

# Inspired by INSPIRE

Multi-sectoral responses to the seven strategies of the INSPIRE package to end violence against children in South Africa



# Contents

Introduction .....	3
Working together to prevent violence against children .....	4
Participants' motivation for attending the sectoral workshops .....	4
Insights from the sectoral workshops .....	6
INSPIRE Children's Workshop .....	9
Cultural and gender norms .....	10
Ideal environments .....	11
Myths about violence against children .....	12
What can be done using the INSPIRE framework? .....	13
Gaps and shortcomings .....	18
Mapping progress on the INSPIRE strategies .....	19
Organisational links .....	38



# Introduction

In April 2019 the Institute for Security Studies and Save the Children South Africa partnered to convene a series of workshops to gather information about how the country is responding to prevent and reduce violence against children. With support from the INSPIRE Fund and UNICEF the workshops brought together researchers, non-governmental organisations and government departments in sector-specific workshops to raise awareness about the INSPIRE package, gather data about how each sector is contributing to realising the seven strategies for preventing violence against children and identify gaps and shortcomings.

A children's workshop was held in July 2019. Children between the ages of 13 and 17, including the nine provincial child ambassadors, were taken through the INSPIRE package and asked to evaluate the work done under each strategy from their perspective, and identify what more could be done to prevent violence against children.

The information gathered through these workshops is presented in this report. This report is intended to support and inform South Africa's country progress report to the Global Partnership to End Violence Against Children in 2019. It is also intended to strengthen and guide on-going research, policy development and practice in South Africa.

The report offers a short introduction to the context of multi-sectoral collaboration to prevent violence against women and children (VAWC) and how these workshops fit into on-going work. It provides an overview of what participants sought to share and gain from the workshops, and summarises the contributions of research, policy and practice in South Africa in relation to the seven INSPIRE strategies in table form. Findings from the children's workshop are also reported on separately. The report concludes by identifying the gaps and shortcomings that need to be addressed to effectively prevent violence against children.



# Working together to prevent violence against children

**In 2017 South Africa became a Pathfinder country under the Global Partnership to End Violence Against Children. In doing so, the government, NGOs, the research community and international development partners committed to accelerated action to prevent and reduce violence, neglect and exploitation experienced by children.**

The INSPIRE package provides an evidence-based framework for organising policy, practice and research to address violence against children. It emphasises the importance of multi-sectoral collaboration and action to achieve positive outcomes for children. Government departments and agencies, researchers, international organisations and community-based implementing organisations all have critical roles to play.

Since 2015 the Institute for Security Studies, UNICEF, Save the Children South Africa, the SA Medical Research Council, and several key South African government departments have collaborated to convene a national dialogue forum for evidence-based programmes to prevent violence against women and children [the Violence Prevention Forum]. Through the Forum, information is shared about policy, research and practice; partnerships are formed and challenges and opportunities identified and addressed.

The information shared at the sector-specific workshops (one each for the research community, non-governmental organisations, and government departments and agencies) was discussed and disseminated at the May meeting of the Forum and will support on-going efforts to strengthen action to prevent violence in South Africa.

## **Participants' motivation for attending the sectoral workshops**

Participants from all three sectors came to learn from one another, to share and to make connections

between the work they do and that done by others in the field.

The INSPIRE framework was appreciated by all sectors to be a useful way to conceptualise and organise their future work – this was especially true for the Department of Basic Education and the South African Police Service that had not previously been exposed to the INSPIRE strategies.

Some representatives from government departments and agencies came with specific interests, such as to:

- draw on the information shared to develop an evidence-informed gang prevention strategy (Department of Community Safety, Western Cape)
- foster awareness between different departments about the importance of taking a trauma-informed approach to their work with women and children (Department of Health)
- strengthen collaboration between government departments and other sectors (Department of Planning, Monitoring and Evaluation)
- draw on the wealth of knowledge in the ecosystem, and to leave the meeting enriched and hopeful (Department of Basic Education)
- understand how first responders can link with other departments to prevent violence (SAPS)
- share how the White Paper on Safety and Security can provide an integrated policy framework for violence prevention (Civilian Secretariat of Police).





Government departments and agencies, researchers, international organisations and community-based implementing organisations all have critical roles to play in addressing violence against children

# Insights from the sectoral workshops

**The workshops were designed to be highly interactive and encourage information sharing. Participants were introduced to the INSPIRE package and provided with detail about the process that led to South Africa becoming a Pathfinder country and what that means for the country.**

While the workshops were organised by sector (research/NGO/government) for practical reasons, the sectors are not discreet, for example NGOs and government departments often undertake research, and research institutions undertake advocacy and even support the implementation of laws.

For most participants, this was the first time that they had an opportunity to share details about the work they are doing with others in their sector; and for many participants the workshops was their first introduction to the INSPIRE framework. There was broad agreement that the framework is a constructive way of organising, conceptualising and reporting on the work done in the three sectors. The package is particularly useful for identifying capacity and systemic gaps and shortcomings.

The information gathered during the three days revealed the wealth of work being done to understand, document and respond to violence against women and children in South Africa. However, it also pointed to gaps and shortcomings that significantly hinder progress. These shortcomings include:

- a lack of communication, trust and accountability between sectors, and within sectors
- a shortage of psycho-social services (particularly therapeutic services) for victims of violence
- weak or non-existent referral systems

This means that victims of violence (and young perpetrators) often do not receive the support and care they need to recover and heal.

Government officials expressed frustration about their inability to hold NGO service providers accountable when they fail to deliver what is expected of them, and NGOs felt the same frustration in relation to government services. Since NGOs provide the bulk of social welfare services in South Africa, addressing the lack of trust and poor communication and accountability between NGOs and government departments is critical to improving services for victims. An evaluation of this relationship by the Department of Planning, Monitoring and Evaluation may provide a basis for improvement.<sup>1</sup>

Researchers pointed to the growing body of South African research that shows the severity of the problem of violence against children. A recent child participation study showed that South African children feel safer at school than they do at home.<sup>2</sup> In addition, the analysis of large, longitudinal datasets shows that there is a clear reciprocal relationship between poverty, inequality and violence; and that very few children born into conditions of poverty ever manage to transition out of poverty in their lifetime.<sup>3</sup> These findings highlight the importance of both an effective response to violence, and the need for long-term interventions to prevent violence.

While the INSPIRE package presents strategies for the prevention of violence against children, NGOs and



Since NGOs provide the bulk of social welfare services in South Africa, addressing the lack of trust and poor communication and accountability between NGOs and government departments is critical to improving services for victims

researchers emphasised the intersections between violence against women and children – saying that you cannot prevent the one without addressing the other. There is growing evidence, in South Africa and globally, that violence against women and children often occurs concurrently and shares many of the same risk factors. While it is necessary and important to understand and recognise the intersections between these forms of violence, women’s needs and children’s needs differ, as does their level of agency, and these should not be conflated.

An assessment of the responses to each of the seven INSPIRE strategies shows that:

- **Implementation and enforcement of laws:** There is a strong legislative and policy framework for responding to crime and violence, but little research to assess the effectiveness of the laws.
- **Norms and values:** Campaigns and communication strategies appear to dominate the work of government in relation to norms and values, while NGOs address harmful norms through individual and group-based programmes. There is very little research assessing the impact of communication strategies and campaigns, and very little evidence overall of what is required to effectively change norms that support the use of violence, or entrench gender inequality.
- **Safe environments:** A number of departments have strategies and programmes to increase physical and online safety. This is also the focus of

a substantial number of NGOs. Research by the HSRC, ISS and other research institutions provides data about area-based crime and violence.

- **Parent and caregiver support:** A substantial number of NGOs are delivering parenting support programmes across the country, many of which have been evaluated. There is a strong and growing evidence-base in relation to the effectiveness of these programmes. In addition, several government departments are addressing the need for parent and caregiver support.
- **Income and economic strengthening:** Government has a range of interventions and strategies to reduce poverty, including a social grant system. Research exists about the use and impact of social grants.
- **Response and support services:** All three sectors reported a number of activities, programmes, policies and research in relation to response and support services for victims of violence in South Africa. However, the demand for direct services to

victims and child perpetrators of violence currently far outstrips the existing capacity.

- **Education and life skills:** The Department of Basic Education is addressing the need for improved life skills training through the Life Orientation curriculum. NGOs offer a range of life skills programmes in communities and schools, but these are area-based and are not available in all provinces or areas.

Please see the table on page 17 for greater detail about programmes, policies, strategies, research and activities in relation to each of the seven strategies.

- 1 For more information, see the DPME's National Evaluation Plan 2018–19. [https://evaluations.dpme.gov.za/images/gallery/NEP%202018-19\\_2020%20-2021.pdf](https://evaluations.dpme.gov.za/images/gallery/NEP%202018-19_2020%20-2021.pdf)
- 2 Sabirah Adams, Shazly Savahl & Ferran Casas, 2016, The relationship between children's perceptions of the natural environment and their subjective well-being, *Children's Geographies*, 14:6, 641–655, DOI: 10.1080/14733285.2016.1157571
- 3 I Edelman, 2018, Lifting young people out of poverty: Factors that influence the transition, *Human Sciences Research Council Review*, (16)4, <http://www.hsrc.ac.za/en/research-outputs/view/9702>



# INSPIRE Children's Workshop

Twenty-two children between the ages of 13 and 17 (8 boys and 14 girls) were invited to participate in the INSPIRE children's workshop. Thirteen participants were recruited through Save the Children South Africa's (SCSA) child participation programming in Gauteng. Nine participants were Child Ambassadors from each of the provinces, including the President and Speaker of the Children's Parliament.

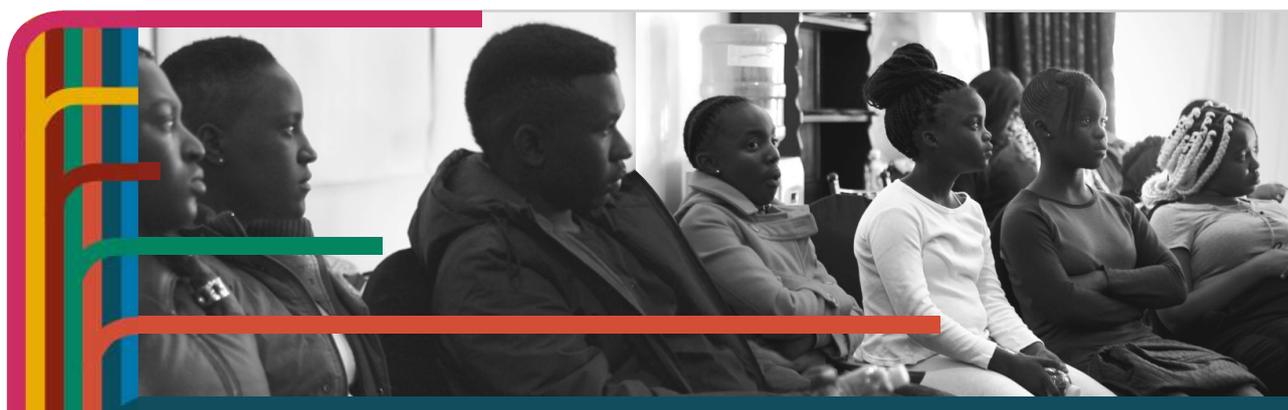
The Children's Ambassadors participate in and lead the Children's Parliament – an initiative partnered by the Nelson Mandela Children's Fund, SCSA and the Department of Social Development. Since it was inaugurated in 2011, the Children's Parliament has been held annually to celebrate former-President Nelson Mandela's values and commitment to the children of South Africa by giving children a platform to discuss issues that affect them. The Children's Workshop was also attended by three officials from the Department of Social Development, two of whom had social work experience. The children were able to pose direct questions to the Department of Social Development.

The workshop and programme were planned and facilitated in line with SCSA's child participation principles and in summary was:

- Collaborative, with an opening adult-initiated approach followed by shared decision-making between the facilitation team and the children

- Designed for children. Adult presence was kept to a minimum but adults were available for support and guidance during the process
- Facilitated in child-friendly environments and with appropriate working methods
- Transparent, informative, voluntary, relevant, respectful and inclusive
- Safe and sensitive to risk and supported by trained adults
- Comprised as diverse a range of children as possible, including children from different socio-economic groups, children living with disabilities, migrant children and children living in institutionalised care.

Children were introduced to the INSPIRE package, the different forms of violence children are exposed to, their rights and responsibilities, and a subsequent discussion around these topics was aligned with the South African Children's Manifesto 2019.



## Cultural and gender norms

Culture and gender norms were introduced into the discussion to delve deeper into the root causes of violence and how we could address these using the INSPIRE framework.

The first exercise was for each participant to imagine that they had awoken as the opposite gender and to contemplate the aspects of their lives that would change.

Children raised two issues at the start of this exercise:

1. That the boy-girl binary was not sufficiently nuanced to incorporate an understanding of LGBTQI+ issues (who were well represented in the group).

**“The community is here;  
you’ll just don’t know we’re here”**

2. That underlying cultural issues were not integrated into the exercise.

Together, the group reframed the exercise to ask: ‘imagine if you were to wake up with the cultural expectation of what it meant to be a boy/girl’.

Overwhelmingly, the girls in the group expressed either relief, joy or a sense of security at being a ‘boy’ in South Africa. Boys were seen to have more freedom in the form of later curfews and having fewer chores as well as having freedom of movement because they were believed to be more secure and able to protect themselves. In turn, the boys in the group expressed fear, sadness and anxiety at being a ‘girl’ in South Africa. Other opinions were also noted:

- One boy commented that although he recognised the challenges facing girls in society, he was proud of the strides that the women’s movement had made and would be glad to be a part of it.
- A second boy, with agreement from many of the girls in the group, expressed the pressure that boys and young men experience from expectations of being the provider and protector in their families.
- One girl expressed a sense of pressure to be a boy or a male in a society where women feared men and all men were seen as potential rapists; but also the general pressure and expectations of being the provider in a family.

**Boys must be tough,  
Girls just need to be pretty.  
Says who?**

*Did you know...the words ‘sex’ and ‘gender’ do not mean the same thing? When a baby is born, it is (usually) clear from its genitals whether it is a girl or a boy. That is a **sex difference**. Dressing a girl in pink and a boy in blue is a choice. That is a **gender difference**.*



**‘Sex’** refers to biological characteristics that men and women are born with e.g. men have more facial hair, women can breastfeed. These characteristics have not changed much in 200,000 years since the time of the first humans!

**‘Gender’** is not biological - girls and boys are not born knowing how they should look, dress, speak, behave, think or act. We are influenced by our families and friends as well as by our education and our culture, including the music we listen to, the films we watch and all the advertising we see on a daily basis. Society as a whole sends out messages about the characteristics and roles of girls and boys. Basically, society puts us all in ‘gender boxes’.



### FOOD FOR THOUGHT:

**BOYS** : If you woke up tomorrow and were a girl how would you feel? What aspects of your life would change?

**Girls** : If you woke up tomorrow and were a boy how would you feel? What aspects of your life would change?

“...as a male in society, there’s a lot of – not just freedom – but security as well. In the community you have a place, you have a role, there’s not anything that’s left to be decided, you’ve got a predetermined role. How you should behave, what your role in a family is, etc. etc. As a woman ... the difference is there, waking up as a male would be liberation and freedom versus as a female – terrified, loss.”

– A female participant in the INSPIRE Children’s Workshop



## Ideal environments

Small groups of participants were asked to imagine their ideal environment and represent it visually. Characteristics of an ideal environment, that would lead to prevention of violence against children, included:

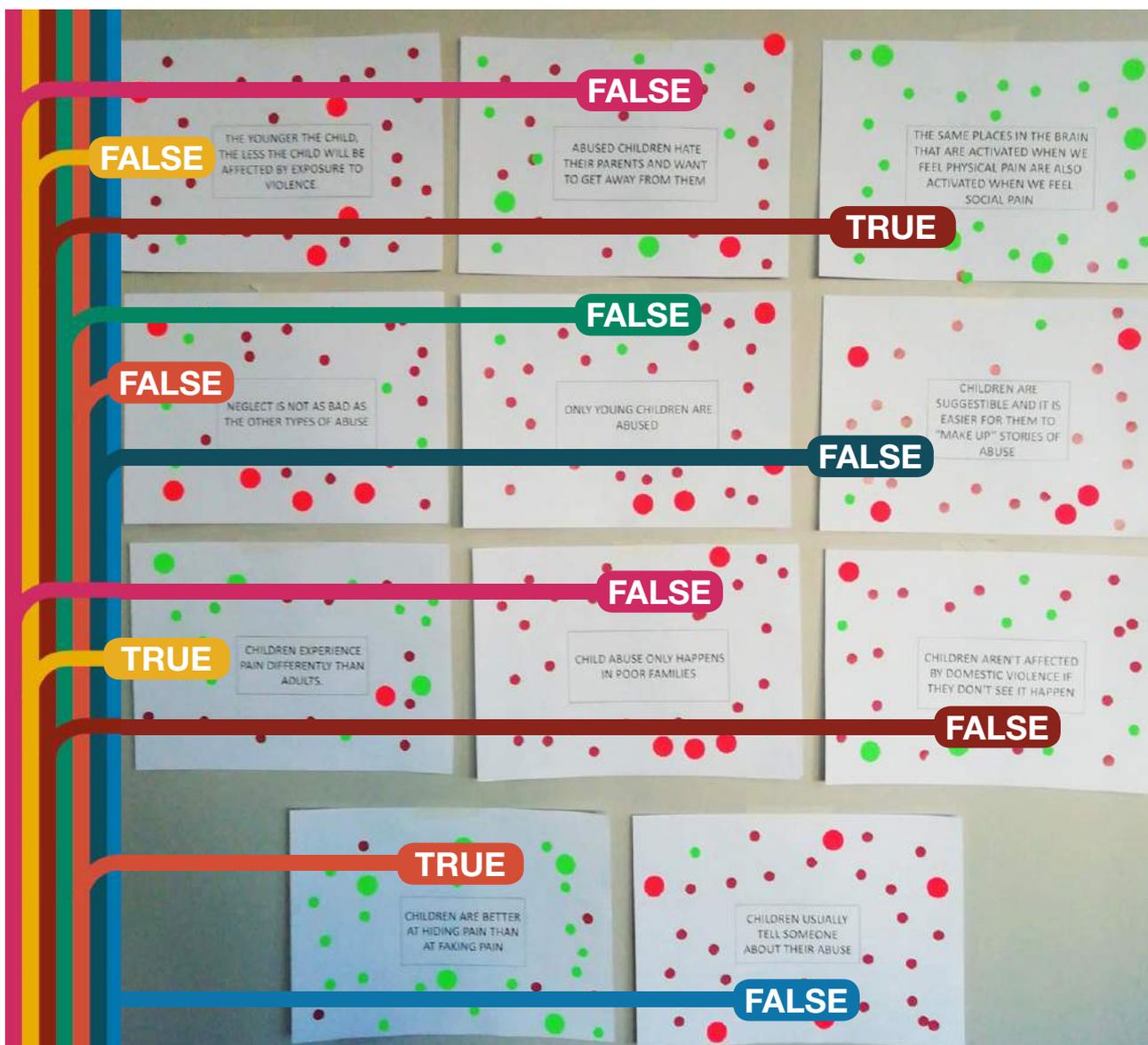
- Equality and diversity in schools, including children living with disabilities
- Protection of undocumented and migrant children and their rights
- Active participation in the community
- Children understanding their rights
- Acceptance of LGBTQI+ individuals in communities and faith-based organisations
- The ability for LGBTQI+ communities to be free to express themselves in all settings
- Sports and recreation facilities available for all children, and suitably tailored for children living with disabilities
- Schools free of weapons, bullying, alcohol and drugs



## Myths about violence against children

A set of statements were stuck on the wall and both children and adults in the room were asked to consider each statement and indicate – using green or red stickers – whether they thought the statement was true or false. The adults in the room used larger stickers. The statements and answers were then read out by individual volunteers and discussed.

This exercise enabled some children to share personal stories of violence and abuse. Afterwards the DSD Director of Child Protection, Neliswa Cekiso, expressed the group’s appreciation to those who shared their stories and reiterated that support was available on the premises for any of the workshop participants who needed it.



# What can be done using the INSPIRE framework?

Children were asked to consider what still needs to be done by children, society and the government to prevent violence against children.

WHAT CAN CHILDREN DO?	WHAT CAN SOCIETY DO?	WHAT CAN GOVERNMENT DO?
<p><b>I</b></p> <ul style="list-style-type: none"> <li>• Know your rights and responsibilities</li> <li>• Be active citizens in their communities</li> <li>• Be curious about our laws and legislation</li> <li>• Report violations of the law</li> <li>• Abide by the law</li> </ul>	<ul style="list-style-type: none"> <li>• Abide by the law</li> <li>• Push government to implement and enforce existing laws</li> </ul>	<ul style="list-style-type: none"> <li>• Ban adverts for alcohol on TV or enforce legislation that limit adverts to be shown only at appropriate times and include more substantial child-friendly messaging than they currently do</li> <li>• Impose taxes on businesses that have gender bias and unequal pay</li> <li>• Ensure non-discrimination of LGBTQI+ persons in the workplace and in communities</li> <li>• Consult children on all planning that involves children</li> <li>• Monitor progress on the laws in the Children's Act</li> <li>• Make ID checks compulsory at places that sell alcohol</li> </ul>
<p><b>N</b></p> <ul style="list-style-type: none"> <li>• Look at both masculine and feminine role models for inspiration</li> <li>• Stop bullying and picking on other children, especially regarding mannerisms and sexuality</li> <li>• Ignore societal stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Change social norms that promote the idea that 'boys don't cry and shouldn't express their feelings'</li> <li>• Re-think the importance of initiation schools and how they should be set up</li> <li>• Acknowledge and talk about the vulnerability of gay men and women in society – these individuals face a greater degree of hatred and violent reactions from society</li> <li>• There is a general feeling of an over-reliance on the government; children expressed a need for society and communities to be more active</li> </ul>	<ul style="list-style-type: none"> <li>• Ending corruption and waste in the government and promoting the values of public service</li> <li>• Monitor initiation schools</li> <li>• Educate communities on the rights of LGBTQI+ persons and their rights</li> <li>• Provide programmes at a national level for LGBTQI+ persons</li> </ul>

	WHAT CAN CHILDREN DO?	WHAT CAN SOCIETY DO?	WHAT CAN GOVERNMENT DO?
<b>N</b>		<ul style="list-style-type: none"> <li>• Remove the stigma that is associated with children who have been abused</li> <li>• Communicate better</li> <li>• Acknowledge same sex marriages and non-normative households</li> <li>• Destigmatise and desexualise same sex couples and LGBTQI+ persons</li> <li>• Create a better balance around 'women's work and men's work' in households</li> </ul>	
<b>S</b>	<ul style="list-style-type: none"> <li>• Children have a right to play and learn but they also have a responsibility to take care of the environments where they play and learn. If this environment is left damaged, the children that came after will not value it and this becomes a cycle.</li> <li>• Do not litter and vandalise the community – create clean and safe spaces</li> <li>• Avoid activities and areas that are dangerous</li> <li>• Play in groups</li> <li>• Report crime and people that make you feel unsafe in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Society should acknowledge where government is doing good work and understand that there are limited resources and the budget has to be allocated to many different needs. But they should also hold government to account for their responsibilities.</li> <li>• Better security measures in homes and communities – including streetlights, safe and clean parks</li> <li>• Increased community collaboration in the care of children</li> <li>• Help the government to make the environment conducive for children</li> <li>• Have more violence prevention campaigns and use social media to spread the campaigns</li> <li>• Create community watch groups</li> <li>• Stop exposing children to violence</li> <li>• Create more recreational activities to keep children out of trouble</li> <li>• March, protest and hold dialogues in the community to fight for the rights of children to safe environments to learn and play</li> <li>• Create more self-defense classes for community members, including children</li> </ul>	<ul style="list-style-type: none"> <li>• Security hired in schools often turns a blind eye to violence in school and participate in or enable children to abuse substances</li> <li>• Private security and police working together to ensure safety in schools</li> <li>• Greater SAPS presence in schools to reduce weapons, drugs and alcohol</li> <li>• Deploy councillors to schools to deal with issues of bullying</li> <li>• Build extra classrooms in overcrowded schools so that the school population is more manageable</li> <li>• Ensure that street lights work</li> <li>• Curb the sale of alcohol to children</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>• Children should respect and value their parents</li> <li>• Children should be open with their parents and communicate more</li> </ul>	<ul style="list-style-type: none"> <li>• Educate parents and caregivers on discipline, emotional availability and the developmental trajectory of children – including individual personalities</li> </ul>	<ul style="list-style-type: none"> <li>• More widespread national parenting programmes that educate parents on the different ways to deal with their children and what it means to be a parent</li> </ul>

WHAT CAN CHILDREN DO?	WHAT CAN SOCIETY DO?	WHAT CAN GOVERNMENT DO?
<b>P</b> <ul style="list-style-type: none"> <li>Assist with chores around the house to reduce the stress that parents may be under</li> </ul>	<ul style="list-style-type: none"> <li>Educate parents on how to support children</li> <li>School governing bodies should consult with children</li> <li>Communities should be more caring towards children living around them; report when they see a child who is in need and hold other parents accountable for their actions</li> <li>Hold clubs or programmes for people who are abusive towards children or lose their temper easily</li> <li>Promote the values of good parental care</li> </ul>	<ul style="list-style-type: none"> <li>Creating government-community groups that deal with ways to end violence against children</li> <li>Remove children who have been abused by their parents and ensure that they are placed in safe and loving environments</li> </ul>
<b>I</b> <ul style="list-style-type: none"> <li>Participate actively in the IDP and other community-level budgeting</li> <li>Gain financial knowledge so that they can be productive citizens in future</li> <li>Seek information, accept information when it is given and use it; particularly on the resources that society and government provide for their safety and protection</li> <li>School representatives should be actively involved in the use of money in the school</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in the IDP and other community-level budgeting</li> <li>Set good examples on how money should be used and saved</li> </ul>	<ul style="list-style-type: none"> <li>Increase the child support grant but have a monitoring mechanism in place to ensure that the funds are used in the best interest of the child</li> <li>Implement programmes that teach children how to use money</li> <li>Include children in the budgeting and planning of the NDP and IDP and ensure that budgeting is carried out as planned</li> <li>School representatives should be actively involved in management of school budgets</li> </ul>
<b>R</b> <ul style="list-style-type: none"> <li>Be brave, speak to people you can trust</li> <li>Make parents and government aware of the support and services that children require</li> <li>Make your need for counselling known</li> </ul>	<ul style="list-style-type: none"> <li>Society should be more supportive of families and children who are vulnerable</li> <li>Do away with the idea that children don't have problems and therefore don't need therapy</li> <li>Ensure that children in your own communities have food and shelter</li> <li>Recognition of children – and families – who are migrants or undocumented and their rights in the community</li> </ul>	<ul style="list-style-type: none"> <li>Improve service delivery which is very slow in most communities</li> <li>Encourage active policing</li> <li>Invest money raised from sin tax into rehabilitation and therapy services for children</li> <li>Extend the emotional support available in schools so that every child is spoken to at least once a year</li> <li>Increase the number of social workers in schools</li> <li>Increase the scale, visibility and funding for programmes that support children</li> <li>Include service directories in every school</li> <li>Services and support for undocumented and migrant children</li> </ul>

WHAT CAN CHILDREN DO?	WHAT CAN SOCIETY DO?	WHAT CAN GOVERNMENT DO?
<p><b>E</b></p> <ul style="list-style-type: none"> <li>Engage in child-led campaigns to educate the public on violence against children and how to prevent it</li> <li>Participate in the school code of conduct</li> <li>Be responsible for your school, treat it with respect</li> <li>Cooperate with your parents, teachers and the government</li> <li>Children have the right to education but they have the responsibility to attend schools, participate and behave accordingly</li> <li>Create groups in schools and among peers to support each other</li> <li>Peaceful protests to educate society and raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>Work with schools to ensure that children have quality education e.g. attend and raise issues at ward meetings</li> <li>Acknowledge the great influence that TV has on children and create child-friendly adverts</li> <li>Be more open to how sexuality is discussed and taught so that children understand the issues; this will also help reduce unintended pregnancies and intimate-partner violence in relationships between young people</li> <li>Acknowledge that all children are different and have different academic potential; that academic learning is just one part of life and children have different talents and individual traits. These should be nurtured and all-round development should be taught to parents</li> </ul>	<ul style="list-style-type: none"> <li>Education quality needs to be raised in some areas and standardised for all children</li> <li>Community and safety forums mandated in schools</li> <li>Make sure there are adequate feeding schemes in schools</li> <li>Integrate consultative sessions into the curriculum so that teachers and other staff have regular contact with children and are able to have discussions around their needs and issues</li> <li>Implement qualification requirements in life coaching and comprehensive sexual and reproductive health education (including LGBTQI+ issues) for Life Orientation educators</li> <li>Consult children in anything that concerns them</li> <li>Intervene directly in schools to monitor that teachers are doing their jobs properly</li> <li>Incorporate 'sports and recreation' into the curriculum so that it becomes mandatory and all schools will be required to provide their resources</li> </ul>

The Children's Workshop ended with the Department of Social Development's Director for Child Protection handing out backpacks as a token of appreciation for their participation in the workshop. As each child came up to collect their backpack, the group was invited to express any words of appreciation or 'something you like' about that person. This was a cathartic way to end the session and, given the heaviness and sensitivity of the topic, lightened the mood for the group. The children were given contact details for people and organisations that they could contact should any uncomfortable feeling be triggered through the workshop.



**INSPIRE** Seven Strategies for Ending Violence against Children

**IMPLEMENTATION AND ENFORCEMENT OF LAWS**

- Laws forming violent punishment of children by parents, teachers or other caregivers
- Laws that make sexual abuse and exploitation of children illegal
- Laws that prevent alcohol misuse
- Laws that prevent young people from accessing firearms and other weapons

What can children do?      What can society do?      What can our government do?

**INSPIRE** Seven Strategies for Ending Violence against Children

**NORMS AND VALUES**

- Changing harmful gender and social norms in society
- By-stander interventions – interventions that teach us what we should do if we see something we know is wrong
- Programmes in the community that promote positive norms and values

What can children do?      What can society do?      What can our government do?

**INSPIRE** Seven Strategies for Ending Violence against Children

**SAFE ENVIRONMENTS**

- Reducing violence by addressing "hotspots" or areas where violence is common
- Stopping the spread of violence
- Improving the environments where children spend their free time

What can children do?      What can society do?      What can our government do?

**INSPIRE** Seven Strategies for Ending Violence against Children

**PARENT AND CAREGIVER SUPPORT**

- Helping parents in their homes
- Helping parents in their communities
- Supporting parents to care for their children

What can children do?      What can society do?      What can our government do?

**INSPIRE** Seven Strategies for Ending Violence against Children

**INCOME AND ECONOMIC STRENGTHENING**

- Cash transfers and grants
- Education on how to save and be financially responsible
- Gender equity interventions

What can children do?      What can society do?      What can our government do?

**INSPIRE** Seven Strategies for Ending Violence against Children

**RESPONSE AND SUPPORT SERVICES**

- Counselling and therapy
- Screening to find children and families who need help and providing support to those families
- Treatment programmes for juvenile offenders in the criminal justice system
- Social welfare services

What can children do?      What can society do?      What can our government do?



**INSPIRE** Seven Strategies for Ending Violence against Children

**EDUCATION AND LIFE SKILLS**

- Increase enrolment in preschool, primary and secondary schools
- Making the school environment safe
- Life and social skills training
- Improve children's knowledge about sexual abuse and how to protect themselves against it
- Adolescent internet partner violence prevention programmes

What can children do?      What can society do?      What can our government do?

# Gaps and shortcomings

The following is a brief summary of the key gaps and shortcomings identified at all four workshops by participants in relation to each of the INSPIRE strategies

- The **absence of a clear and coherent national strategy** that is effectively communicated and supported by government departments, NGOs and the research community hampers progress. Government departments expressed the need for a centre of authority that can provide leadership, bring coherence and enable co-ordination between departments. Government departments feel as though they are in competition with each other, rather than complementing each other, particularly as far as the response to gender-based violence is concerned and expressed a need to clarify the roles and responsibilities of departments. NGOs and the research community expressed similar concerns within their own sectors, where competition for resources hampers cooperation and coordination.
  - Researchers acknowledged the lack of **coherence and coordination of research** relevant to the INSPIRE strategies and pointed to a particular lack of knowledge about what is required to effectively change harmful norms. The need for implementation research to better inform practice was highlighted.
  - **Vicarious trauma** experienced by frontline service providers in government and the NGO sector, and more indirectly for researchers, is not sufficiently recognised or addressed. Teachers, in particular, need additional training and support to non-violently manage conduct problems and aggressive and violent behaviour in schools.
  - There is a critical shortage of **therapeutic services** for victims, and for child perpetrators of violence. Services are not sufficiently coordinated and there is a significant weakness in referral systems. These problems are exacerbated by an inability of NGOs or government departments to hold each other to account. There is a particular shortage of services for young boys who fall victim to violence.
  - NGOs **struggle to develop and use monitoring and evaluation tools and frameworks** and that makes it difficult for them to report on and track their progress.
  - Children felt that **violence against men has been sidelined**. This, they said, is a result of a gender bias in who society believes should be protected. This has resulted in men – especially young men and boys – having the violence directed against them underestimated and overlooked. Young boys are often considered ‘men’ and treated as such.
- “In today’s society men are held accountable for rules and behaviour that was encouraged by many ... men years ago who are already deceased”
- A female participant in the INSPIRE Children’s Workshop
- **Programmes for LGBTQI+ children** and adults seem to be concentrated in some areas and are not available in many places.
  - There are child representatives in the national Children’s Parliament and at the Provincial level. **Provincial structures, which include junior mayors and junior councillors, are invisible at local level in communities.**
  - Children repeatedly emphasised the **lack of regular contact with, and availability of, a trained counsellor or therapist** at schools and other places where they gather regularly. Children felt that their emotional needs and mental health was often overlooked and that society did not take children’s need for therapy and counselling (emotional support) seriously.

# Mapping progress on the INSPIRE strategies

This table is a consolidated list of activities, programmes, strategies and research undertaken in relation to the seven strategies of the INSPIRE framework, as shared by participants in the three workshops.

Participants shared information about what their own organisations and institutions have done, or are doing, as well as information about what is being done by others. It is not, however an exhaustive list

and there may well be omissions. It does however provide a strong basis from which to develop a more comprehensive overview of the country's response to the INSPIRE framework.

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
<b>Implementation and enforcement of laws</b> 	<b>Department of Basic Education</b> <ul style="list-style-type: none"> <li>The DBE is responsible for overseeing the implementation of the National School Safety Framework at school-level across the country</li> <li>DBE has developed Protocols on the prohibition of corporal punishment and on responses to sexual offending</li> <li>Under the Protocol for the Management and Reporting of Sexual Violence in schools, the DBE will actively investigate and respond to allegations of sexual assault by learners, educators, school support staff and officials in the Basic Education Sector</li> <li>The DBE's policy on HIV, STIs and TB will be applied</li> </ul>	<b>Teddy Bear Clinic</b> <ul style="list-style-type: none"> <li>Undertakes advocacy and provides child protection services</li> </ul> <b>Jelly Beanz</b> <ul style="list-style-type: none"> <li>Jelly Beanz and the Centre for Child Law at the University of Pretoria provide training for child protection practitioners</li> </ul> <b>Centre for Child Law</b> <ul style="list-style-type: none"> <li>Undertakes strategic litigation to strengthen child protection and the realisation of child rights</li> </ul> <b>Children's Institute</b> <ul style="list-style-type: none"> <li>Undertakes advocacy to support a ban on corporal punishment and to strengthen the Children's Act (it's implementation and reform)</li> <li>Provides training on Child Protection law to social workers and relevant professionals</li> </ul>	<b>SARChI Chair in Development of Human Capabilities and Social Cohesion Through the Family</b> <p>Based in the Child and Family Studies Programme at the University of Western Cape, the SARChI Chair is currently analysing and exploring the legislation related to human capabilities and social cohesion with a focus on the family.</p> <b>Department of Performance Monitoring and Evaluation</b> <p>Has undertaken a diagnostic review of the state's response to violence against women and children, and has developed an improvement plan for the Department of Social Development.</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p>in a manner that is sensitive and responsive to the vulnerabilities of learners – particularly those of the girl-child – to gender-based violence and any kind of abuse</p> <p><b>Department of Social Development</b></p> <ul style="list-style-type: none"> <li>• DSD is responsible for the Children’s Act (and amendments)</li> <li>• The DSD’s Child care and Protection Policy is almost finalised</li> <li>• DSD is responsible for the Social Crime Prevention strategy</li> <li>• DSD is involved in the National Strategy Framework on HIV/AIDS</li> </ul> <p><b>South African Law Reform Commission</b></p> <p>The South African Law Reform Commission has published a discussion document on Sexual Offences: Pornography and Children for comment which proposes amendments to the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 and the Films and Publications Act 65 of 1996. The discussion paper reviews the fragmented legislative framework regulating children’s exposure to pornography and the need for law reform in the areas of access to or exposure to pornography by children; creation and distribution of child pornography (referred to as child sexual abuse material); grooming and sexual contact crimes against children; consensual self-generation of child sexual abuse material and evaluates and makes</p>	<p><b>Sonke Gender Justice</b></p> <p>Sonke undertakes advocacy on the following:</p> <ul style="list-style-type: none"> <li>• Prevention of corporal punishment</li> <li>• Local government action for violence prevention (VP) and gender-based violence (GBV)</li> <li>• Parental leave (most specifically paternal leave)</li> <li>• Laws around sex work and traditional court laws</li> </ul> <p><b>NACCW</b></p> <ul style="list-style-type: none"> <li>• Undertakes advocacy</li> <li>• Provides training for Child and Youth Care Workers</li> <li>• Advocacy for law reform (though Children’s Act Civil Society engagement)</li> <li>• Ensure laws upheld through stakeholder engagements and advocacy according to the Constitution of South Africa (e.g. ensure a child is enrolled in school even if they do not have citizenship documentation)</li> </ul> <p><b>Masifunde</b></p> <ul style="list-style-type: none"> <li>• Masifunde trains teachers on how to use the National School Safety Framework (Port Elizabeth, Eastern Cape)</li> </ul> <p><b>Gun Free South Africa</b></p> <ul style="list-style-type: none"> <li>• Monitors and reports on the enforcement of the Firearm Control Act</li> </ul>	<p><b>Human Sciences Research Council</b></p> <p>Has undertaken research on the potential and limitations of point-level crime data for analysis and crime prevention. This includes correlating point-level crime state from police stations in the Western Cape to assess the spatial relationship between informal alcohol outlets and crime hotspots. This relates to the enforcement of legislations around the sale of alcohol at unlicensed outlets.</p> <p><i>I Edelstein and R Arnott (2019, in press). Institute for Security Studies Policy Brief, April 2019.</i></p> <p><b>Children’s Institute</b></p> <p>The CI is currently undertaking an evaluation of the Child Death Review to inform improved accountability in service systems and the criminal justice system.</p> <p><b>University of the Western Cape</b></p> <p><u><a href="#">Legislative response to family violence in South Africa: A family centered perspective.</a></u></p> <p>A review of the legislation used to address family violence in South Africa, from a family-centered perspective has been undertaken by the University of the Western Cape.</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p>proposals with regard to implementation, investigation, procedure and sentencing. The proposals are aimed at addressing sexual violence and the risk thereof by and against children as a result of exposure to pornography and child sexual abuse material.</p> <p><b>Civilian Secretariat of Police</b></p> <ul style="list-style-type: none"> <li>• Responsible for the co-ordination of the Sexual Offences and Related Matters Act</li> <li>• Has developed a policy on the reporting of sexual violence</li> <li>• Is the custodian of the White Paper on Safety and Security</li> </ul> <p><b>Department of Health</b></p> <ul style="list-style-type: none"> <li>• Key department in the implementation of the National Integrated Policy on Early Childhood Development (ECD)</li> <li>• Custodian of the national mental health policy</li> <li>• Has a developed a national training curriculum for sexual assault management for doctors and nurses</li> </ul> <p><b>South African Police Service</b></p> <p>The SAPS is responsible for the implementation of the</p> <ul style="list-style-type: none"> <li>• Domestic Violence Act 116 of 1998</li> <li>• Child Justice Act 75 of 2008</li> <li>• Firearms Control Act 60 of 2000</li> </ul> <p>A number of national instructions for SAPS members are intended to</p>		

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p>improve police responses to victims. These include:</p> <ul style="list-style-type: none"> <li>• National instruction on victim empowerment which is intended to improve police response to victims</li> <li>• National instruction on domestic violence</li> <li>• National instruction on children in need of care and protection</li> <li>• National instruction for child offenders</li> <li>• National instruction on crime standards</li> <li>• National instruction on domestic violence (with SAPS)</li> <li>• National instruction on gender-based violence</li> </ul> <p>The SAPS has also developed Standard Operating Procedures to deal with vulnerable children, including unaccompanied minors and street children.</p> <p><b>Western Cape Government</b></p> <p>There are integrated provincial strategies on:</p> <ul style="list-style-type: none"> <li>• Guns</li> <li>• Youth development strategy</li> <li>• Alcohol harms reduction</li> </ul> <p>The Western Cape also has a well-developed First 1 000 days initiative.</p>		
<p>Norms and values</p> 	<p><b>Department of Health</b></p> <ul style="list-style-type: none"> <li>• Has an advocacy and social mobilisation strategy that sets out what needs to be communicated at community level about health issues. This includes a communication strategy.</li> </ul>	<p><b>Phaphama Initiatives</b></p> <p>In Gauteng, Limpopo and the Free State:</p> <ul style="list-style-type: none"> <li>• Youth Mentorship Programme (YMP) on school premises and organised by youth groups. YMP contains skills from the Alternative to</li> </ul>	<p><b>SA Medical Research Council</b></p> <p>The MRC's What Works to Prevent Violence against Women and Girls programme includes research to assess programmes to transform gender norms and norms</p>

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	<ul style="list-style-type: none"> <li>• Youth Zones focus on the needs of young people at clinics and provides a package</li> <li>• A funded ‘16 Days of Activism’ programme</li> <li>• A variety of campaigns dedicated to raising awareness regarding gender-based violence</li> <li>• ACSM – community communication strategy themes and campaigns. A number of these have been held: <ul style="list-style-type: none"> <li>– Youth Zones: children engaging with each other on sexual violence and GBV</li> <li>– She Conquers: meeting amongst young people, for young people</li> <li>– Rise Young People - campaign in partnership with Soul City</li> <li>– Course for health workers on Empathetic Skills Training</li> </ul> </li> </ul> <p><b>South African Police Service</b></p> <p>Crime awareness raising campaigns and programmes. These have a very strong focus on encouraging reporting:</p> <ul style="list-style-type: none"> <li>• Campaigns such as: 16 Days of Activism, Child Protection, Children’s Day, etc</li> <li>• Work with Community Policing Forums to mobilise communities</li> <li>• Youth Desks</li> <li>• Implementation protocol for schools to be free from violence</li> <li>• Imbizos</li> </ul>	<p>Violence Programme (AVP), Gender Reconciliation and Life Coaching</p> <ul style="list-style-type: none"> <li>• Building of Peace Clubs through YMP by fostering collaboration between schools and communities</li> <li>• YMP for inmates and parolees (including juvenile offenders) in correctional facilities</li> <li>• Additional Gender Reconciliation and AVP workshops</li> </ul> <p><b>The Parent Centre</b></p> <p>The parent and caregiver support programmes address societal norms and values in their design.</p> <p><b>Masifunde</b></p> <p>Youth for Safer Communities (YSC). Children are trained to become facilitators. They learn principles and values that change norms with an adaption to a violence prevention approach.</p> <p><b>James House</b></p> <p>The Best Programme, evaluated in 2016, with an upcoming evaluation to be done in 2019/20, addresses norms and values with adolescents. The aim is to encourage equal gender relations. Home visits delivered by facilitators speak to roles of family members, equality, acceptable vs. unacceptable behaviours, etc.</p> <p><b>GIZ</b></p> <p>Host engagements where government and civil society engage on gender relations and violence prevention.</p>	<p><b>SA Medical Research Council</b></p> <p>The MRC’s <u>What Works to Prevent Violence against Women and Girls</u> programme includes research to assess programmes to transform gender norms and norms which support the use of violence. These include <u>Stepping Stones</u> and <u>Creating Futures</u>, both have been evaluated.</p> <p><b>Social Norms Evidence Review:</b></p> <p><a href="https://whatworks.co.za/documents/publications/165-social-norms-evidence-brief-website">https://whatworks.co.za/documents/publications/165-social-norms-evidence-brief-website</a></p> <p><b>Sonke Gender Justice</b></p> <p>Sonke Change is undertaking a <u>randomised controlled trial in Diepsloot</u> (Gauteng) to assess an intervention to change harmful gender norms amongst men.</p> <p>The trial has since found that social norm change is not effective when working with hyper-violent men, more intensive prevention work is necessary for this group.</p> <p><b>Published research studies</b></p> <p><b>University of British Columbia, University of Witwatersrand, South African Medical Research Council, Project Empower, University of KwaZulu-Natal</b></p> <p><u>Gender role conflict and sexual health and relationship practices amongst young men living in urban informal settlements in South Africa</u>: assesses how young men’s gender role conflicts are related to intimate partner violence</p>

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	<p><b>Western Cape Government</b> Anti-bullying campaign.</p> <p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>All school curriculum documents are guided by a set of values for the teaching of all subjects. This is because values are a good driver for learning. If the lesson and content of a class have values and align with societal values, children learn better</li> <li>GEMS (Girls' empowerment movements) and BEMS (Boys' empowerment movements)</li> <li>Teacher training and development – understanding that teachers are duty barriers of children's rights</li> </ul>	<p><b>Sonke Gender Justice</b></p> <ul style="list-style-type: none"> <li>Mencare fatherhood media campaign</li> <li>In partnership with UNICEF, Save the Children and Department of Social Development, Sonke advocates for positive discipline</li> <li>RCT in Bushbuck Ridge on the One Man Can programme</li> <li>Through their change process, Sonke delivers violence prevention programmes in Diepsloot</li> <li>Sonke has 50 community action teams which focus on violence prevention and GBV (Eastern Cape)</li> <li>Working with religious leaders on violence prevention initiatives</li> <li>Using sports (such as soccer) to disrupt gender norms</li> </ul> <p><b>Gun Free South Africa</b></p> <p>Specifically, in Alexandra, Johannesburg:</p> <ul style="list-style-type: none"> <li>Youth violence prevention project</li> <li>Working with sports clubs to encourage children in Alexandra to partake in sports. This was an initiative put together to discourage children from joining gangs</li> </ul> <p><b>NACCW</b></p> <ul style="list-style-type: none"> <li>Themed one-on-one and group dialogues in homes, schools and Safe Parks on harmful gender and social norms</li> <li>Soap Box activities: Child/ Youth Dialogues</li> </ul>	<p><b>South African Medical Research Council, University of KwaZulu-Natal</b></p> <p><u>Exploring young women's constructions of love and strategies to navigate violent relationships in South African informal settlements</u>: explores young women's experiences and constructions of love relationships and intimate partner violence.</p> <p><b>University of KwaZulu-Natal, South African Medical Research Council, Project Empower</b></p> <p><u>Associations between poverty, mental health and substance use, gender power, and intimate partner violence amongst young (18–30) women and men in urban informal settlements in South Africa: A cross-sectional study and structural equation model</u>: explores how poverty and gender norms intersect to influence intimate partner violence</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
<p><b>Safe environments</b></p> 	<p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>• Building of child-sensitive firewalls in all content (online and offline)</li> <li>• The DBE is creating safe hubs for children</li> </ul> <p><b>Department of Justice</b></p> <p>The discussion document on Sexual Offences: Pornography and Children makes a number of proposals aimed at ensuring a safe online environment for children and ensuring that children do not have access to pornography. It also proposes that age-restrictions for films and television programmes be translated into all official languages.</p> <p><b>South African Police Service</b></p> <ul style="list-style-type: none"> <li>• Community outreach which allow safety to be established through discussions of hotspots</li> <li>• Radio Alerts – alerting about hotspots</li> <li>• Sector policing</li> <li>• Street neighbourhood watches (in partnership with CPFs)</li> <li>• Liquor control</li> <li>• Safe Cities initiative</li> <li>• Safe houses (along routes where children travel to and from school)</li> </ul> <p><b>Department of Social Development</b></p> <ul style="list-style-type: none"> <li>• Child protection week (which has now been extended to 365 days)</li> <li>• Training religious and community leaders</li> </ul>	<p><b>Sonke Gender Justice</b></p> <p>Sonke supports community action teams to work with taverns and shebeens to encourage responsible drinking.</p> <p><b>NACCW</b></p> <p>NACCW oversees and enables the establishment and maintenance of ISIBINDI safe parks. These are being replicated in schools.</p> <p>In addition NACCW is:</p> <ul style="list-style-type: none"> <li>• Creating formal and informal Safe Parks in communities</li> <li>• Creating child and youth-friendly safe spaces in schools</li> <li>• Supporting families to develop food gardens</li> <li>• Creating Green Teams (groups of children that are involved in local ‘greening activities’)</li> </ul> <p><b>Masifunde/GIZ</b></p> <ul style="list-style-type: none"> <li>• Violence and crime prevention, GBV work in eThekweni and Gauteng</li> <li>• Safe City programme (Eastern Cape). Masifunde helps the municipality to create safe spaces for children</li> <li>• Safer Spaces digital platform where people are able to digitally share information on safety</li> <li>• Change-maker academies facilitate safe spaces for people who are different to ensure inclusivity and ensure children think in a non-violent manner</li> </ul> <p><b>Lefika La Phodiso</b></p> <ul style="list-style-type: none"> <li>• After-school programmes offered by community art counsellors in an open studio. Children are encouraged to use art in a therapeutic way. The school</li> </ul>	<p><b>SARChI Chair in Development of Human Capabilities and Social Cohesion Through the Family:</b></p> <ul style="list-style-type: none"> <li>• Parent strategies to ensure the health and well-being of children younger than 18 years in adverse environments</li> <li>• Exploring the human capabilities of families in adverse environments in relation to human development and wellbeing</li> <li>• Exploring the cohesion in adverse communities in relation to human development and wellbeing</li> </ul> <p><b>Human Sciences Research Council</b></p> <ul style="list-style-type: none"> <li>• Violence hotspots: exploring how these locations change over time and if so, is the concept of a violence ‘hotspot’ accurate. (I Edelstein and R Arnott, [2019, in press], The Potential and Limitations of Point-level Crime data for Analysis and Crime Prevention, Institute for Security Studies Policy Brief, April 2019.)</li> <li>• Spatial relationships between school locations and incidents of sexual violence; the proximity of schools to incidents of sexual violence is correlated</li> </ul> <p><b>UNICEF and Childsafe</b></p> <p>Learner transport and safety: The project uses evidence-based research to</p> <ol style="list-style-type: none"> <li>understand the current status quo of child road injuries;</li> <li>determine the high-risk areas in the country and</li> <li>recommend education, enforcement, engineering and</li> </ol>

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	<p><b>Western Cape Government</b></p> <ul style="list-style-type: none"> <li>• Funding of religious institutions for holiday programmes to children in communities</li> <li>• Funds Community-Policing Forums</li> </ul>	<p>holiday programme offers an invaluable continuum of support for the children. A nutritious meal is provided to the children before and after every programme</p> <ul style="list-style-type: none"> <li>• Safe spaces are established creatively – through art and drama clubs; these also act as internship sites for the Community Art Counselling trainees</li> <li>• Training of mental health professionals, educators, post-matric students, artists and community workers in the NQF Level 5 HWSETA Community Art Counselling (CAC) course to create safe spaces through art</li> <li>• National dialogues held in Mpumalanga, Western Cape, Eastern Cape and Limpopo in collaboration with the Department of Women. The national dialogue programme used visual community mapping and the implementation of CAC in these communities</li> </ul> <p><b>James House</b></p> <p>Afterschool programmes. Here volunteers teach children drumming, yoga, digital skills etc. This promotes children’s stimulation and encourages them to create close bonds with each other and facilitators. In these settings, children often offer information about their home life.</p> <p><b>Catholic Institute of Education</b></p> <p>The <u>Catholic Institute of Education</u> offers a range of services on children’s safety, health and wellbeing to its network of 1 000 schools.</p>	<p>policy interventions that will keep children, aged 0–17, safer on the road.</p> <p><a href="https://www.childsafe.org.za/unicef.htm">https://www.childsafe.org.za/unicef.htm</a></p> <p><b>Institute for Security Studies</b></p> <p>Has provided the DBE with maps that show all the schools located in the 50 most violent areas (as determined by homicide rates).</p> <p><b>Published research studies</b></p> <p><b>University of the Western Cape</b></p> <p><u>The relationship between children’s perceptions of the natural environment and their subjective well-being:</u> Research exploring children’s subjective feeling of well-being in various circumstances, including the home and school settings</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p><b>Gun Free South Africa</b></p> <p>Gun-free zones have been started at schools in Alexandra and are aimed at expanding into wider communities to ensure gun-free areas.</p>	
<p><b>Parent and caregiver support</b></p> 	<p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>• Programme on positive discipline</li> <li>• Collaborations with Teachers Unions</li> <li>• Support to Childline</li> <li>• Support to Lifeline underway to see how to encourage interest around parenting</li> </ul> <p><b>Department of Social Development</b></p> <p>Community-based programmes (such as ISIBINDI, etc.).</p> <p><b>Department of Health, Western Cape</b></p> <ul style="list-style-type: none"> <li>• National side-by-side health book</li> <li>• Parent and caregiver support package</li> <li>• Partnerships with NGOs on the first 1 000 days</li> </ul>	<p><b>The Parent Centre</b></p> <p>The Parent Centre focuses on providing parents and caregivers with psychosocial support, parenting information and skills. Programmes include:</p> <ul style="list-style-type: none"> <li>• Thula Sana Home Visiting Programme developed by The Parent Centre &amp; local and international researchers. RCT test showed the programme has significant impact on the quality of mother-infant relationship and security of infant attachment</li> <li>• Teen Parenting Skills Programme – an evaluated parenting and life skills programme for teenage parents and caregivers raising biological children and siblings</li> <li>• Positive Parenting Skills Training – parenting skills training for parents of children of all ages</li> <li>• Fatherhood Training – an evaluated programme which encourages positive father-child relationships</li> <li>• Parent Support Groups</li> <li>• Parenting Counselling – individual counselling focusing specifically on parenting challenges</li> </ul> <p><b>Mikhulu Trust</b></p> <p>The <u>Booksharing programme</u> teaches caregivers how to have positive engagement with their children using wordless</p>	<p><b>University of Western Cape</b></p> <p>Exploring the approach of older fathers recruited to mentor teenage fathers.</p> <p><b>SA Medical Research Council</b></p> <p>Suite of parenting programmes developed through participatory methods.</p> <p><a href="http://www.samrc.ac.za/intramural-research-units/GenderHealth-WhatWorks">http://www.samrc.ac.za/intramural-research-units/GenderHealth-WhatWorks</a></p> <p><b>Sonke Gender Justice</b></p> <p>Working with Child and Youth Care Workers to engage men nationally; working specifically with the Free State Department of Social Development to institutionalise this into their provincial plans.</p> <p><a href="https://genderjustice.org.za/news-item/men-and-boys-must-take-action-to-end-gender-based-violence/">https://genderjustice.org.za/news-item/men-and-boys-must-take-action-to-end-gender-based-violence/</a></p> <p><b>Sonke Gender Justice and Human Sciences Research Council</b></p> <p><b>State of South Africa's Fathers</b></p> <p>This report introduces the history of fatherhood research in South Africa, and of key moments about fatherhood in the country to date. The report explicitly uses an appreciative approach to document the importance of fatherhood for children, families, and society by focusing on positive examples, and gives an opportunity for new voices to join the community of</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p>picture books. The programme has been evaluated and has been shown to increase positive interactions between children and caregivers, increase infant's vocabulary and attention span. The intervention is the focus of a number of implementation research studies in South Africa. Mikhulu Trust trains organisations to deliver the programme.</p> <p><b>James House</b></p> <p>Runs fathers' groups where fathers are encouraged to engage in conversations related to fatherhood, challenges, the home and responsibilities. A similar group is run for non-biological parents.</p> <p><b>Lefika La Phodiso</b></p> <p>At the end of each term, parent support groups are hosted. Lefika takes parents through the activities and processes that their children go through, parents get feedback about their children and community art counsellors are able to hear from parents about the children's behaviour at home.</p> <p><b>The Seven Passes Initiative</b></p> <p>Delivers all four Parenting for Lifelong Health parenting programmes in a community in the Western Cape.</p> <p><b>Sonke Gender Justice</b></p> <p>Programme P – involves fathers in child care. An RCT was tested in Rwanda and found the programme to reduce violence against women and children.</p> <ul style="list-style-type: none"> <li>• An adaption was implemented in the Western Cape and focused on</li> </ul>	<p>researchers, activists and others working on fatherhood.</p> <p><a href="https://genderjustice.org.za/publication/state-of-south-africas-fathers-2018/">https://genderjustice.org.za/publication/state-of-south-africas-fathers-2018/</a></p> <p><b>NACCW</b></p> <p>Together with UNICEF, conducting research on strengthening families.</p> <p><b>Published research studies</b></p> <p>A number of articles have been published on Parenting for Lifelong Health (PLH), which is a suite of evidence-informed parenting interventions that use social learning and parent management training principles to reduce the risk of child maltreatment within families and improve parent-child relationships. All four programmes have been evaluated through randomised-controlled trials in South Africa:</p> <p><a href="#">Parenting for lifelong health: from South Africa to other low- and middle-income countries.</a></p> <p><a href="#">Process evaluation of a parenting program for low-income families in South Africa.</a></p> <p><a href="#">Randomized controlled trial of a parenting program to reduce the risk of child maltreatment in South Africa.</a></p> <p><a href="https://www.who.int/violence_injury_prevention/violence/child/plh_timeline/en/">https://www.who.int/violence_injury_prevention/violence/child/plh_timeline/en/</a></p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p>working with child care workers</p> <ul style="list-style-type: none"> <li>• NACCW, supported by UNICEF, is working in partnership with Sonke to support child and youth care workers to reach fathers better</li> <li>• Has an element that focuses on women economic empowerment</li> </ul> <p>DSD has trained school workers on the same principles taught in this programme. Young men sexual reproductive health programme which has been found to improve gender equality.</p> <p><b>Clowns without Borders</b></p> <ul style="list-style-type: none"> <li>• PLH Sinovuyo Kids and Teens programmes</li> <li>• PLH programmes implemented through the Department of Social Development</li> <li>• Provides training and technical support to organisations that wish to deliver the PLH programmes</li> </ul> <p><b>Innovation Edge</b></p> <p>Developed an app that encourages parents-children interactions with daily brain-building activities.</p> <p><b>Jelly Beanz</b></p> <p>Parenting programmes engage parents and children conversations which include issues such as problematic sexual behaviours. Jelly Beanz also offers infant attachment workshops and attachment workshops for parents and children who come into conflict with the law.</p>	

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p><b>Ububele</b></p> <ul style="list-style-type: none"> <li>• Supports and provides training to parents and caregivers to improve infant attachment in the first 1 000 days</li> <li>• Home visiting programmes provide additional support (including referrals)</li> <li>• Provide psychological support and therapeutic services to parents and caregivers</li> </ul> <p><b>Revive/Masifunde</b> Working together in Port Elizabeth, Revive and Masifunde hosts breakfasts for parents. Here, parents focus on their children and issues that trouble children which were raised in children groups.</p> <p><b>NACCW</b></p> <ul style="list-style-type: none"> <li>• Ensuring family strengthening through home visits and ‘lifespace’ work</li> <li>• Conducting structured parenting programmes: Sinovuyo Parenting Programme and Let’s Talk Parenting Programme</li> </ul> <p><b>Phaphama Initiatives</b></p> <ul style="list-style-type: none"> <li>• Mentors provide support to families (in the form of home visits) and intervene and refer where necessary (Bekkersdal)</li> </ul>	
<p><b>Income and economic strengthening</b></p> 	<p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>• Free schooling</li> <li>• Deworming programme</li> <li>• Shifting from the academic to the technical model of learning where children can go for technical training after school</li> <li>• Encouraging girls into spaces such as robotics,</li> </ul>	<p><b>NACCW</b></p> <p>ASPIRE programme implemented (in partnership with USAID). This is to ensure that children have access to child support grant, active job placements and access to universities.</p> <ul style="list-style-type: none"> <li>• Providing support to access social grants</li> <li>• Support to ‘work’ with</li> </ul>	<p><b>Human Sciences Research Council</b></p> <p><u>Research into the impact of social grants on children</u></p> <p><b>University of Cape Town</b></p> <p>A component of the 2018 <u>Social Impact Bond</u> consists of cash transfers to girls to support and encourage them to stay in school.</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p>science and engineering</p> <ul style="list-style-type: none"> <li>• Entrepreneurship training</li> </ul> <p><b>Department of Social Development</b></p> <ul style="list-style-type: none"> <li>• Child protection grant (SASSA Grants)</li> <li>• NPO funding across the country</li> </ul> <p><b>Gauteng Municipal Department of Health</b> Gives women and youth opportunities to do business with government. These groups are given preference over all groups.</p> <p><b>National Department of Health</b> <u>DREAMS</u> and <u>She Conquers</u>: In South Africa DREAMS is part of the She Conquers campaign. The \$66 million investment in DREAMS South Africa funds activities in five districts: eThekweni, uMgungundlovu and uMkhanyakude in KwaZulu-Natal Province; and the Cities of Johannesburg and Ekurhuleni in Gauteng Province.</p> <p>Within these five districts there are 31 sub-districts and DREAMS will focus in 19 high burden and high transmission sub-districts. DREAMS is about using multiple evidence based interventions, such as post-violence care, parenting/ caregiver programs, and facilitating access to already available cash transfers and education subsidies, that go beyond the health sector, to address the structural drivers that directly and indirectly increase girls' HIV risk, including poverty, gender inequality, sexual violence, and lack of education. In South.</p>	<p>money responsibly (saving, budgeting)</p> <ul style="list-style-type: none"> <li>• Conducting structured economic strengthening programmes: Financial Capabilities, Employability and Entrepreneurship</li> </ul> <p><b>James House</b> Runs a group for grandparents to make and sell jewelry. Open days are also held to encourage selling of products.</p>	<p><b>Department of Science and Technology, Human Sciences Research Council and Stellenbosch University</b> <u>Research into growing inequality and its links to violence in South Africa.</u></p> <p><b>SA Medical Research Council</b> <u>Stepping Stones and Creating Futures</u> is a two-part intervention that addresses gender norms and assists participants to strengthen their ability to earn an income. It has been evaluated under the What Works programme. The SAMRC has conducted an evidence review on the relationship between poverty and intimate partner violence.</p> <p><b>Economic Empowerment Evidence Review:</b> <a href="https://whatworks.co.za/documents/publications/115-poverty-ipv-evidence-brief-new-crop">https://whatworks.co.za/documents/publications/115-poverty-ipv-evidence-brief-new-crop</a></p> <p><b>Children's Institute</b> Advocacy to increase the child support grant to cover the food poverty line.</p> <p><b>Save the Children South Africa</b> <u>Estimating the cost of violence against children in South Africa:</u> The study looks at the long-term effects of emotional, physical and sexual abuse, and the impact on the country's economy.</p> <p><b>Published research studies</b> <b>University of Witwatersrand, University of California, San Francisco, London School of Hygiene and Tropical Medicine, Sonke Gender Justice</b> <u>Pathways from food insecurity to intimate partner violence</u></p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p>Africa, DREAMS interventions will target adolescent girls age 10–19 in and out of school, orphans and vulnerable children age 10–19, young women age 20–24, and male sexual partners age 20–49. Keeping young girls and women HIV-free also positively impacts their overall health.</p>	<p>money responsibly (saving, budgeting)</p> <ul style="list-style-type: none"> <li>• Conducting structured economic strengthening programmes: Financial Capabilities, Employability and Entrepreneurship</li> </ul> <p><b>James House</b> Runs a group for grandparents to make and sell jewelry. Open days are also held to encourage selling of products.</p>	<p><u>among men in South Africa:</u> exploring the importance of livelihood strategies, among others, to prevent the perpetration of intimate violence.</p>
<p><b>Response and support services</b></p> 	<p><b>Department of Health Western Cape</b></p> <ul style="list-style-type: none"> <li>• Whole-city approach at looking at links between services</li> <li>• Using the first 1 000 days to identify mothers (and fathers) who are at risk to psycho-social issues</li> </ul> <p><b>Gauteng Municipal Department of Health</b> Supports Thuthuzela Care Centres by maintaining infrastructure and supporting running costs.</p> <p><b>South African Police Service Cape</b></p> <ul style="list-style-type: none"> <li>• Road to Victim Empowerment services (including the emphasis on victim friendly rooms)</li> <li>• Referral networks</li> <li>• Dedicated specialist units for GBV</li> <li>• Forensic Social Workers and Psychologists</li> <li>• School safety programmes</li> <li>• Enforcing reporting through CPFs (especially in the case of Domestic Violence)</li> </ul> <p><b>Department of Justice</b> Management of case materials, especially in cases of sexual violence against children.</p>	<p><b>Jelly Beanz</b></p> <ul style="list-style-type: none"> <li>• Provides mental health services for those who cannot afford it</li> <li>• USAID funded attachment groups</li> <li>• Isipho Sethemba – where parents of children who have been sexually abused are involved in the therapeutic process</li> <li>• Provides therapeutic services for 10–14-year-old children who have committed crimes, but finds that the demand for their services far outstrips their capacity.</li> </ul> <p><b>NACCW</b> Facilitators and child and youth care workers are trained to assess, respond and refer.</p> <ul style="list-style-type: none"> <li>• Providing ‘lifespace’ counselling</li> <li>• Providing compliance support for ARVs and palliative care support</li> <li>• Conducting HIV risk assessments to support HIV prevention through status knowledge</li> <li>• Screening for health outcomes and referrals for malnutrition/ health related issues</li> <li>• Accompany and support to access citizenship documentation</li> </ul>	<p><b>South African Medical Research Council</b> Research into adherence and intimate partner violence: By compiling and analysing all available data from studies designed to capture women’s experiences of different forms of violence, this report provides the first such summary of the violent life events that many women experience. It documents not only how widespread this problem is, but also how deeply women’s health is affected when they experience violence.</p> <p><a href="http://www.mrc.ac.za/reports/global-and-regional-estimates-violence-against-women-prevalence-and-health-effects-intimate?bc=277">http://www.mrc.ac.za/reports/global-and-regional-estimates-violence-against-women-prevalence-and-health-effects-intimate?bc=277</a></p> <p>The <b>Children’s Institute</b> at UCT is undertaking PhD research into assessments of children’s criminal capacity which will show that children who resort to violence have prior exposure to trauma, calling into question the concept of criminal capacity.</p> <p><b>Sonke Gender Justice</b> Sonke, together with Health-E News, has developed a ‘<a href="#">Reporting on Gender-Based Violence: A Guide for Journalists and Editors</a>’.</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>Teacher unions which encourage the escalation of sexual violence cases in order to ensure speedy resolutions</li> <li>School management: A school report on sexual violence has been made mandatory</li> </ul> <p>Strict registrations of teachers who are sexual offenders. Immediate registration of them as sexual offenders to ensure they cannot be reappointed.</p> <p><b>Department of Social Development</b></p> <p>The Minister of Social Development in terms of the Children Justice Act, 2008 publishes the particulars of each <u>accredited diversion service provider and diversion programme</u> in schedule.</p>	<ul style="list-style-type: none"> <li>Conducting the Persona Dolls programme</li> <li>Conducting Caring for Carers Programme (for child and youth care workers)</li> <li>Conducting structured child protection and related programmes: Residential Child Protection Programme, Teenagers Against Substance Abuse Programme, Siyakhula Substance Abuse programme and the Disability Programme</li> </ul> <p><b>The Seven Passes Initiative</b></p> <ul style="list-style-type: none"> <li>Provides psycho-social services through a network of volunteers</li> </ul> <p><b>Restorative Justice Centre, Nicro and Khulisa</b></p> <p>Victim offender mediation/ restorative justice group conferencing/family group conferencing offered by the <u>Restorative Justice Centre, Nicro and Khulisa</u>.</p> <p>This is a constructive alternative justice intervention with individuals in conflict with the law. It is used as a decision-making forum that promotes the restorative justice principle of rebuilding disruptive relationships where the focus is on putting things right and not punishment. RGC include restorative panels, victim/offender conferencing, family group conferences and victim impact panels. It can be utilised at a pre-charge, pre-trial, pre-sentence and post-sentence level and in schools and communities.</p> <p><b>Ububele</b></p> <p>Provides therapeutic services to children and parents.</p>	<p>The aim is to provide a resource that contributes towards a supportive public discourse on GBV.</p> <p><b>South African Medical Research Council</b></p> <p><b>The Rape Adjudication and Prosecution Study</b> in South Africa (RAPSSA) is a national study of the prosecution and adjudication of rape matters (including attempted rape) as reported to the police (including sections 15/16 of the Sexual Offences Act i.e. “consensual” sexual penetration). With an overall aim to investigate and understand amenable factors in rape case attrition, the study investigated the epidemiology of rape cases reported to police in the year 2012 and the patterns of their attrition at provincial and national level. <a href="http://www.mrc.ac.za/intramural-research-units/rape-adjudication-and-prosecution-study-south-africa">http://www.mrc.ac.za/intramural-research-units/rape-adjudication-and-prosecution-study-south-africa</a></p> <p><b>Published research studies</b></p> <p><b>Servamus Community-based Safety and Security</b></p> <p><u>Barriers in reporting rape</u>: research on the understanding of barriers to reporting sexual violence</p> <p><b>University of Cape Town &amp; Ndifuna Ukwazi</b></p> <p><u>Policing the private: Social barriers to the effective policing of domestic violence</u>: explores how social norms prevent victims of domestic violence from seeking help.</p> <p><b>University of Cape Town (and partners)</b></p> <p><u>Multitype violence exposures and adolescent antiretroviral nonadherence in South Africa</u>:</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p><b>Khulisa</b>            Khulisa runs the SHINE Women Empowerment Group Therapy Programme. It is focused on post trauma intervention and is developed around the model of Posttraumatic Growth (PTG). Three kinds of posttraumatic growth processes forms part of the programme and includes the following:</p> <ul style="list-style-type: none"> <li>• Strength through suffering – Produces confidence in facing further difficulties</li> <li>• Existential re-evaluation – Produces a sense of wisdom, life satisfaction and purpose in life</li> <li>• Psychological preparedness – Involves creating a rebuilt assumptive world to withstand future shocks to the system</li> </ul>	<p>An examination of the associations of ART adherence with adolescent violence victimisation by caregivers, teachers, peers, community members, and healthcare providers.</p>
<p>Education and life skills</p> 	<p><b>Department of Basic Education</b></p> <ul style="list-style-type: none"> <li>• The Department of Basic Education has undertaken an assessment of the problem of sexual abuse in schools and responses to this. A <u>submission</u> was made by the department to the Task Group on Sexual Abuse in Schools</li> <li>• Life skills have been recognised as an important aspect of well-being and reducing violence. A new Life Orientation text book is being created to improve curriculum             <ul style="list-style-type: none"> <li>– The text book looks at conflict resolution, gender-based respect, values of living in society (human rights, democracy awareness, etc.)</li> <li>– Education on positive discipline</li> </ul> </li> </ul>	<p><b>Save the Children South Africa</b>            Leadership in the Representative Council of Learners (RCL) Programme to promote safety and reduce violence in schools</p> <p><b>The Seven Passes Initiative</b></p> <ul style="list-style-type: none"> <li>• Delivers afterschool life skills training to primary and high school learners in the Touwsrante community in the Western Cape</li> <li>• Offers a youth development programme that includes life skills training and work experience for young people in the Touwsrante community</li> </ul> <p><b>GIZ</b></p> <ul style="list-style-type: none"> <li>• Flagship projects on GBV and VP in schools in Mamelodi and Soshanguve</li> </ul> <p><b>Masifunde and Revive</b></p> <ul style="list-style-type: none"> <li>• Student reporting app that allows learners to report issues of violence in and around schools</li> </ul>	<p><b>Published research</b></p> <p><b>Human Science Research Council</b>  <u>Lifting Young People Out of Poverty: Factors That Influence the Transition</u>: Research into young people transitioning out of poverty using NIDS data.</p> <p><b>Durban University of Technology</b>  <u>Reducing school violence, a peace education programme among stakeholders at Umlazi</u>: Using the ‘cure violence’ model the study explored violence in a KwaZulu-Natal school and piloted an intervention aimed at effective and restorative</p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
	<ul style="list-style-type: none"> <li>– Child abuse – focusing on protective behaviours, cyber safety and bullying, alcohol, safety, what to do to report crimes, etc</li> <li>• The curriculum and pedagogy for the Initial Professional Education of Teachers will be supplemented by recurrent Continuing Professional Teacher Development to cover issues of gender-based violence, among others.</li> </ul> <p>Jamborees programme across the country for children grades 8–12. Here, children are taught further life skills training, career advice, information on violence.</p> <p><b>South African Police Service</b></p> <p>The SAPS, in partnership with the DBE, has initiated a programme to inform and engage young people in improving school safety through the appointment of ‘Junior Commissioners’.</p>	<ul style="list-style-type: none"> <li>• Replication of YSC concept in Gauteng</li> <li>• School programme Initiative</li> </ul> <p>Social crime prevention initiatives in schools</p> <p><b>Gun Free South Africa</b></p> <ul style="list-style-type: none"> <li>• Hosts Child Forums for children where issues affecting children are discussed with children. Children are also taught journalism skills.</li> </ul> <p><b>NACCW</b></p> <p>Isibindi Esikoleni and Funda stories allow children to explore and read about issues that affect their everyday lives (e.g. sugar daddies). Through Isibindi (CYCWs in Communities) and Isibindi Ezikoleni (CYCWs in School):</p> <ul style="list-style-type: none"> <li>• Providing informal Early Childhood Development in homes and in the Safe Parks</li> <li>• Enrolling children in crèche/ school</li> <li>• Monitoring school attendance</li> <li>• Providing homework supervision</li> <li>• Securing educational material support (e.g. uniforms, stationery, sanitary pads)</li> <li>• Conducting group activities: Reading clubs (Nali-Bali and FunDza), Study groups and Buddy Beats groups</li> <li>• Conducting structured youth development programmes: Adolescent Development Programme, Young Women’s Empowerment Programme, Young Men’s Empowerment programme, Young Mother’s Programme, Vhutshilo 1 or 2 (HIV Prevention) Programme and Youth Forums</li> <li>• Support to access post school education</li> <li>• Support to access employment opportunities (includes learnerships and related opportunities)</li> </ul>	<p>solutions to violence in the school.</p> <p><a href="https://www.dut.ac.za/call-for-introduction-of-cure-violence-model-to-the-curriculum-in-schools">https://www.dut.ac.za/call-for-introduction-of-cure-violence-model-to-the-curriculum-in-schools</a></p>

INSPIRE STRATEGY	GOVERNMENT CONTRIBUTION	CIVIL SOCIETY CONTRIBUTION	RESEARCH CONTRIBUTION
		<p><b>Lekifa La Phodiso</b> Teaches and trains volunteers, university and high school students in art therapy.</p> <p><b>Jelly Beanz</b></p> <ul style="list-style-type: none"> <li>• Trains health professionals on child protection issues.</li> <li>• Offers free online training and education of role players.</li> </ul> <p><b>Nicro</b></p> <ul style="list-style-type: none"> <li>• Nicro offers the <u>Adult Lifeskills Programme</u> that addresses lifeskills development and enhancement through focusing on the core social and cognitive skills that people need to function effectively in society.</li> </ul>	
<p><b>Cross-cutting issue: multisectoral action and coordination</b></p>	<ul style="list-style-type: none"> <li>• The Violence Prevention Forum brings NGOs, researchers, government departments and development partners together in a long-term process to build relationships and improve collaboration across sectors. The long-term goal of the forum is to support the implementation of evidence-based violence prevention programmes at scale in South Africa. (See <u>Preventing violence: From evidence to implementation</u>)</li> <li>• In Port Elizabeth a forum has been established that brings together NGOs, local government and provincial departments to co-ordinate and strengthen the prevention of school-based violence.</li> <li>• The South African Parenting Programme Implementer’s Network is a network of NGOs that deliver evidence-based parenting programmes in South Africa.</li> <li>• The <u>Safer Spaces</u> web portal (Civilian Secretariat of Police and GIZ) provides an on-line resource to share knowledge and practice and promote collaboration.</li> </ul>		
<p><b>Cross-cutting issue: multisectoral action and coordination</b></p>	<p><b>Human Sciences Research Council</b>  <b>Research into the development and validation of a scale measuring violence outcomes in youth, including changes in risk behaviours.</b>  I Edelstein, 2018, <u>Development and Validation of the Youth Violence Potential Scale</u>, Violence and Victims, 33(5).  I Edelstein and C Adonis, 2019, <u>The Youth Violence Potential Scale-Practitioner Version: A tool for assessing youth violence risk and change</u>, Human Sciences Research Council Policy Brief, February 2019.</p> <p><b>University of Cape Town School of Public Health and Family Medicine; South African Medical Research Council</b>  <b>Research into the effectiveness of violence and injury observatories as a tool to reduce violence in high risk communities:</b>  Jabar et al (2019) Is the introduction of violence and injury observatories associated with a reduction in violence-related injury in adult populations? A systematic review and meta-analysis. Submitted.  A Jabar, T Oni, ME Engel et al, Rationale and design of the violence, injury and trauma observatory (VITO): the Cape Town VITO pilot studies protocol, BMJ Open 2017;7:e016485. doi:10.1136/ bmjopen-2017-016485</p>		



Participants in each workshop were asked to capture their work in relation to each of the INSPIRE strategies on posters. Colour-coded for researchers (blue), civil society (yellow) and government (pink), the data was compiled into the table on the preceding pages.





# Organisational links

## Learn more about the organisations, departments and institutions included in this report

**Catholic Institute of Education:** Catholic educational institutions working together to offer quality education that meets the physical, intellectual, moral, spiritual and social needs of learners, and inspires them to live the values taught by Jesus.

<https://www.cie.org.za/pages/partners-vision-and-mission>

**Centre for Child Law:** The Centre for Child Law is based in the Law Faculty at the University of Pretoria. The Centre for Child Law is an impact litigation organisation that was established in 1998. The vision of the Centre is to establish child law and uphold the rights of children in South Africa, within and international and regional context, particularly insofar as these interests pertain to their legal position. The Centre's mission is to work towards the development of child law and the realisation of children's rights in South Africa, within a regional and international context.

<https://centreforchildlaw.co.za/>

**Children's Institute:** The Children's Institute aims to harness the collective academic capability at UCT to promote enquiry, to build capacity through teaching and training, and to present evidence to guide the development of policies, laws and interventions for children. In positioning itself as an independent broker of evidence, the Institute provides information to those who are advocating on behalf of children, and engages in own evidence-based advocacy.

<http://www.ci.uct.ac.za/>

**Childsafe:** Childsafe is a campaign of the Child Accident Prevention Foundation of Southern Africa (CAPFSA) and Safe Kids Worldwide. We are a non-profit South African organisation promoting optimal health and development of all children under the age of 18. Childsafe assists in reducing injuries of all severity through research, education, environmental

change and recommendations for legislation. Our Childsafe web page is part of our ongoing activities to get information to where it is required.

<https://www.childsafe.org.za/>

**Civilian Secretariat of Police:** The Civilian Secretariat for Police serves as technical advisor to the Minister of Police to evince a transversal civilian oversight capability on the governance, service delivery and resourcing of the South African Police Service. The Civilian Secretariat performs advisory functions on various matters including but not limited to, departmental policy and strategy, legislation, police performance through conducting audits, communication, community mobilisation on crime prevention, Integrated Justice System and on international obligations and liaison.

<http://www.policesecretariat.gov.za>

**Clowns without Borders:** Clowns Without Borders enables children and families to play, laugh, and create through the arts. We strive to build relationships based on trust and respect, and a sense of playfulness and creativity. Clowns Without Borders uses arts based interventions to provide psychosocial support to children and families affected by crisis.

<http://cwbsa.org/>

**Department of Basic Education:** The DBE deals with all schools from Grade R to Grade 12, including adult literacy programmes. The aim of the DBE is to develop, maintain and support a South African school education system for the 21st century. Our vision is of a South Africa in which all our people will have access to lifelong learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

<https://www.education.gov.za/>

**Department of Health:** The DoH aims to improve health status through the prevention of illnesses and the promotion of healthy lifestyles and to consistently improve the healthcare delivery system by focusing on access, equity, efficiency, quality and sustainability.

<http://www.health.gov.za/>

**Department of Justice and Correctional Services:**

The department provides administrative and financial support to the court system and the judiciary (which are constitutionally independent of the executive), oversees the National Prosecuting Authority, provides legal advice and representation to organs of state, facilitates law reform and is responsible for the country's Correctional Services.

<http://www.justice.gov.za/>

**Department of Performance Monitoring and Evaluation:**

DPME's mission is to facilitate, influence and support effective planning, monitoring and evaluation of government programmes aimed at improving service delivery, outcomes and impact on society.

<https://www.dpme.gov.za>

**Department of Science and Technology:**

DST's mission is to provide leadership, an enabling environment, and resources for science, technology and innovation in support of South Africa's development.

<https://www.dst.gov.za/>

**Department of Social Development:** DSD's core functions are to provide management and oversight over social security, encompassing social assistance and social insurance policies that aim to prevent and alleviate poverty in the event of life cycle risks such as loss of income due to unemployment, disability, old age or death occurring. The department works with developmental social welfare services that provide support to reduce poverty, vulnerability and the impact of HIV and AIDS through sustainable development programmes in partnership with implementing agents such as State-funded institutions, NGOs, CBOs and FBOs.

<http://www.dsd.gov.za/>

**Durban University of Technology:** DUT, a member of the International Association of Universities, is a

multi-campus university of technology at the cutting edge of higher education, technological training and research. The university aspires to be a "preferred university for developing leadership in technology and productive citizenship", and to "making knowledge useful".

<https://www.dut.ac.za/>

**GIZ:** German development cooperation with South Africa, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), began in 1993. Thematic priorities in German development cooperation with South Africa are governance and administration, energy and climate, and HIV and AIDS. GIZ is also implementing various ambitious education programmes, focusing not only on skills development but also on youth development and violence and crime prevention.

<https://www.giz.de/en/worldwide/312.html>

**Gun Free South Africa:** Gun Free South Africa (GfSA) aims to make a material contribution to the safety and security of South Africa by reducing gun-related violence.

<https://www.gfsa.org.za/>

**Human Sciences Research Council:** The HSRC is committed to cutting-edge research that supports development nationally, in the Southern African Development Community (SADC) and in Africa. Our commitment to the dissemination of that research demonstrates the remarkable and measurable impact of our work.

<http://www.hsrc.ac.za/en>

**Innovation Edge:** Innovation Edge is an innovation catalyst and social impact investor. We take a hands-on approach to supporting unconventional ideas that aim to transform early life experiences for children, aged 0 to 6, living in poverty.

<https://innovationedge.org.za/>

**Institute for Security Studies:** The Institute for Security Studies partners to build knowledge and skills that secure Africa's future. The ISS is an African non-profit organisation with offices in South Africa, Kenya, Ethiopia and Senegal. Our work covers transnational crimes, migration, maritime security and development, peacekeeping, peacebuilding, crime

prevention and criminal justice, and the analysis of conflict and governance

<https://issafrica.org/>

**James House:** James house comprises of five essential programmes: Isibindi, B.E.S.T (Building Emotionally Strong Teens, STARS (Systemic Treatment for Adolescents with behavioural challenges in a Residential Setting) and Champions (prevents school dropout and reintegrates children back into school). In 2016, James House has added a training component where internal and external training is offered. James House firmly believes that family preservation and reunification work is key in changing the lives of orphans and vulnerable youth and their families. James House is in a pursuit of child and youth care excellence.

<https://jameshouse.org.za/>

**Jelly Beanz:** Jelly Beanz is a non-profit organisation which supports children and their families who have experienced trauma, abuse and neglect. We offer direct therapeutic services to children and families, develop resources to support assessment and interventions, offer training and mentorship to professionals working with children, and advocate for service-delivery to children who have suffered trauma and abuse.

<http://www.jellybeanz.org.za/>

**Khulisa:** Khulisa has adopted a systemic approach to community development. It recognises that the typical approaches of governments and NGOs compartmentalise problems and deliver programmes which tend to address single issues in a non-cooperative and unsustainable manner. In response Khulisa has developed an approach which aims to address the challenges faced by communities in a more holistic and comprehensive manner. Khulisa's strategy aims to enhance social services to children, youth and families, with an orientation towards crime reduction.

<http://www.khulisa.org.za/>

**Lefika La Phodiso:** Lefika La Phodiso 'The Rock of Holding' is Africa's first psychoanalytically informed Community Art Counselling training centre. Through this specialised skills development, we are able to facilitate community outreach projects as practical placement sites for our students. Recognising the

universal need and nature of psychosocial health, we have grown from our initial centre based in Gauteng and now reach interprovincial communities across South Africa and abroad.

<https://lefikalaphodiso.co.za/>

**Masifunde:** Masifunde Learner Development runs a holistic youth development programme in Nelson Mandela Bay, South Africa. All our activities and programmes are implemented by a multi-national team of motivated young professionals. We currently train over 450 motivated and talented learners to become multipliers of knowledge: changemakers and active role models within their community. We utilise an all-embracing training process which focuses on personality building, life skills training, academic support and extra-curricular activities.

<https://www.masifunde.org/>

**Mikhulu Trust:** The Mikhulu Child Development Trust bridges the gap between academic research on parenting, and families and the networks that support them. We are at the forefront of promoting evidence-based early childhood development in South Africa; and in particular, advancing an innovative programme called 'dialogic book-sharing'.

<https://www.mikhu>

**NACCW:** The NACCW is an independent NPO in South Africa which provides the professional training and infrastructure to promote healthy child and youth development and improve standards of care and treatment for orphaned, vulnerable and at-risk children and youth in family, community and residential group care settings.

<http://www.naccw.org.za/>

**NICRO:** NICRO's vision is the establishment and strengthening of a democratic society, based on human rights principles, through crime prevention and development. The organisation believes in restorative justice, reconciliation and healing, strengthening a human rights culture and building a better society in which all South Africans feel secure and protected, can exercise their rights and enjoy a good quality of life free from fear, crime and violence.

<https://www.nicro.org.za/>

**Phaphama Initiatives:** Phaphama Initiatives connects people through life skills training, language and



culture learning, and community tourism initiatives, using the knowledge we gain in doing this to inform our policy and advocacy work. Our mission is to awaken ourselves and others to our capacity to lead productive, responsible, ethical and happy lives by empowering us to relate to others, build community and achieve our goals. Our vision is to be a significant contributor to the building of sustainable peace and development.

<https://www.phaphama.org/>

**Restorative Justice Centre:** The Restorative Justice Centre is an NPO based in the heart of Pretoria. The Restorative Justice Centre's main focus is promoting restorative justice practices as a means to peacebuilding and the constructive resolution of conflict. Restorative Justice Centre is a pioneer in the restorative justice sector and an important provider of restorative justice services in South Africa.

<http://www.rjc.co.za/>

**REVIVE:** REVIVE aims to assist individuals and communities to be emotionally healthy in order that they effectively deal with life's challenges. Our aim is to provide accessible and confidential emotional wellness services in order to facilitate and empower emotional change/emotional wellness through dialogue, support, care and expert training.

<http://www.revive.org.za>

**South African Medical Research Council:** The South African Medical Research Council (SAMRC) was established in 1969 with a mandate to improve the health of the country's population, through research, development and technology transfer, so that people can enjoy a better quality of life. The scope of the organisation's research projects includes tuberculosis, HIV/AIDS, cardiovascular and non-communicable diseases, gender and health, and alcohol and other drug abuse.

<http://www.mrc.ac.za/>

**Save the Children South Africa:** Save the Children believes every child deserves a future. In South Africa and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure

children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach.

<https://www.savethechildren.org.za/>

**Sonke Gender Justice:** Sonke's vision is a world in which men, women and children can enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. Sonke Gender Justice works across Africa to strengthen government, civil society and citizen capacity to promote gender equality, prevent domestic and sexual violence, and reduce the spread and impact of HIV and AIDS.

<https://genderjustice.org.za/>

**South African Law Reform Commission:** The objectives of the South African Law Reform Commission are to do research with reference to all branches of the law in order to make recommendations to Government for the development, improvement, modernisation or reform of the law. The Commission investigates matters appearing on a programme approved by the Minister of Justice and Constitutional Development.

<http://www.justice.gov.za/salrc/>

**South African Police Service:** The South African Police is the national police force of the Republic of South Africa. The Constitution of South Africa lays down that the South African Police Service has a responsibility to prevent, combat and investigate crime, maintain public order, protect and secure the inhabitants of the Republic and their property, uphold and enforce the law, create a safe and secure environment for all people in South Africa, prevent anything that may threaten the safety or security of any community, investigate any crimes that threaten the safety or security of any community, ensure criminals are brought to justice and participate in efforts to address the causes of crime.

<https://www.saps.gov.za/>

**Stellenbosch University:** The University is amongst South Africa's leading tertiary institutions based on research output, student pass rates and rated scientists, and is recognised internationally as an academic institution of excellence.

<http://www.sun.ac.za/english>



**Teddy Bear Clinic:** Our vision is that children will not be abused anymore, but where they are being abused, we want to provide efficient and professional services that effectively promote their healing and stop any further abuse. This translates into a mission to minimise any secondary harm to children and their families upon their entering the child protection system.

<http://ttbc.org.za/>

**The Parent Centre:** The Parent Centre strives to contribute to a society in which every parent or caregiver is able to raise resilient and well-balanced children. When parents are equipped with effective, healthy parenting skills, children will be able to reach their full potential and be protected from victimisation and abuse in communities free from violence.

<https://theparentcentre.org.za/>

**The Seven Passes Initiative:** The Seven Passes Initiative has been working to prevent violence and support and improve youth education and opportunities in Touwsrante and the rural area surrounding Hoekwil (approximately 30 km from George) since 2008. We are building on our experience and good practice, and growing our work into new communities in the Garden Route of South Africa.

<https://www.sevenpasses.org.za/>

**Ububele:** Ububele is a centre of learning with a focus on improving the emotional development and wellbeing of children under 7, their parents and other caregivers. For the last 14 years, its work has

centred on the promotion of mental health and the development, field testing and advocating of low-cost models of preventative care and experiential training, which are suitable for low-resource environments.

<https://ububele.org/>

**UNICEF:** UNICEF's work in South Africa extends to child and maternal health, education and adolescent development, child protection, and social policy and advocacy. Their aim is to improve opportunities for children and women to lead healthy, safe and productive lives.

<https://www.unicef.org/southafrica/>

**University of the Western Cape:** The University of the Western Cape is a national university, alert to its African and international context as it strives to be a place of quality, a place to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition.

<https://www.uwc.ac.za/Pages/default.aspx>

**Western Cape Government:** The Western Cape Government creates laws for and provides services to the people of the Western Cape. We work closely with the national government and municipalities in the Western Cape to ensure that the citizens of the province have access to the services, facilities and information they need. We are committed to delivering an open opportunity society for all.

<https://www.westerncape.gov.za/>

# INSPIRE

## Seven Strategies for Ending Violence Against Children

Implementation and enforcement of laws



Norms and values



Safe environments



Parent and caregiver support



Income and economic strengthening



Response and support services



Education and life skills



### About the ISS

The Institute for Security Studies (ISS) partners to build knowledge and skills that secure Africa's future. The ISS is an African non-profit with offices in South Africa, Kenya, Ethiopia and Senegal. Using its networks and influence, the ISS provides timely and credible policy research, practical training and technical assistance to governments and civil society.

### About Save the Children South Africa

Save the Children South Africa is part of the world's largest independent development and rights based organisation for children, represented in over 120 countries worldwide. We fight for children's rights. We help them fulfill their potential. In South Africa, we work to ensure that every child, especially the most vulnerable, has a happy and healthy childhood.

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