

Infusion is a **socially conscious research and market knowledge hub** with a mission to **attract attention** to & facilitate discussion around business, market and development related **challenges facing South Africa and extensive parts of Africa**

Sustainable business in underdeveloped/unevenly developed markets = CREATING MARKETS

...via innovative systems

...continuous connections to local communities

...capitalising on ideas around intelligent business

...and a focus on smart partnerships

A WIDE-ANGLE VIEW is necessary to navigate the SUCCESS

Due to our research roots, Infusion can:

generate meaningful insights into underdeveloped and unevenly developed

segments in the economy supported with risk analysis

provide authentic, cost-effective research able to provide contextual awareness of local realities

support business response to government's call to develop inclusive markets and models

link corporate social responsibility with go-to-market strategy

supply tactical/bespoke services including:

Consulting, satisfaction surveys

Product development assistance, evaluations

Market development, impact assessments

Training and fieldwork

Clients:

Corporate players (Shoprite, Sibanye-Stillwater, Standard Bank, Vodacom, Sanlam, Massmart, Microsoft, SAP, MultiChoice, First National Bank, PEP), government (FSB, Department of Health, HSRC, National Planning Commission, the dti, DPME, DAFF), SMME support agencies (The Business Place, SEDA) and NGOs (International Youth Foundation, Soul City, NID, Finmark Trust, ADD-option campaign, DG Murray Trust)

Thank you for the opportunity to
present you with these findings



infusion.

Transforming lives.