

**Final Report
to the United Nations Children’s Fund
and the SA Council for Educators on the
Partnership Project to Response to the Prevention of Violence
and Harassment of Girls in Schools**

**Submitted by Crisp
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Supported by



TABLE OF CONTENTS

DETAILS	PAGE
Acknowledgements	3
The Project Structure	4
Site Reports on Learner Based Initiatives	5 – 24
○ Mount Currie Secondary School, Kokstad	5
○ Moorlands Primary School, Chatsworth	14
○ Sinethezekile Combined School, Jozini	19
Forum Event Overview	25
Lobbying and Advocacy	29
Monitoring and Evaluation	30
Summary and Recommendations	37

LIST OF ABBREVIATIONS

CBD	:	Central Business District
INF	:	Intersectoral Networking Forum
LBI	:	Learner Based Initiative
NGO	:	Non-Government Organisation
PWG	:	Provincial Working Group
SACE	:	South African Council for Educators
SAPS	:	South African Police Services
UNICEF	:	United Nations Children’s Fund

Acknowledgements

A project such as this never happens without the hard work of many organisations, groups and individuals. This has been particularly so in this exciting partnership process! We would like to take this opportunity to acknowledge everyone who has been part of the process – too many to mention each by name, but all equally important.

First of all, our thanks to the young citizens of the schools and areas in which this project took place. It was their wisdom, enthusiasm, life stories and expertise that formed the foundation of everything we did – from our learner based work to our policy and committee work, everything was grounded in the importance of their reality and their willingness to share that reality. Thank you to all Principals, Educators and Learners of Mount Currie Secondary School (Kokstad), Moorlands Primary School (Chatsworth) and Sinethezekile Combined School (Jozini). Thanks too, to our dedicated facilitators who engaged directly with the school context in each setting, and to Bisini Naidoo, our Formative Monitoring and Evaluation Consultant who provided us with critical and wise input throughout the project. To our institutional partners, the United Nations Children’s Fund (UNICEF) and the SA Council for Educators (SACE), our sincere thanks. Also, our gratitude to our government partners, the Government of South Africa and the Danish Government for their support. Through the wisdom and creative initiative of UNICEF the seeds were planted that developed into this broader effort. Together with SACE, who recognised their important role in shaping education in South Africa, these two partners provided the entry, profile and support that is critical to project success. While we know that institutions such as these have often large staff complements, our work directly involved Anthony Dewees (initially) and Andrea Berther from UNICEF, and Thabi Kikine and Abdul Funnah from SACE. Their support and guidance, and ongoing interest were of intense value and are worthy of extreme gratitude.

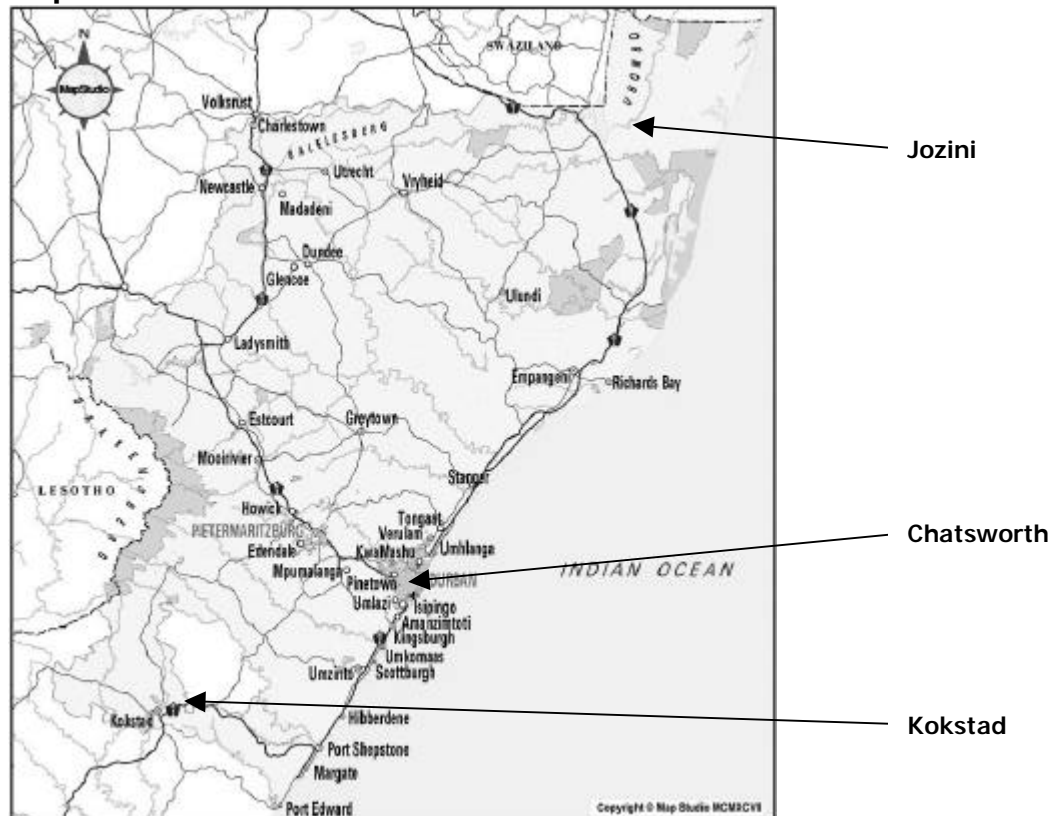
Our thanks also to the Provincial Working Group which met on a quarterly basis, to the Advisory Team and Intersectoral Networking Forum Members for their support and guidance throughout the process.

The Project Structure

Geography

The project took place across three regions of KwaZulu-Natal, in this way spreading project reach to a range of areas, viz, a deep rural area (Jozini), a rural developing node (Kokstad) and a predominantly sub-economic urban area (Chatsworth). The map below provides an indication of the location of the three project sites within KwaZulu-Natal.

Map of KwaZulu-Natal



Management and Facilitation

The project office was set up in Durban at Crisp. The primary staffing component consisted of:

- A project Director, responsible for the daily direction and management of the project and its staff.
- Three project facilitators, each based at one of the schools on a part time basis.
- A formative monitoring and evaluation consultant working across the project duration on a part time basis.
- The Crisp management team, providing ongoing technical, logistical, management and theoretical input throughout the project.

In addition, a Provincial Working Group (PWG) was established in line with the requirements of the contract and was made up of influential and well placed individuals representing the government sector, the NGO sector and civil society.

Two additional structures were also set in place, the first being the Provincial Advisory Team. This structure was made up of people with expertise in the range of primary and allied fields of interest related to the project. The team was made up of local experts and an international expert who could provide guidance and commentary on project processes and any documentation distributed to them for comment.

The additional structure, which evolved strategically from the project process at each school, was what became known as Intersectoral Networking Forums (INF). These forums were made up of important individuals representing area based government, NGO and civil society and active or relevant in addressing issues of violence prevention.

Format of Report

The major component of the report will be an overview of the Learner Based Initiatives. This will include extracts and comments from, and images of, learners who participated in the group programmes within each school, where possible. This will provide a glimpse of the opinions and experiences of the young people.

The report will also include a brief overview of the Provincial Forum that took place in Durban on 16 May 2003.

In addition the report will also include the submission of the Formative Monitoring and Evaluation consultant.

Site Reports on Learner Based Initiative

Site : **Mount Currie Secondary School, Kokstad**
Facilitator : **Patti Bosman**

School Identification and Entry

Gaining entry into the school was a smooth and easy process. The principal was very welcoming and happy to accommodate the programme at the school. Together

with the principal it was decided that the best group of learners to work with would be the grade 8's. This entailed working with five classes of grade 8 altogether. The idea of the programme was enthusiastically received by the two

grade 8 Life Orientation educators. A tentative programme was drawn up and discussed with the educators as follows:

My name is Answill van Wyk.
I am 15 years old. I was born in Kokstad.
The thing I like most about school is break and PT and this group, art & culture. My hobbies are soccer, athletics.
My personal goal for the year is to pass STD 7 and go to Durban to the (Unicef/Sace/Crisp) forum in May. If I would change one thing in the world I would change violence.



- Introductory and “getting to know you” session to introduce the project and to help the facilitator learn a bit about the learners. Including a “brainstorming” exercise to introduce this concept to the learners.
- Developing a “working together contract” to help establish a fruitful relationship between all members of the class as well as with the class and the facilitator.
- What it means to be male/female. An exploration of learners likes and dislikes of being male/female and a look at the definition of gender.
- An exploration of stereotyping and sexism and how these are perpetuated in the media and in learners’ communities and in society as a whole.
- Naming violence – facilitating learner generated ideas about what they believe to be violent events, feelings, people and relationships and taking an in-depth look at the types of violence experienced in society such as physical, verbal, emotional and sexual violence.
- Understanding the cycle of violence and an exploration of a learner view of what causes violence.
- Generating learner ideas of possible solutions to gender violence.
- Generating learner ideas about how to build healthy positive relationships as well as examining the resources available within the school and community to help combat gender violence.

On beginning work with the grade 8’s the facilitator was well received by the learners, although the classes were big which contributed to initial discipline problems. The initial ‘getting-to-know you’ sessions and the establishment of class contracts helped to set ground rules for our lessons together, which proved to be useful to refer back to throughout the programme.

It took time to establish a rapport with the learners, and initially the girls were much more inhibited than the boys and less likely to participate actively. This was particularly true of the Afrikaans-speaking girls.

The learners were initially not used to working in groups, or being asked for their opinions, but they were enthusiastic participants once they got used to these notions of working together.

Establishing a baseline learner understanding of gender violence

This exploratory phase took place from August to November 2002. The facilitator made use of scheduled Life Orientation lessons and thus fitted into the school timetable. One Life Orientation teacher opted to remain for all these sessions, which proved to be very helpful to the facilitator, while the other Life Orientation educator chose to leave the lessons. This however also had its advantages; as the learners appeared to feel more free to express themselves without the presence of a school educator.

All five classes of grade 8 took part in the same 10 lesson themes:

- Introduction and Getting to Know Each Other
- Developing a Working Together Contract
- Being Male/Female
- Defining Words
- “Gender Communication Survey”

- Naming Violence
- Community Violence Survey
- The Roots of Violence and Non-Violence
- How to stop Violence
- Lesson Evaluation

All of these sessions were interactive and experiential in nature in order to encourage learners to come up with their own ideas on each theme. Each session also consisted of a quick recapping of the previous session, as well as an icebreaker. Homework was included as part of many of the themes too.

Some sessions worked really well, while others were less successful, but all



Kokstad Learners

of them were valuable in terms of adding to the facilitator's understanding of the learners, their lives and their thoughts and ideas. The most interesting sessions revolved around an exploration of what it means to be male or female – looking particularly at the perceived positives and negatives of being male or female, as well as the roles and stereotypes and misconceptions that exist in our society around the issue of gender. From this lesson it was discovered

that both male and female learners felt that the most negative things about being female are the possibility of rape, abuse and teenage pregnancy. The girls in particular showed a reluctance to talk too openly about these issues.

Another session exploring learners' 'gender communication quotient' also yielded interesting results. This session took the form of an anonymous survey in which learners had to answer true or false to a number of questions. These questions were for example things like:

- Males talk more than females – true or false?
- Alcohol is the main reason for men getting violent – true or false?
- Girls/women are usually attacked by strangers – true or false?

The results from the survey proved most interesting. For example, 83% of girls and 80% of boys thought it true that alcohol is the main reason that men get violent, 76% of girls and 77% of boys believed it true that women's behaviour encourages male violence; while 93% of girls and 89% of boys agreed that sexual harassment is a common problem for women and girls.

Once our sessions began to explore violence more specifically, it became clear that many learners had had first hand experience of violence – either having experienced it or witnessed it.

Examples of violence witnessed or experienced by learners at school included:

- A fist fight between two boys
- A girl being beaten for her clothes
- Educators hitting learners
- A teacher and learner having a physical fight

Examples of violence from the learners' communities included:

- Domestic violence and alcohol abuse
- A drunken woman being sjamboked (sjambok – a form of whip) for being in another's property
- An attempted rape
- Two men robbing a drunk man of his clothes
- A woman being shot because she was a 'witch'
- A three year old girl raped in the community
- A learner (from the school) shot dead trying to intervene in a fight

Examples of violence watched by learners on TV included:

- Gang rape
- Shooting
- Robbery
- Woman choked to death
- Old lady being mugged
- Kidnapping
- Boy being stabbed
- Gang shoot out
- Child abuse

It was thus established that learners define the following as types of violence:

- Rape
- Killing
- Sexual, physical, women, child, mental, verbal and animal abuse
- Stabbing
- Hijacking
- Kidnapping
- Harassment
- Domestic Violence
- Vandalism
- Mugging
- War
- Terrorism
- Violent Movies
- Abortion
- Corruption

After the lessons which established this understanding of what learners define as violence, the lessons then concentrated on establishing a learner

understanding of what causes violence and what can be done to help put an end to it.

Learners' perceptions of the root causes of violence were established as the following:

- Feelings such as anger, hate, jealousy and frustration
- Disrespect
- Hunger
- Ignorance
- Family problems
- Fighting over girls/money and sex
- Peer pressure
- Racism and sexism
- Accusations
- A lack of discipline
- Stress, drugs and alcohol

In most classes, quite a bit of time was spent discussing the issue of racism, which is perceived by learners as a very prominent cause of violence.

Learners also identified a non-violent world as one having peace, love, happiness, joy, honesty, giving and sharing, helpfulness, kindness, patience, politeness, spontaneity, discipline, obedience for the law, courtesy, non-violent movies and unity between all people. The main roots to this peaceful world were identified by learners as respect (identified as the most important); religious belief, truthfulness and trustworthiness.

If the government could send a lot of social workers to the rural areas schools there could be no violence. I hope my message could be heard by the government and all ministers, from me and my group."

Learner from Kokstad

Learners were asked to form groups and come up with ideas for what they could do as individuals to help stop violence, what needs to happen in the their community and what needs to happen in South Africa to combat violence.

Learners' perceptions of what they can do to help stop violence:

- Have respect for all people
- Listen to others ideas
- Be helpful and kind
- Don't be rude
- Change ones bad attitudes
- Don't hang out with the wrong crowd
- Talk about your problems
- Walk away from fights
- Children under age should not go to nightclubs
- Stop watching violent movies

Learners' perceptions of what needs to be done to help stop violence in the community of Kokstad were established as the following:

- Unsafe places such as the CBD, some suburbs and the nightclubs need to be made safer
- The police need to take action against violence as very often it is ignored
- Young people need to communicate with their parents about where they are going and who they will be with
- Communities need to protest against violence and abuse and help the police find those people responsible for violence
- Alcohol and drug problems in Kokstad need to be addressed to help make the community healthy and happy
- People need to stop carrying dangerous weapons
- More sports facilities are needed to keep young people off the streets and out of trouble
- More welfare facilities are needed
- Strong action is needed by the whole community to stop child and women abuse.

The learners had the most difficulty deciding what they could do as individuals to help stop violence. Learners in general were in favour of harsher punishment for people who break the law, and some called for the reintroduction of the death penalty. Others felt that parents need to take a stronger role in teaching their children how to behave. The ideas of holding a peace conference and introducing a non-violence day in South Africa were put forward.

Although this activity generated a lot of ideas and discussion amongst the learners, it must be noted that many of their ideas relied on external forces of control, such as the police force, and building more jails.

The final session in this phase was dedicated to an evaluation of the programme until this point. This proved to be a very worthwhile exercise. Comments were generally favourable with regards to the work that had been done. Most learners indicated that they enjoyed working in groups as it helped them to get to know other learners better and also helped to generate ideas. The learners indicated that they enjoyed the fact that the facilitator did not lose her temper, shout or scream, was honest about facts and explained things thoroughly. Some learners suggested that they would have liked more drama and fun activities incorporated into the lessons.

Through the evaluation, all learners were able to identify well what violence is. However, the



My name is Nicodemus Schalkwyk. I am 15 years old. I was born in Kokstad (and) I live with my aunty. I have 1 brother and 1 sister. If I would change one thing in the world I would change rape I don't want rape in the world. My favourite thing about this group is it is fun and you learn a

disappointing outcome of this evaluation was that the majority of learners indicated that they believe that sexual harassment happens to girls because they wear short skirts!

Learners indicated that they would like to do more work around the issues of violence, sexual harassment, HIV/AIDS, sexuality, abuse, rape and voting.

The development of a learner media campaign and peer support systems

Phase three took place from January to May 2003 and involved the forming of a small group of 18 learners from grade 9. All the learners for the group were volunteers chosen from those who took part in the programme in grade 8. The group consisted of both English and Afrikaans-medium learners from two separate classes. With the kind assistance of the school, the facilitator was once again able to arrange to meet the group during scheduled Life Orientation and Physical Education lessons. The group met once a week together and once a week separately for 'theory' sessions and one to three times a week for 'practical' sessions after school. This small group phase of the programme proved to be most rewarding for the facilitator. The opportunity to get to know learners on a more personal level helped to build the trust in the group and thus helped to facilitate very interesting and open discussions on various topics. From an initial reticence to participate, and distrust of other members, the group moved through various phases to one of coherence, displaying high levels of trust, acceptance, unity and team spirit.

As with the lessons in 2003, an interactive and experiential approach was taken, with group work and discussion forming major parts of the sessions. Each learner was also given a book to maintain as a personal journal. Learners were required to record their class work, homework, lesson summaries, self-reflection exercises and personal reflections in the journal throughout the duration of the programme.

Afternoon practical session made use of the theoretical themes but used the medium of art, music and drama to do so. This proved very popular with the learners and also helped to improve their self-confidence and presentation skills. It also helped to introduce them to the mediums of art, music and drama in preparation for their forum presentation.

Themes explored during theory lessons:

- Establishing expectations and setting ground rules
- Who are we? Getting to know each other and sharing about ourselves
- Introductory Letter
- Journal introduction
- Recap Quiz
- Violence against girls/women survey
- Identifying your good qualities and talents
- Self-Reflection Exercise on being unique
- Self-Reflection Exercise on feelings
- Sexism
- Word Buzz – defining words

- Cultural Diversity and Tolerance
- Human Rights and Children's Rights
- Female Genital Mutilation
- Problem solving and conflict resolution skills.

A presentation was also made to the group by three learners from grade 10 and 11 who had attended a workshop run by the education department on violence against girls. The group thoroughly enjoyed being addressed by their peers and the following topics were presented and discussed during this session:

- The barriers faced by girls – rape, domestic violence, teenage pregnancy and low self-esteem
- Equity
- Why men rape
- What to do if raped
- How to increase your self-confidence

Activities undertaken during practical lessons:

- Living Sculptures
- Learners had to develop living sculptures about violence: what is violence, what causes it and how do we stop it?
- Storytelling through drama
- Learners had to create and act out dramas on various themes related to violence
- Storytelling through rap
- Learners had to write and present raps in small groups
- Who are we? Creating a portfolio about the group
- Art Competition and Banner
- Learners ran the competition on their own and painted a banner for the forum
- Music Workshops
- Percussion and steel drum workshops were undertaken with the group by Bryan Clarke of the Steel Drum Foundation
- Forum rehearsals.

I'm very proud to be a member of this group, because of this group my life has changed completely. I'm no more so shy and quiet anymore and my attitude towards other people has got better. In this group are great people with great personalities, I would really like this group to carry on, because I really love this group.

Levona Scepers, Kokstad Learner

Attendance at the group meetings was exceptionally good throughout the programme and the group formed a close bond and generally worked well together despite a few personality clashes. The group also showed great enthusiasm throughout the programme and an eagerness to learn and experience new things. Although the boys often tended to dominate the lessons, the

girls gained confidence with time and became more verbal and were able to

hold their own with the boys. The boys also showed responsibility by walking the girls home after late afternoon sessions. The learners particularly enjoyed the art, music and drama component of the group work and showed great improvement in their ability to perform with confidence.

The journals also proved useful in providing personal insight into the thoughts and feelings of the learners, and the facilitator was able to use the information from

My name is Asanda Nisiphi Dikiso (and) I am 15 years old. I live with my mother, my 2 sisters and my cousin who I recommend as a sister. The thing I like most about school is that it helps you with your life, it is the door to your future, without education you have no future. My hobbies are laughing, laughing and laughing. If I would change one thing in the world I would make everyone in this world feel safer and live with their families happily.



the journals to gauge the learners' personal growth and understanding of the lesson themes.

On-going Monitoring and Evaluation

Personal and organisation monitoring and evaluation took place throughout the duration of the programme. This took the form of individual lesson evaluations, monthly reports, organisational meetings, learner evaluations of lessons and the programme as a whole and informal discussion with the educators involved in the programme.

The facilitator's personal conclusions and recommendations:

The facilitator believes that the programme served a very valuable learning experience for the learners. The impact of the programme however is more apparent with the learners who were able to participate in the small group process. The small group context provided the learners with the opportunity to have personalised attention and a safe environment in which to express their ideas and beliefs and raise their concerns on many issues. The small group also provided the learners with the opportunity to interact with learners of other cultures and also to discuss issues relevant to the complex relationship between males and females in our society. Learners were able to do this in an accepting and non-judgemental environment that encouraged personal reflection and expression.

It became apparent very early on in the programme, however, that the very serious issue of violence against girls couldn't be addressed in isolation. The accumulative nature of the problems facing many economically disadvantaged communities further impacts on and often contributes to the perpetuation of patriarchal ideals and violence perpetrated against girls and women.

A programme such as this one therefore needs to broaden its approach and reach. The ideal would be for every learner to have the opportunity to participate in a small group programme with an emphasis on self-reflection, self-esteem building, problem-solving and conflict-resolution skills. However, at the same time, the facilitator believed that it is imperative for educators to

be offered a similar opportunity to partake in such a group, and my strong recommendation is that educator groups should precede learner groups.

The facilitators recommendations are:

- To encourage the young people to become critical thinkers, teach them problem solving and conflict resolution skills. We need to nurture their self-esteem and listen more carefully to their concerns and their opinions on issues and involve them in attaining possible solutions to problems.
- Learners need to be encouraged to look at 'internal' forces of control in helping to combat violence. Such as discipline and respect.
- Learners need to be encouraged to recognise that community motivation towards a common goal is important as well as having a belief that small actions can help to lead to great change.
- All educators at schools should be offered the opportunity for professional development through staff development workshops. So often it is educators who are the ones that learners turn to in times of crisis for help and advice. Educators should therefore be offered the opportunity to learn more about how to handle disclosures about trauma and abuse as well as how to cope with behavioural difficulties at school.
- Developing alternatives to corporal punishment is also essential for all educators, as corporal punishment continues to tell our learners that violence is a viable problem solving technique.
- All schools need to nurture those teachers who show special empathy for learners with difficulties. These educators need to be recognised within schools and should be trained in basic counselling skills and trauma debriefing. They also need backup and support from the education department and helping organisations in their communities.

Site : Moorlands Primary School, Chatsworth
Facilitator : Anusha Budhia

Identifying the Site and Site Entry

Phase 1 of the Learner Based Initiative (LBI) was fully achieved in that the school identified was Moorlands Primary School based in Chatsworth, negotiating access and entry into the school was very pleasant and welcoming experience from both the principal and the educators. Their enthusiasm and their willingness to constantly uplift their learners' personal development and knowledge showed much regard for their concerted attempts to equip learners', enriched with the necessary critical life skills.

Understanding Gendered Violence

Phase 2 of the LBI involved the process of establishing a baseline understanding of gender violence through the process of art and drama. Seventy-five Grade 6 learners were identified and approximately 20 sessions with an hour per session were implemented from August 2002 until December 2002. All planned sessions were experiential in nature which included the use of discussion, story telling, plays and drama, collage making and getting the

discussion rolling through effective brainstorming. In a further attempt to establish the learners understanding of the key issues and relevant definitions related to gender, quizzes, questionnaires, supplementary worksheets and an evaluation questionnaire were implemented.

By utilising the above interactive methodologies, it is hoped that the learners developed critical thinking skills, including observation, analysis and evaluation skills.

This will enhance their growth of self-awareness and in developing a critical attitude.

An overall view of the sessions planned entailed:



Chatsworth Learners

- An introduction and building of relationships - formulating a workable contract with the learners.
- What it means to be male and female.
- Looking at the definitions and examples of stereotypes, especially related to gender, age, sexism and where these stereotypes are found in the larger society, viz media, community, and culture.
- The use of a Gender Communications Quotient and Facts and Fictions about Gender Equity in the form of questionnaires were explored.
- Naming violence, the different events, feelings, relationships, and the types were looked at.
- Generating learner input on the causes and solutions to violence; what makes positive relationships, and how to develop the skills for healthy relationships and developing problem-solving and decision-making skills.
- A look at the learner knowledge of the facilities and networks within the schools and the community as places that assist in preventing violence.

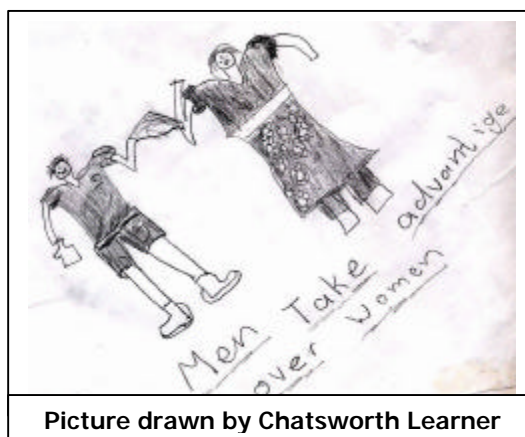
The above outline clearly assisted in generating the learners' understanding of gender-based violence. It was not concrete in nature and allowed for the free flow of ideas.

The learners responded enthusiastically to the sessions and the educators themselves indicated a keen interest.

In an effort to ascertain the learners' thoughts and opinions surrounding violence, they were requested to become journalists for a week. Their tasks as journalists were to observe acts of violence in the school community and their surroundings and the people who cause these violent act, their reasons for same as well as their analysis and/or their solutions to stop these violent acts.

Learners definitely verified that their schools are sites of violence. Various forms of violence occur in the school viz bullying, intimidation, fist fights, thefts, assaults and boys and girls having a total disregard and disrespect for each other.

These behaviours signal the breakdown of social relationships. In such cases the, reaffirming of positive relationships is vital to individual and social well-being. An effective place to commit our resources should be with the child who is presenting with difficulties. We need to therefore re-build relationships at the first sign that the child is becoming disenfranchised from the relationships that sustain their well-being during their years at school.



Picture drawn by Chatsworth Learner

Feedback from the learners in respect of their reporting was therefore most enlightening and interesting. They have offered an enormous amount of wisdom and perspective.

It is clear that unfortunately there is no immunization for our learners against community violence. Clearly, it would appear from the feedback and observations and their reading of newspaper articles on violence that these young learners are psychologically affected by the constant exposure to violence. Learners verbally expressed that at times they experienced nightmares, are distrustful of certain men and women and are fearful of the possibility that harm will come to them. Also, some learners, both boys and girls, outlined that exposure to violent incidents teaches them to be violent and react similarly in situations. They may engage in play that compulsively re-enacts the violence.

Learners clearly cited alcohol, drugs, financial difficulties, relationship difficulties, poor socio-economic environment, lack of employment, the TV, media, video and music has been some of the causes of violence. Learners cited their best TV programmes as violent dramas and wrestling shows.

What was clear from the discussions with learners was that stereotypical male and female roles have already been ingrained in the learners by virtue of their socialisation.

The use of the gender communications quotient and the facts and fictions about gender equity supported these views. There was also clear evidence that learners were now more willing to share information with the facilitator, as a trusting relationship emerged among the learners and the facilitator. Free discussion and suggestions and opinions on violence were more forthcoming when the educator was not present in the class. The advantages and disadvantages of having the educator present were therefore noted.

Of note, learners indicated that there are some educators who continue to utilise the threat of corporal punishment. Further, the use of negative labels by both the learners and educators adversely impacts on the self esteem and confidence of learners.

The learners indicated a range of ideas on intervention to prevent and/or stop the violence, viz

- teaching children about violence and its effects
- punishing of adult perpetrators
- introduction of the death penalty
- teaching their peers respect
- proper communication and talking as opposed to fighting
- teaching people to take responsibility for their actions by acknowledging the behaviour but still maintaining the respect for them
- educating children of their rights and responsibilities
- women leaving their abusive partners
- women staying away from dark places
- women taking self-defence classes.

My name is Afeefah Aziz (and I am) 12 years (old). I attend school at Moorlands Primary in Chatsworth. My hobbies are playing netball, volleyball, and practising karate. My advice to you people is that they must go for their goals and spread the news about stopping violence. If I had a magic wand, the one thing that I would change is, the crime and abuse should or must stop. Everybody will have peace in their homes and must enjoy their lives.

Some of these solutions looked at the women changing but learners were also encouraged to focus on the responsibilities of the males changing.

A lesson on tolerance as a life-skill that can be utilized to deal with conflict and violence was initiated.

Worksheets on how to build healthy friendships and relationships were provided. Discussion with the learners about arguing and disagreeing with their peers was initiated. The learners were offered the 4-way rule to building healthy relationships:

- be caring
- be interested
- be tolerant
- be yourself / sincere

Development of Learner Media Campaign and Peer Support Systems

After working with the 75 learners, it was certainly a difficult task to choose only 15 learners. These learners were thereafter chosen according to their creative, written, verbal responses that they displayed throughout the facilitation of the programme.

In an effort to complement the project work the Brahma Kumaris World Spiritual University, conducted 5 one hour sessions over a three week period on positive thinking and peace. To sustain this workshop, a "living values education " programme will be conducted with the educators.

The development of the learner "declaration" through art, drama, poems, and music was initiated by the learners with enthusiasm and fun. The planning and presentation of the learner based initiative session was really a very challenging experience and a time to learn innovative ways of reaching our young learners.

The Principal and the educators have to be commended on their willingness to support the project aims and in constantly having the learners' best interest at heart. To ensure sustainability of the project, educators must be involved in the presentation from the inception of the project. Educators' attitudes with regards to gender in itself need to be explored and how their inherent ingrained attitudes and stereotypes can shape our learners. Community and parental involvement must be stressed to allow for the long-term sustainability of the project.

The learner based initiative was also greatly highlighted with the learners considering the link between HIV and gender based violence.

Three learners from the core group visited a community radio station, Hindvani, together with the facilitator, to share their views on the issue of gender based violence on the 15th April 2003. Their call-in programme resulted in much interaction with the listener community.



Chatsworth Learners and Facilitator on air at Hindvani Community Radio Station

The learners' exposure to media was further developed and enhanced through this radio visit. Their creative and inspiring poems were also presented to the community, thus creating awareness and being proactive about the high incidence of gender based violence in South Africa. Many of the listeners who called in during the programme shared that projects like these must be implemented in all schools and also the impact of media on our children was noted as a concerning and contributory factor to violence. Some highlighted that particular TV channels have increased their screening of violent shows and other explicit sexual content which are clearly not for children.

Discussion with some parents and with some learners from the wider group of Grade 7 learners confirmed that the focus group have positively indicated evidence of behaviour shifts with greater respect between learners of both sexes. The learners confirmed that the focus group are more cohesive and they try to solve the problems between other learners in an amicable manner. They have a "team spirit" and have become a role model for others. The girls have noted that they really appreciate the boys change of attitude towards them. One of the goals was to capacitate learners as it will enforce programme sustainability. This feedback from the learners has verified that this goal has been achieved to an extent.

To sustain the dissemination of information about gender-based violence, the focus group held a Peace Day at school. The entire day was focused on non-violence and educators themselves were requested at each of their lessons to highlight the topics of conflict, problem solving, decision-making skills, and peace, through art and creative means. All the learners from Grade R to grade 7 were requested to display their posters outside of their classes. The highlight of the day was when the focus group of learners presented their art, drama, stories and poems to the parents, and the entire school. Educators themselves were enrolled in assisting with the day's function, creating a "Whole School approach".

Site : **Sinethezekile Combined School, Jozini**
Facilitator : **Mxolisi Nuyswa**

The Context

Sinethezekile Combined School is situated 8 kilometres away from the small town of Jozini. It consists of 1227 learners from grades 1 to 12. Learners come from the surrounding areas such as Mamfene, Maphaya, Umbombo and Jozini. They walk up to 10 kilometres to schools. Some travel up to 25 kilometres by bus.

The School

Sinethezekile has no policy on violence. However they do have code of conduct. Although the school is aware of, and in close proximity to various government departments there has not been effective inter-relationships with these organisations to address crisis situations that may take place at the school, or to engage in preventative initiatives. Recently however the school

has been working closely with the understaffed Social Welfare office around protocols to respond to crises.

The school does not have a peer counselling structure in place but has a counsellor, who is an educator. However, the counsellor's teaching load is made up of examinable subjects, which leaves him with little time to concentrate on guidance and counselling-related issues.

Gaining Entry

Gaining entry into the school was not difficult at all. The facilitator received overwhelming support from the entire staff and the management in particular. The Programme was allocated three life orientation (LO) educators to act in a supportive role to the programme and to ensure full support for the intervention. Grades 5 and 6 were identified as the focus of the work. The programme received a very warm welcome from the learners as well. This positive attitude has remained in place throughout the programme.

Through the interventions a very strong rapport with the learners evolved. Trust and respect were clearly evident and their knowledge about violence in general and abuse in particular was impressive. Almost all of the learners had been exposed to violence in one of the two ways, it is either as survivors or as witnesses.

The big question from the boys from both grades was why the project is about "*prevention of violence against girls*"? They felt that this did not respond to the fact that they too were subject to violence. This was echoed by the boys from the other grades as well as some of the girls in grade 7.



Learners from the Jozini site outside their classrooms

Inter-sectoral Networking Forum

Not too long after the inter-sectoral networking forum was established, the school started to make use of this structure to report cases of abuse involving learners from Sinethezekile and to ensure that the child who had been abused received the necessary support from the Welfare services, the SAPS, Child

Protection Unit and Health Departments. This has been done through the involvement of parents serving on the School Governing Body (SGB) and representatives from the different Government departments, ie. Health, Welfare, Education and SAPS.

Emerging Issues

Time table

Given that fact that the programme was mainly classroom focused, there was little time initially to see learners. This was due to the fact that the project was initiated in September 2002 at this school after the composite timetable had been set up. With the support of the staff once again, some life orientation periods were made available for programme input. Later, when a new timetable was structured in 2003 the project was considered as part of the timetable development process.

Parents

With the increased contact time with the learners, more issues were explored. The understanding of violence was broadened. Learners had a strong feeling that their parents needed to be educated about violence. There are things they now perceive as violence that their parents do not consider violent or abusive. According to the learners these issues include:

- Being hit with a stick
- The use of strong language against them,
- Over-working them,
- Use children in the illegal process of buying and selling liquor.

Corporal Punishment

Learners have also learned that corporal punishment administered by teachers at school is also a form of violence i.e. physical abuse. This was puzzling to some learners because they honestly perceived this form of violence as a form of discipline and knew of no other form of discipline. Discussion and learning around this issue began to create a slow shift in mindset among the learners and educators.

Rape

A number of rape cases were discussed - learners had witnessed these cases. Learners noted that most of the perpetrators have gone unpunished. The community is afraid of taking any initiative of having them apprehended. Without mentioning names, they indicated that they knew certain peers in the school who had been raped and had become pregnant by their stepfathers, uncles as well as by strangers. Learners were very keen to learn as much as possible about sexual violence and indeed about any form of violence in order that they understand it better.

"Fathers, be our daddies not
our boyfriends.
Teachers, be our teachers, not
our boyfriends."
Excerpt from Poem by
Female learner from Jozini

The reason why infants and very young children are raped was discussed. Learners felt that...

“Traditional healers, that is *inyangas*, believe sleeping with a virgin cures AIDS”, and that “They (traditional healers) say that their ‘muti’ to cure AIDS is only effective if their patients sleep with virgins”.

Virginity Testing

The issue of virginity testing arose in the discussion – learners had strong feelings about this. They believed, generally, that it should be carried out. Here are some of their feelings about it:

“It is the preservation of our culture”, (Female, grade 7)

“It prevents AIDS”, (Female, grade 7)

They also believe that virginity testing is properly carried out because it is the grandmothers who are doing it, and they are seen as knowing what to do. The girls noted that having undergone this test they develop a sense of pride and are also respected by other girls in the community. They are also aware of older girls who hold certificates that show that they are still “*clean*”. For the girls *‘this should be everybody else’s pride in the Jozini community’*. In reality however, very few teenagers have remained virgins.

Virginity testing of the boys was also a concern from some of the girls. Although they could not figure out how this could be carried out, they felt that boys must be tested as well. It was through this question that some started to look at the issue of virginity testing in a more critical manner.

Boys and Violence

A strong debate emerged regarding boys as participants of violence. Girls feel that boys take advantage of them, because they are perceived as less powerful. Girls noted that boys ‘slap’ them as much as they like. When they are queuing for food, boys have an upper-hand, they push them away to be served first. They take away their lunch and eat it in groups. The girls felt helpless in the face of this action from the boys. As a consequence of this discussion a learner commented that it did make sense to call this Project “prevention violence against girls” because it is girls who are abused.

Code of Ethics

The workshop conducted by SACE was an initiative in response to key issues emerging within the Inter-Sectoral Networking Forum. The workshop was seen as very valuable and was offered to representatives from schools in the broader Jozini area too.

Reflecting on the project Progress

Over the nine month time frame the project has achieved a number of highlights, these included:

- Making learners more aware of the forms of violence they are exposed to.
- Exposure and interest by learners about the number of ways to prevent abuse.
- Learners being encouraged to discuss problems and challenges.

- Providing learners with a 'space' and the platform to communicate those problems.
- Creating an awareness within the school of resources and services available.
- Developing a the INF that brought the government departments together to function as a unit with a common purpose and deliver to the community as they are supposed to.
- Educating educators about the consequences of their actions as educators through the SACE workshop on the code of professional ethics.

"What I like about this group is it changed my life completely. For example, my attitude towards people. It also help me communicate with people. I never knew I was like that but I searched deep down and I found the real me. This group made me realise all that. It also helped me to think about myself and my good qualities. It helped me to believe in myself and never give up. I would like this group to go on so that other children can also join this group to learn to say no to violence."

Charmiela Abrams, Kokstad Learner

It would have been extremely difficult to achieve the above if there was no co-operation from the community, the school management, the teaching staff, and the education department. The mere fact that we were able to get the often hard-to-get department senior officials to come to the school and participate in important processes is an indication of the acceptance of the programme. Their support has been invaluable. The same applies to certain community members who were quick to respond to cases of abuse. They were useful in that some of these cases occur in the community and they have first hand information that is important for people responding to cases of this nature.

Recommendations

Considering what has been mentioned above, the following recommendations emerge:

- To have a permanent multi-disciplinary team that meets regularly.
- Projects of this nature should be ongoing and sustainable.
- Guidance and counselling must be taken more seriously. The education department must consider allocating full time school counsellors.
- This intervention must go beyond, Sinethezekile, i.e.:
 - Parents, SGB members and the community generally need to become a focus of the programme.
- Educators need to be trained in alternatives to corporal punishment and protocols for handling disclosure of abuse.

DOES NO MEAN YES?

By: Shaney Maharaj, Moorlands Primary School
Chatsworth

A guy whistles
a girl smiles
Everything is beautiful ... even though it's only for a little
while
she teases
He reacts and thinks he pleases
He tries to kiss her
She runs away

A shirt is ripped
and tears ruin the day
She begs and pleads
ignoring her – he commits the frightful deed
The old lie again
She said NO, but meant yes?
- Not my fault, it's hers
- for better or worse

The deed is done
her life is ruined
all in the name of fun
Can he listen, does he know
or is he just putting on a show
Take responsibility
Do your duty
make the impossible – possible and do your duty.

Forum Event Overview

The Programme

The following programme guided the Forum event which took place on 16th May 2002 in Durban.

Activity
Tea/Coffee on arrival
Opening and clarification of forum aims – Bashi Devnarain (CRISP) Formal opening - Zanele Khumalo (Durban Youth Mayor)
UNICEF introduction and input – Andrea Berther SACE introduction and input – Thabi Kikine
Presentation on Provincial Working Group's mandate and work completed David Chonco (Provincial Working Group member)
Chatsworth Learner Based Initiative (LBI) Presentation by Anusha Budhia (Facilitator) and Learners
Jozini Learner Based Initiative (LBI) Presentation by Mxolisi Nyuswa (Facilitator) and Learners
Kokstad Learner Based Initiative (LBI) Presentation by Patti Bosman (Facilitator) and Learners
Overview of Learner Based Initiative - Monitoring and Evaluation Bisini Naidoo (Evaluator)
Lunch
Steeldrum performance by Jozini, Kokstad and Chatsworth schools
Overview of project undertaken in Limpopo and Eastern Cape
Presentation of HIV/AIDS work completed in schools Presentation by Nonkuleleko Mthembu (Facilitator) and Learners from Zwelibansi High, Isibonelo High, Umbelebele High, A.J. Mwelase High
Statement of stance and action by relevant role players Val Melis (Senior Public Prosecutor), Nomtuse Mbere (SAGCA), Lauren Houston (Durban Girls High School)
Summary of presentations, input and capturing of common goals, concerns and commitments Feed back by Rashida Bobat (SACE)
Response by Local and Provincial Government representatives on issues related to gender based violence Facilitated by Bashi Devnarain (CRISP) and David Chonco (PWG)
Way forward and statements of commitment to action by those present Facilitated by Bashi Devnarain (CRISP) and David Chonco (PWG)
Presentation of certificates to school representatives and Closure Colin Collett van Rooyen (CRISP) & Janine Dickson (CRISP)
Tea

In addition to the above, the MEC for Education (KwaZulu-Natal), Minister Narend Singh, made an unscheduled visit to the event and addressed the Forum briefly indicating his support for the project and pledged his direct intervention on matters related to the Department of Education.

Participants at Forum

More than 150 participants attended the event and represented a range of role-players including:

- Department of Education
- Department of Correctional Services
- Department of Safety & Security and SA Police Services
- Local schools; parents, staff and learners
- Community representatives
- Media
- SA Council for Educators (Local and National)
- UNICEF
- Girls Education Movement
- The Steel Drum Foundation
- University of Michigan's Centre for Human Growth & Development
- British Council
- Youth Mayor of Durban.

Overview of Forum Process and Content

The following overview and analysis of issues raised at the Forum event was written by Joan Wright of the Centre for Human Growth and Development at the University of Michigan, USA, who is working with Crisp and was present at the Forum event Held on 16 May 2003.

Introduction

There is an apparent crisis in our communities and schools in regard to violence against girls in schools. The problems identified by youth in the forums stem from sexual coercion of girls from male teachers, peer pressure to engage in sexual activity, harassment of girls from boys in schools and in the community, to sexual misconduct, and domestic violence against women and girls in the home. The Learner Based Initiative (LBI) is needed to engage youth in schools, and to create an intersection of local/community, governmental, and academic institutions and organizations to foster relationships, identify the problem, plan and implement programming, and evaluate and monitor interventions that address the problem of violence against girls in schools.

Process

Using a learner-based approach, youth from various schools (primary and secondary) employed various multimedia and cultural approaches, such as music, drama skits, poetry and rap to translate the issues and concerns of violence against girls. Youth are also involved in the implementation of solutions to the problem.

Goals

Children participated in every step of the development process. Children have voices and are considered stakeholders and "experts". There needs to be a continued commitment to children.

Solutions

The following issues became apparent from interaction and discussion at the Forum.

Multi-Level Interaction:

A multi-layered approach is needed to address the issue of violence against girls in schools. We must engage levels of operations in the community (government, parents, learners, schools, educators).

Consideration: how to better engage parents and how to bring families into the schools to address the problem.

Lobbying and Advocacy:

There is an apparent problem with the lack of response from the department of education.

Consideration: need strategies on how to engage policy makers. Additional forums are needed to address the policy-maker audience, and a media campaign may be beneficial to expose the problem of violence against girls.

Engaging Youth/challenging norms:

Strategies are needed to reach youth in underserved areas. There is a need to continue to address the concerns of the youth, engage them in activities that allow them to address the problem of youth violence, and network among their peers to create awareness of the issues.

Consideration: girl/women empowerment; boys/men to engage in advocacy against violence against women and girls; developing gender-sensitive norms employed in schools/community; youth community outreach to townships and other rural areas to expose the problem; building a culture of human rights for all (children, Blacks, women, etc.); fostering talents and positive attributes of youth; more funding programmes for sports and better access to sports for youth to foster positive self esteem and character-building.

Professional Access/Addressing Psychosocial needs of youth and families: There is increased burden on the school system related to addressing the needs of the learners with mental/social/emotional issues related to violence against women in the schools and the home.

Consideration:

Stress the importance of decreasing social worker and teacher burden by having more trained social workers in the school environment and sufficient

My name is Luyolo Ngesimane. I am 15 years old. I have 2 brothers and 1 sister. The thing I like most about school is I spend more time with my friend and I learn so that I can have a job when I'm out of school. My personal goal for the year is passing grade 9 and going to grade 10. If I would change one thing in the world I would change violence because it kills people. My advice to other young people is don't smoke or do drugs or enjoy life while you can.



compensation for professionals working in these settings.

Other considerations:

Specifically addressing pertinent psychosocial issues related to domestic violence, sexual misconduct from educators, peer pressure, physical violence among youth in schools, fear and intimidation (bullying), negotiation and communication skills (parents and children); address positive modelling behaviour from parents; moral and psychosocial developmental issues related to sexual behaviour; youth and family counselling; and training of educators to be able to identify signs that youth might be affected by abuse in the home, pressures at school, among peers, and educators.

Other psychosocial issues raised by youth related to violence against girls: suicide, date rape, gender roles, parental support, HIV/AIDS risk, communication, drug use, sexual behaviour and safe-sex practices.

Research Related Activities:

Development of a database that provides universal access to all levels of constituents (government, school management, NGOs, etc) that can utilize information to address the issues of youth violence,

Consideration: Collaborative efforts from community, government, and schools to address violence (i.e., employing a community-based participatory-action research approach CBPAR).

Funding/Sustainability:

The need for governmental, private, and local funding to support research, training, and intervention is of primary concern.

Consideration: Collaborative efforts need to develop proposals that address adequate support for planning, implementation, as well as follow-up of initiatives to address violence against girls and women.

Policy in Schools:

Stresses the need to implement and reinforce policy in schools against the practice of corporal punishment in schools.

Consideration: Employ sanctions against those that do not comply with current policies; evaluation of policies on timely basis; use of student evaluations to address educator disciplinary practices; and training and facilitation to promote alternative disciplinary practices among educators. Counterbalancing responsibility and increasing accountability of educators/government to be consistent with and review and re-evaluate current policies. Employ an “Educator-Based Initiative” a collaborative effort of educators across schools to take the issues of violence against girls to the local and national government.

Code of ethics:

Stresses the importance of developing a “code of ethics” for educators (educator professionalism). Rural schools and community need more support from Education Department.

Education:

Proper education is needed to address issues related to HIV/AIDS acquisition, diagnosis, transmission, and treatment.

Questions that are raised:

1. Are experiences with discrimination limited to gender discrimination in the schools?
2. What are types of discrimination that children experience on a daily basis and how does that affect their mental health, school performance, etc?
3. How does family environment (domestic violence) affect violent behaviour in schools?
4. Where did these beliefs on a cure for HIV/AIDS (having intercourse with young virgins) originate from?
5. Is there apathy from the community regarding violence against girls in the home and schools? Is it an issue of education as well as breaking the silence?

Lobbying and Advocacy

Aims

A lobbying and advocacy plan was developed by the Provincial Working Group and implemented over the duration of the project. The primary aims of the plan included:

- Placing the issue on the public agenda and making it part of public discourse.
- Making government officials aware of the issue and prompting them to action on the issue.

Processes

To this effect the following processes were put in place:

- Radio: The province wide East Coast Radio reported on the issue and the project in particular twice during the project. The radio has a listener-ship of 1.6 million people in KwaZulu-Natal. In Chatsworth a community radio station was identified that had a wide listener-ship and learners from Moorlands visited the station to take part in a call-in programme that was very popular with the community. The community radio station in Jozini was not willing to cover the project in any way without payment so this medium was not used. No community radio station was identified in Kokstad.
- Press: Press releases were distributed to the major newspapers in the province. Coverage of the Forum Event was noted. In addition, coverage was also obtained from a community newspaper in Chatsworth and a community newspaper in Kokstad was also provided with a press release.
- Government Officials: A meeting was held with the Chief Executive Officer for Education in the Province and he indicated support. In addition, letters were written to relevant provincial ministers (for

example Safety and Security) and representatives of departments were invited onto the Provincial Working Group. Both the Provincial Working Group and the Intersectoral Networking Forums were seen as part of the lobbying effort in that they attempted to engage significant local and provincial role players in their activities and in this way managed to get them, and their respective departments or institutions engaged in taking up the issue.

- Unions: Communication to the major Educator Unions was engaged in, requesting that they place the issue on their agendas on a regular basis.
- Provincial Minister of Education: The presence of the new Provincial Minister of Education at the Forum Event indicated that some attempts at communicating the importance of the issue were successful at the highest provincial level.

Challenges

Constant changes and tensions within provincial government hampered the lobbying and advocacy efforts. During the project process union and government were at loggerheads, political events resulted in changes at provincial ministerial level, and at times created a vacuum in leadership, making it difficult to focus attempts at targeting high-level role players in government. Despite this we feel that our attempts were, to some extent, successful.

Monitoring and Evaluation

Bisini Naidoo, appointed as the external Monitoring and Evaluation consultant for the Learner Based Initiative compiled the following report Her report is included here as received from her, unedited by Crisp.

Background to the Programme

The project emerged from a partnership created between CRISP, the South African Council for Educators and UNICEF to respond to violence against girls. Such an initiative emerged from studies carried out by an international organization (Human Rights Watch) in 2000, and the Human Sciences Research Council in South Africa in 2001.

Besides the intention to “complement and support other government and civil society efforts to reduce violence and harassment of girls in schools and in the communities” and thus the establishment of the Provincial Working Group and Intersectoral Networking Forums, the overall aim of the project was to “address gender-based violence through raising peer awareness, bringing discussion into public domain and developing indigenous learner-based solutions”.

The importance and uniqueness of this programme, which ran for approximately ten months, was that it focused on learner capacity building within the strengths, assets-based perspective.

This report is the final of a series of reports on the monitoring and evaluation of the process. The purpose of this report is to evaluate whether key outcomes for the project have been attained.

The Evaluation Design (Methodology)

In order to establish the extent to which the project has made an impact, the following triangulation of samples, sampling techniques and research instruments have been used:

- Observation, monitoring, feedback and reporting at meetings of the:
 - Core group
 - Intersectoral Networking Forums
 - Provincial Working Forum
- Analysis of documentation such as facilitator's reports and minutes of various organisational meetings, referral and assessment reports
- Individual interviews with:
 - School Management members (the Principal and the Provincial Working Group representative)
 - Educators (primarily those involved in the life-skills programme)
 - School Governing Body members
 - Parents of learners
 - Focus groups with learners
 - Forum event
 - Reflective review of my experiences as an observer and participant.

The participants for the individual interviews were purposively selected either because of their designation or the role they played in the running of the school. The parents, whose children were recipients of the programme, were available and volunteered to be part of the study.

The focus groups from two schools comprised the core group of learners, whilst at the third school the group members were selected randomly by the life orientation educator.

Broad questions guided the study (see Appendix 1 of this evaluation report).

Programme Effectiveness

The programme has made a creative and relatively powerful attempt at addressing the issue of gender-based violence. Its efforts are examined in terms of the extent to which its various aims have been achieved (Table 1), its impact on the learners, project reach, potential for sustainability and replicability of the project, constraint and challenges, and, networking and partnership development.

Table 1 demonstrates the outcomes in each phase of the learner-based initiative:

Phase	Aim	Outcome
One	School identification	<ul style="list-style-type: none"> - Project piloted at three schools – one urban, one rural and the third deep-rural - Entry into the three schools was successfully negotiated - CRISP facilitators enthusiastically received by management and educators
Two	Establishing learner-based understanding of gender-violence	<ul style="list-style-type: none"> • Lesson plans which were interactive and experiential included familiarizing exercises; establishing contracts; gender clarification; definitions; causes and perceptions of solutions to violence • Learners' perceptions as to the causes of violence were: substance abuse; lack of moral values; poverty; disorganization; racism and sexism. • Learners solutions to the problem of violence ranged from the creation of safe community neighbourhoods including the establishment of sport and recreational facilities to placing restrictions on young children; improvement in communication skills and punitive measures against the perpetrators.
Three	Development of learner media campaign and peer support systems	<ul style="list-style-type: none"> • Through the use of art, music, drama and story-telling learners made their declaration regarding gender-based violence. One group of learners aired their views on gender - based violence over a community radio station. • Peer support systems were not created. The thinking was that these groups of learners had not reached the appropriate developmental stage.
Four	Monitoring and Evaluation	<ul style="list-style-type: none"> • In order to establish whether the key outcomes of the project would be achieved, the monitoring process was ongoing and regular feedback was given at various levels. • Facilitative and hindering factors were identified through reflective focus groups with learners and individual interviews with key role-players

Impact of the programme on learners

Short-term behaviour shifts have already been noted amongst the learners. Some examples include:

- Improvement in communication amongst learners
- Learners showed more respect towards each other
- There has been a reduction in bullying
- Learners are now more aware of the consequences of violent/aggressive behaviour
- Learners have a more positive attitude towards school.

There was clear evidence that the programme had a positive impact on the learners – their strengths were focused on and they found the programme very exciting.

Project Reach

The project reached approximately 375 learners directly, ranging from grades six to nine. Through these learners, it reached parents, peer, relatives and other community members. Through the school it has reached the management, certain number of educators and members of the school governing body.

Although this was a pilot project, there was a strong view expressed that such a programme should be implemented either at pre-school level or from grade four to twelve. Parents and school managements would like to see the programme extended to other parts of the community.

Sustainability and Replicability

The success of a programme of this nature and significance is dependant on its sustainability. All three schools' managements have indicated their intention and willingness to sustain the programme after CRISP withdraws. However, the capacity of the teachers has not been fully developed in order to facilitate the sustainability of the project. While some educators were present during the programme lessons and liked the facilitators approach, others did not see the benefit of "sitting- in". There were other instances when the facilitators felt that the educator's absence worked to their disadvantage because the learners felt inhibited to talk freely in the educator's presence. Enhancement of pedagogic skills is therefore necessary in order to facilitate more open communication between learner and educator.

Constraints and Challenges

Except for the death of a school principal, there were no serious changes in circumstances, which had an adverse effect on the project.

Facilitators experienced challenges with:

- Time constraints
Time allocated to the project was generally within part of the life-skills programme. Intervention ranged from one to four hours per week. School managers, educators and learners felt that the programme

warranted more time. They added that the sessions should be well spaced instead of holding them on consecutive days. School managers also indicated that they had to amend their timetables on a regular basis to “fit in” with the facilitator’s schedule. I feel that this should be avoided in the future since timetables are an intricate part of school planning. Erratic timetables and examinations complicated the time factor further.

- **Language difference**
There was a preference for the programme to be implemented in English and therefore isiZulu and Afrikaans speaking learners felt that they were at a disadvantage.
- **Different Contexts**
The three schools had varying context and therefore programme guidelines could not be implemented in the same way across schools.
- **Cultural and Institutional practices**
Understanding of violence and gender-based violence varied from one culture and institution to another. Common examples are the acceptance and practice of corporal punishment, male-dominance and virginity testing for girls. However, creation of the awareness that these practices could be challenged adds to the problem, since this awareness needs to be extended to parents and educators as well.

Networking and Partnership Development

Although the project focused on learner capacity building, through the monitoring process, a strong need was expressed to engage other sectors of the school community – educators, parents and other professionals in addressing gender – based violence thus making it a holistic/ multidisciplinary initiative. The CRISP management has successfully initiated Intersectoral Networking Forums in all three communities. In addition, I have been most impressed with the range of professionals, government and non-governmental organisations CRISP has networked with through the Provincial Working Group.

There is evidence that since the establishment of the Intersectoral Networking Forum, professionals have been actively engaging with each other and the necessary referrals and assessments are being made.

Conclusion and Recommendations

CRISP in partnership with UNICEF and SACE has run this project in three different parts of KwaZulu Natal. If they saw their role as an attempt to creating an awareness of gender - based violence, then it has worked well. My real concern is how this new awareness has taken on, how are the new behaviour and skills are going to be supported by parents, educators and other professionals. I am concerned that without follow - up and support educators and the networking forums will struggle to sustain this initiative. There has been a clear message from the learners for all professionals to play their role in addressing the problem of gender – based violence. Thus the

training of educators and support of the Intersectoral Networking Forums is important for this valuable project to continue and expand as widely as possible.

Recommendations:

- Arising from the learner based initiative the need for such programmes such as character building, moral education, anti – bullying, conflict management and the prevention of substance abuse have been indicated. All these programmes together with the gender – based violence should be encompassed in the life - orientation programme which the education policy now makes provision for, with the school curriculum. Such programmes need to be designed holistically and should be given the time and credit they deserve.
- Through the partnership, SACE should be encouraged to give urgent attention to:
 - Helping schools develop clear and specific policies on gender – based violence
 - Convening workshops on alternatives to corporal punishment
 - Motivating for the appointment of guidance counsellors to all schools
 - Encouraging staff development on the detection and management of abuse, trauma, and, learning and behavioural problems.
- Peer counselling groups should be initiated and pupils need to be trained by an educator or counsellor (studies show that most often children turn to their friends for help)
- Effective parenting programmes should be implemented in all school communities, since part of the aggressive and violent behaviour stems from the socialization process and lack of parenting skills to deal with such problems.
- Build on the strengths of the Intersectoral Networking Forums to ensure that they have the capacity to deal with contextual and physical issues. They should be encouraged to use the materials that have emerged from the project creatively and adapt it within their contexts. In addition, they could motivate for the establishment of sport and recreational facilities in order to create avenues for socially acceptable behaviour.

Acknowledgements

I would like to thank the following people:

- The learners, managements, members of the governing bodies, educators and parents of the Moorlands Primary School, Sinethezekile Combined School and Mount Currie Secondary School who so willingly agreed to be part of the study.

- CRISP management and project facilitators who created the avenues for the monitoring and evaluation process.

Bisini Naidoo
Evaluator

APPENDIX 1 to M&E REPORT

Broad Questions Guiding the Interviews

Times at which the programme was held – were they convenient?

Duration of the sessions/ programme. Was there sufficient / insufficient time?

Do you feel that the number of learners it reached was adequate?

Did the teacher sit in?

Were the facilitator's notes made available?

Would it be possible to sustain such a programme at the school?

How relevant was the content? What were the strengths / weaknesses?

How would you view the administration of the programme – its procedures and organisational aspects?

Did you observe any short- term effects / immediate effects of the programme?

Did it create awareness on gender - based violence?

Where there any attitudinal / behaviour changes?

As a result of the programme were any policy or institutional changes made at your school?

Suggestions for extending the programme to parents, educators?

How do you see the future of the Intersectoral Networking Forum?

Summary and Recommendations

The development of partnerships to address the prevention of violence against girls was initiated across three sites in KwaZulu-Natal; the Durban South area of Chatsworth, Jozini, and Kokstad. The choice of schools were based on existing relationships through prior work, and geographic location as well as the particular nuances of the contexts ie, deep rural, developing nodes and schools drawing from communities that can be categorized as being settled residential to low income informal places of abode.

The implementation process adopted developmental, participatory, strengths-based and human rights and responsibilities based approaches and initially followed the tracks as set out in the original proposal which encompassed the following:-

- Making a contribution towards the development of the database of expertise available in the field pertinent to children, their protection and care.
- The establishment of the Provincial Working Group comprised representatives from various sectors including Department of Education, Safety and Security, the SA Council for Educators, the KwaZulu-Natal Parents Association, school management, facilitators from each of the schools with the primary objective being that of lobbying and advocacy work.
- The Learner Based Initiative (LBI) was implemented in the three schools initially with a larger population of learners in order to conduct a baseline research that would further our understanding of their perceptions and experiences of violence.
- The monitoring and evaluation took the form of a formative process with valuable input at strategic points of implementation of the LBI's at school.
- The Baseline research undertaken at the level of the LBI's pointed to findings related to violations occurring at school, within the communities and governmental services that were in contravention to the many pieces of legislations both national and international which prompted action towards the development of the Intersectoral Networking Forums (INF).

These INFs were established at each localised region bringing together key representatives of services such as department of Health, Welfare, Education, Community Based Organisations, Non-Government Organisations, parent representatives, neighbouring school principals and learner representatives. The objective was to create linkages and facilitate the schools access to resources and expertise that would assist not only to respond in crisis situations but to start a process of sharing engaging in discussion and debate and working jointly on finding innovative workable solutions and committing

much needed resources to addressing the challenges faced by ultimately all sectors. The goal is to launch these as independent bodies that would be self-sustainable thus ensuring a protective net for young children and those who might border on risky territory and/or behaviour.

Since the initiation of the INF's, schools have advanced information that speaks of the value of such a forum in addressing broader challenges.

Another initiative was the establishment of the Advisory team comprising experts from the different sectors who were approached to provide input advice and comment on certain issues. All members were kept informed of the developments of the project and offered their support and commitment to addressing the Violence Against Girls issue.

The forum event was a culmination of concerted efforts on the part of all connected to the project. It provided a platform for the sharing of the pilot projects that took place in schools and an opportunity for important people who are committed to addressing discussion debate and seeking solutions around the prevention of Violence Against Girls in particular and children generally.

Recognition was given to the fact that children are subjects of rights rather than the recipients of adult protection and that those rights demand that children be heard.

Key concerns that emerged from the submissions of the children and speakers at the forum event included:

- Capacity building needs include awareness and education on the different policies that protect children, protocols for handling child abuse and disclosures at school level, formal contracting between learners and educators, effective classroom management techniques, positive behaviour management, and the establishment of disciplinary committees with a restorative justice approach.
- Children's submissions raised the aspect of fear of parents and educators and continued sexual harassment and misconduct by educators.
- Inefficiencies within and across state departments in dealing with issues related to children are unacceptable.
- The role of government in responding to issues pertinent to Violence Against Women and Children are inadequate.
- There is continued use of corporal punishment.
- Fragmentation of services results in huge injustices towards children.
- Strategies are needed to reach youth in underserved areas.

Recommendations

The following recommendations have emerged from our overall work on the project and from discussions and meetings such as the Forum Event, where role players were able to provide input.

- A multi-sectoral approach to strengthen networks and harness resources is needed.
- There is a dire need for relevant policy based education for educators, parents and learners on National and International frameworks that protect children.
- Entrenching a culture of Human Rights based approaches together with a culture of responsibility in work focused on young people is critically important.
- The South African Council for Educators need to intensively drive awareness raising initiatives that promote the adherence to the code of professional ethics by educators.
- The reinstatement of the guidance counselor/access to counseling at school level is an important issue and has been raised as being critical to helping children not only to deal with challenging circumstances but also to work at a preventative level and to coordinate different resources to the school community.
- Life skills need to be presented in a way that the content is able to address moral education with a focus on character building and socially acceptable behaviour.
- The need exists to introduce restorative justice principles at school, so as to influence how punishment and responses to behaviour outside of the acceptable norm is responded to.
- Greater networking amongst role-players involved in the provision of services to the education sector is an urgent need requiring action.
- Systems that protect the learner at school, by forming a network or 'safety-net' are urgently needed. These are in their infancy as the Intersectoral Networking Forums that have evolved from the project.

Generally, it became abundantly clear that there is a greater need for collaboration among all stakeholders with a view to creating an enabling environment to help children articulate their lives, challenge human rights violations, develop strategies for change and to exercise their rights.

This partnership project has taken a small step towards making this a reality. It is our future steps that will take us on the journey to concrete realisation of a child friendly and protective collaborative system to protect the girl child and liberate the boy child from the weight of violence that they both carry.

**Crisp
Durban
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