



GENDER-BASED VIOLENCE PREVENTION IN SCHOOLS

with focus on LGBTIQ+
Awareness Building

July 2019 - September 2020



Implemented by:



ACKNOWLEDGEMENTS

The GBV prevention in Schools with focus on LGBTIQ+ Awareness Building project is a joint initiative by the multi-stakeholder partners in Port Elizabeth supported by the GIZ “Partnerships for Prevention of Violence against Women and Girls in Southern Africa Programme” (PfP) and the GIZ Sector Programme “Realizing Human Rights including Children and Youth Rights in Development Cooperation”.

The context of gender- based violence against women and girls is an absolute evil that truly shakes our communities to their core, along with the senseless marginalisation of our LGBTIQ+ communities. This flagship project has gone a long way to not only raising a banner of awareness and change, but also in proving that it is when we come together through positive partnerships that we are at our strongest and most effective. The commitment of the civil society organisations and other partners has been a key success factor in the implementation of the project.

The nature of such multi-stakeholder projects is often counter-productive in that they are prone to inducing a struggle for scarce resources as opposed to creating strength in unity. This was most definitely not the case with this flagship project as multiple partners managed the scarce resources, difficult conditions and the overwhelming content matter to establish and implement a very meaningful and constructive process. Not to mention having to deal with the unprecedented challenges of a global COVID19 pandemic!

The leadership by the Eastern Cape Department of Education - Nelson Mandela District as the Champion of the project and the commitment of all schools, learners, educators and parents involved in the project has contributed immensely to the successful implementation of this project.

It is our valued impression that the lessons learnt and the experiences shared through this flagship project will have a resounding impact on future initiatives of this nature and more directly on the replication of this very strategy itself.

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Executive Summary

In Southern Africa, Gender-Based Violence Against Women and Girls (VAWG) is among the most severe and widespread human rights violations. The prevalence and acceptance of VAWG is very high in international comparison. Between half and two-thirds of all women state that they have experienced violence at some point in their lives; violence by a male intimate partner is the most common form. The VAWG epidemic poses a serious obstacle for efforts to achieve global, regional and national development goals. The elimination of VAWG is therefore firmly anchored in the Sustainable Development Goals.

The German Federal Ministry for Economic Cooperation and Development (BMZ) has commissioned The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH to implement together with its partners the regional programme “Partnerships for the Prevention of Violence Against Women and Girls in Southern Africa” (PfP). The objective of the project is to strengthen the capacities of and improve cooperation between governmental, non-governmental and private sector stakeholders in preventing VAWG. The project’s methodological approach is built around supporting the establishment of multi-stakeholder partnerships (SDG 17). Currently PfP is implemented at national level in four countries in the region: South Africa, Lesotho, Zambia and Zimbabwe with the project duration from January 2018 to November 2021.

The implementation of flagship measures as multi-stakeholder partnerships forms one of the key outputs of the PfP programme. As has been seen in the case of the Gender-Based Violence (GBV) Prevention in Schools flagship project in the Nelson Mandela Bay Municipality in the Eastern Cape Province of South Africa this collaborative effort has been one of the contributing factors to the successful implementation of the project’s overall objective:

To empower learners through a holistic society approach to make healthy decisions and choices without losing the values and norms of their culture and creating an environment for them to self-develop, drive change and achieve the right to education.

A key element which has been added to the flagship as a joint initiative with the GIZ Sector programme “Realizing Human Rights including Children and Youth Rights in Development Cooperation”, is the focus on anti-discrimination against the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and other extensions (LGBTQI+) learners and creating safe spaces for them. This focus was necessitated by the continued violence perpetrated against LGBTQI+ persons.

The GBV Prevention in Schools flagship project included a strong focus on the capacity building of each of the partners involved as well as the parents and teachers of the selected schools. This covered GBV awareness, positive masculinity, alternatives to violence, understanding LGBTQI+ environment and strengthening positive values. Further to this, the partners designed a peer-to-peer training programme for grade 8 learners in which Ambassadors were selected by their fellow learners and then trained in GBV related topics, as well as project management, branding, running successful campaigns, public speaking and other activities. The ambassadors were then able to implement their own activities and training in their schools in order to reach a higher number of learners.

The partners were constantly on hand to provide support and mentoring throughout this process. The innovation of the project lies in the learner-driven approach as a driver of change in a greater number of youths. The central idea is to capacitate the youth to self-organize and in turn empower their peers. Over the course of the project, learners have run their own campaigns, marches and media presentations demonstrating that they have taken full ownership of the project aims.

In the spirit of the learner driven approach, the project adopted a variety of tools to be used by learners to challenge hate crimes, abuse in the form of bullying and GBV. These tools will assist in disseminating key messages through various platforms. One central tool is the online toolkit for safer spaces for LGBTQI+ learners, which gives them a deeper understanding of concepts of human sexuality, gender identities, expression and sexual orientation.

It is also noted that the Guardian App has proved to be an innovative communication tool that allows app users to anonymously report abuse in the school environment. Coupled with this, the app is interactively used to send important messages regarding GBV. This together with the project Facebook page as well as the partners’ adaptability and innovation assisted the project in keeping momentum when the challenges of Covid19 struck the global stage.



1. Background & Context

Gender-Based Violence in SA

1.1. Nature and Extent of GBV in South Africa

Although accurate statistics are difficult to obtain for many reasons (including the fact that most incidents of Gender-Based Violence (GBV) are not reported), it is evident South Africa has particularly high rates of GBV, including VAWG and violence against LGBTIQ+ people.

Gender-Based Violence (GBV), femicide and violence against the LGBTIQ+ community is a persistent, widespread problem in South Africa. The Crimes Against Women in South Africa Report by Statistics SA shows that femicide is five times higher than the global average. This scourge is systemic and deeply entrenched in institutions, cultures and traditions in our society. This is also one of the human rights violations with major social and developmental impacts for survivors of violence, as well as their families, communities and society more broadly. It is also accepted that most acts of gender-based violence are committed by men against women, and the man perpetrating the violence is often known by the woman, such as a partner or family member.

The underlying problem seems to be that many societies consider it a ‘private’ affair and therefore ‘acceptable’. Women no longer face the triple challenges of inequality, unemployment and poverty. They face quadruple challenges, the fourth challenge being gender-based violence. The National Development Plan clearly states that “All vulnerable groups including women, children and rural communities should enjoy equal protection and their fear of crime should be eradicated through effective coordinated responses of the police, business, community and civil society.” As the nation continues to battle the invisible Covid-19 pandemic, a highly visible epidemic of gender-based violence and femicide continues to threaten the lives of our women and children. As reported by Estelle Ellis of the Daily Maverick on the 18th June 2020, President Cyril Ramaphosa, in his address to the nation on the 17th June 2020, stated that gender based violence in South Africa should be considered as a second pandemic in the country – as serious as the corona virus.

“As a country, we find ourselves in the midst of not one, but two, devastating epidemics. Although very different in their nature and cause, they can both be overcome – if we work together, if we each take personal responsibility for our actions and if we each take care of each other. “It is with the heaviest of hearts that I stand before the women and girls of South Africa this evening to talk about another pandemic that is raging in our country – the killing of women and children by the men of our country.

“As a man, as a husband and as a father, I am appalled at what is no less than a war being waged against the women and children of our country.

“At a time when the pandemic has left us all feeling vulnerable and uncertain, violence is being unleashed on women and children with a brutality that defies comprehension. These rapists and killers walk among us. They are in our communities. They are our fathers, our brothers, our sons and our friends; violent men with utterly no regard for the sanctity of human life.”

In South Africa in particular, GBV “pervades the political, economic and social structures of society and is driven by strongly patriarchal social norms and complex and intersectional power inequalities, including those of gender, race, class and sexuality.”

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1.2. The German development cooperation - GIZ and its work/role on GBV Prevention

Violence against women and girls (VAWG) is pervasive across continents. The high prevalence of VAWG has been met by numerous international and national responses. International commitments are laid down among others in the Agenda 2030 within target 5.2., aiming at eliminating all forms of violence against all women and girls in the public and private spheres. On a regional level, the Southern African Development Community (SADC) Gender Protocol, aligned to the Agenda 2030 in 2016, stipulates the objectives of member countries to end violence against women and girls. In Southern African countries and particularly South Africa, the prevalence of different types of violence such as domestic violence and intimate partner violence is - despite great efforts from civil society and the public sector – persistently high. Within South Africa, in response to mounting calls from women’s groups, civil society and the public at large for urgent action to be taken to address the scourge of GBV and Femicide, the Presidential Summit was convened. The Summit was instrumental in identifying key interventions to address, not just gender-based violence and femicide, but the wider challenges women and children face with regards to safety and security, poverty, access

to economic opportunities, and the contestation of their rights in a climate where patriarchy and chauvinism is widely prevalent and all-pervasive. The Summit concluded with the signing of a Declaration calling for the development of a National Strategic Plan (NSP) on Gender-Based Violence and Femicide (GBVF) and the establishment of the GBVF Council to steer the implementation of the NSP. The NSP - GBVF (2020-2030) sets out to provide a cohesive strategic framework to guide the national response to the GBVF crisis in which the country finds itself and to realise a South Africa free from gender-based violence directed at women, children and LGBTQIA+ persons. The German Development Cooperation has aligned its PpP programme to the national efforts to address GBV through proving support to the development and implementation of the NSP. This includes ensuring that the flagship measures implemented as multi-stakeholder partnerships are aligned to the Prevention Pillar of the NSP. The GBV Prevention in school flagship in Nelson Mandela Bay directly contributes to the Prevention and Rebuilding Social Cohesion Pillar of the NSP addressing the following areas of intervention:

- Strengthen the delivery capacity of South Africa to roll out effective prevention programmes.**
- Develop and collate transformative materials, curriculum, tools and approaches that can be adapted for prevention interventions for different institutional and social contexts and meet diverse needs.
 - Train and support community capacity to deliver GBVF prevention interventions.
- Change behaviour and social norms that drive GBV with key groups using a variety of approaches:**
- Adapt and roll out school based GBV prevention programmes.
 - Implement evidence- based behaviour change interventions with targeted communities.
 - Integration of prevention interventions on violence against LGBTQIA+ persons with broader GBVF prevention and violence prevention interventions.
- Develop context-specific home grown GBVF prevention interventions.**
- Strategic community outreach interventions to raise awareness and generate acceptance of different expressions and forms of Sexual Orientation and Gender Identity (SOGI) rolled out.

At national level, the flagship project has further been embedded into the National Action Group on School Based Violence Prevention and Child Protection coordinated jointly with the Department of Basic Education and other partners.

1.3. Moving towards intervention

From the data collected and considering the magnitude of VAWG in the countries of Southern Africa, it was decided that a broad-based effort was required. The Programme “Partnerships for Prevention of Violence Against Women and Girls in Southern Africa (PfP)” of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) was designed to support the formation of multi-stakeholder initiatives that would leverage financial and technical contributions from governments, civil society organisations, private sector companies, the media and academia. These initiatives would serve to jointly implement flagship projects in South Africa, Lesotho, Zambia and Zimbabwe. It was further identified that there would be a collaborative mode of implementation which would enhance the coordination and mutual understanding among stakeholders.

From this, the “Prevention of Gender-Based Violence in Schools” flagship project was planned in Gauteng and in the Eastern Cape/South Africa. The aim was to have different activities for Primary and High Schools.

This was based on the premise that South Africa has extremely high rates of gender-based violence perpetration and victimisation for young children and adolescents (Moult et al. 2014), which are proved by the following facts:

- **Girls tend to be the victims of gender-based violence in schools, including rape, harassment and sexual assault; while boys tend to be victims of physical violence and bullying.**
- **Assault, rape and sexual violence are ‘endemic’ in South African schools, as young South African girls continue to face many obstacles that impede their path to learning as well as it adversely impacts school attendance and school completion.**
- **LGBTIQ+ learners are facing physical and verbal violence at their schools. A study from 2016 revealed that 56% of South African LGBTQ youth (≤24 years) indicated that they had experienced discrimination based on their LGBTQ status at school.**

Schools are therefore recognized as a valuable entry point for prevention of GBV activities. It was further identified that a school-based intervention can primarily prevent violence in schools, but it can also have an influence on the community through teachers, learners and parents. Adolescence is also regarded as the critical stage for identity moulding. It is therefore seen as the optimal stage for initiating behavioural change.

This intervention was therefore linked to the implementation of the National Programme of Action on the Prevention of Violence against women and children. This was especially true with regards to strengthening the role of civil society in GBV prevention as well as improving cooperation between government and civil society actors. Other important policies in South Africa in this context include the “National Strategy for the Prevention and Management of Alcohol and Drug Abuse Amongst Learners in Schools” and the “National School Safety Framework”, both referring to the fight against GBV. Further policies, strategies and protocols which speak to GBV in schools also informed the content and approach of this intervention.

Evidence-based reviews show that targeting schools using a holistic multi-stakeholder model of primary, secondary and tertiary interventions against Violence Against Women and Girls is effective in reducing violence and its perpetuation.





2. Overview of Project

2.1. Introduction

There has been a large amount of work in the Eastern Cape focussing on school safety, especially in the Nelson Mandela Bay Municipality, which is why the PfP aimed to build on the experience of already existing platforms. These being:

- The NMB Safer Schools NGO Forum which consists of a variety of expertise in violence prevention.
- OASIS, community of practice - Organising after school and in school activities (through the Nelson Mandela University (NMU))

The multi-stakeholder process therefore started with the creation of the “core container” of local practitioners from NGOs (REVIVE, Masifunde, Doxa – all members of the NMB Safer Schools NGO Forum), the District Department of Education (DoE), Department of Social Development (DSD) and the Transformation Unit of the Nelson Mandela University (NMU) who together designed the flagship project by taking into account the flagship project criteria. The composition of the core group was seen as flexible, according to who was needed at each stage of the programme, and was open to the value of additional partners coming on board throughout the project.

2.2. The Flagship Project Gender-Based Violence Prevention in Schools

With “Power in collaboration” at the heart of the project, a multi-stakeholder platform for GBV Prevention in Schools within the Nelson Mandela Bay Metro (NMB) was formed. The core group decided on the following objective of the flagship project:

“Empowering the learners through a holistic society approach to make healthy decisions and choices without losing the values and norms of their culture and creating an environment for them to self-develop, drive change and achieve the right to education.”

It was also understood that it was important to promote schools as safe environments; in working with a whole society approach in the broad school community (management, educators, parents, learners, community leaders) towards a culture on human dignity and equality, where non-violence is upheld, including the prevention of GBV as part of their educational (curriculum/extra-curricular) experience. Supporting local civil society organisations in enhancing their GBV prevention in schools was seen as a key factor to success.

The Flagship Project was guided by principles which supported successful ownership and implementation and hence achievement of the overall objective. These are as follows:

PROJECT PRINCIPLES	
Taking into consideration the Resolution to the Eastern Cape Provincial Department of Education on the occasion of the “Launch of the NMB Safer School NGO Forum on 26 July 2018”. (annex 2)	The commitment to a multi-stakeholder process, which recognizes the existence of various stakeholders and partners who need to collaborate in order to achieve the objective. These include partners within government, academia, civil society and the private sector.
The understanding that the goal to prevent gender-based violence has to not only take into account the different realities of men and women and members of the LGBTIQ+ community but also the realities created through inter-sectoral and multiple marginalisation existing in society.	The recognition of the South African government’s approach towards the prevention of gender-based violence as laid out in the National Programme of Action: Addressing Violence against Women and Children as well as the declaration following the National Presidential Summit on GBV and Femicide.
The recognition of the various and impactful campaigns and projects by South African civil society in the fight to end gender-based violence and gender equality.	The commitment to provide a platform for exchanging on best practices, facilitate exchange, dialogue, discussion and joint action.

2.3. Collaborative Intent

In order to maximise the potential impact of the flagship project, it was always a central intention for there to be as outlined above: “The commitment to a multi-stakeholder process, which recognizes the existence of various stakeholders and partners who need to collaborate in order to achieve the objective. These include partners within government, academia, civil society and the private sector.”

This was central to the initial baseline research completed through the course of 2018 and reflects much of the underlying ethos of GIZ’s engagement throughout South Africa. The acknowledgement and acceptance of this multi-stakeholder approach as a major principle of the flagship project encouraged the combination of specialist organisations providing both expert knowledge to the development and implementation of the project as well as broadening each others’ capacity and understanding. It was a central theme that each of the stakeholders would be responsible for training and up-skilling each other in order to increase capacity and reach.

The overall collaborative structure for the flagship was designed in the following way:

Flagship “Nelson Mandela Bay Gender-Based Violence (GBV) Prevention in schools”: Steering structure



2.4. Overview of Activities and Deliverables

As stated above, this flagship project aimed to promote schools as safe environments; working with a whole society approach in the broad school community (management, educators, parents, learners, community leaders) towards a culture of non-violence; as well as introduce GBV prevention into education (curriculum/extra-curricular) by supporting local civil society organisations in enhancing their GBV prevention in schools.

There were three different pilot projects conducted in the Nelson Mandela Bay.

1. GENDER-BASED VIOLENCE PREVENTION IN HIGH SCHOOLS – “I INITIATE”

The main flagship project was designed by the core group of the GBV prevention in schools stakeholder collaboration. It focussed on “empowering the learners through a holistic society approach to make healthy decisions and choices without losing the values and norms of their culture and creating an environment for them to self-develop, drive change and achieve the right to education.”

It comprised the following steps:

- Creation of a platform to address a safe environment through various interventions to eliminate GBV.
- Learner transformation through capacity building by NGOs on grade 8s in 10 schools guided by GBV incidents as reported to DoE.
- Capacity strengthening of parents and teachers as well as within all relevant stakeholders participating in the project to enable the sustainability and reproducibility of this intervention.

The heart of the project was the establishment of learner movements at the ten schools, who are conducting campaigns under the theme “I initiate” on GBV prevention and LGBTIQ+ discrimination. The learners who qualified for this task were capacitated in different topics e.g. how to conduct a campaign, facts about GBV, positive masculinity, Alternative to Violence, counselling. The training is conducted by the local NGOs, who are mentoring them. There are special activities for the school environment (teachers, parents, stakeholders, Police).

2. CREATING A SAFE SPACE IN SCHOOLS FOR LGBTIQ+ LEARNER

There would be a special focus on the LGBTIQ+ learners in five of the ten pilot high schools. The project would seek to reduce discrimination of learners based on their sexual orientation, gender identity or sex characteristics by providing a supportive environment for LGBTIQ+ learners.





This included awareness raising and capacity building in schools and affiliated communities in the broader school community. The project sought to strengthen the role of civil society in preventing GBV against, and discrimination of, LGBTIQ+ learners; as well as improving cooperation between government and civil society actors on local, provincial and national levels in this matter. This project was a joint initiative of the PfPprogramme and the GIZ Sector Programme “Human Rights”.

3. GBV AWARENESS BUILDING IN PRIMARY SCHOOLS THROUGH “STRONG TOGETHER: STOPPING VIOLENCE IN ITS TRACKS”.

The PfP programme adapted the methodology of the GIZ ‘sister’ programme “ComVoMujer – Combating Violence against Women in Latin America” in February 2019 to the South African context (manual, pictures, features, values/ beliefs, etc.).

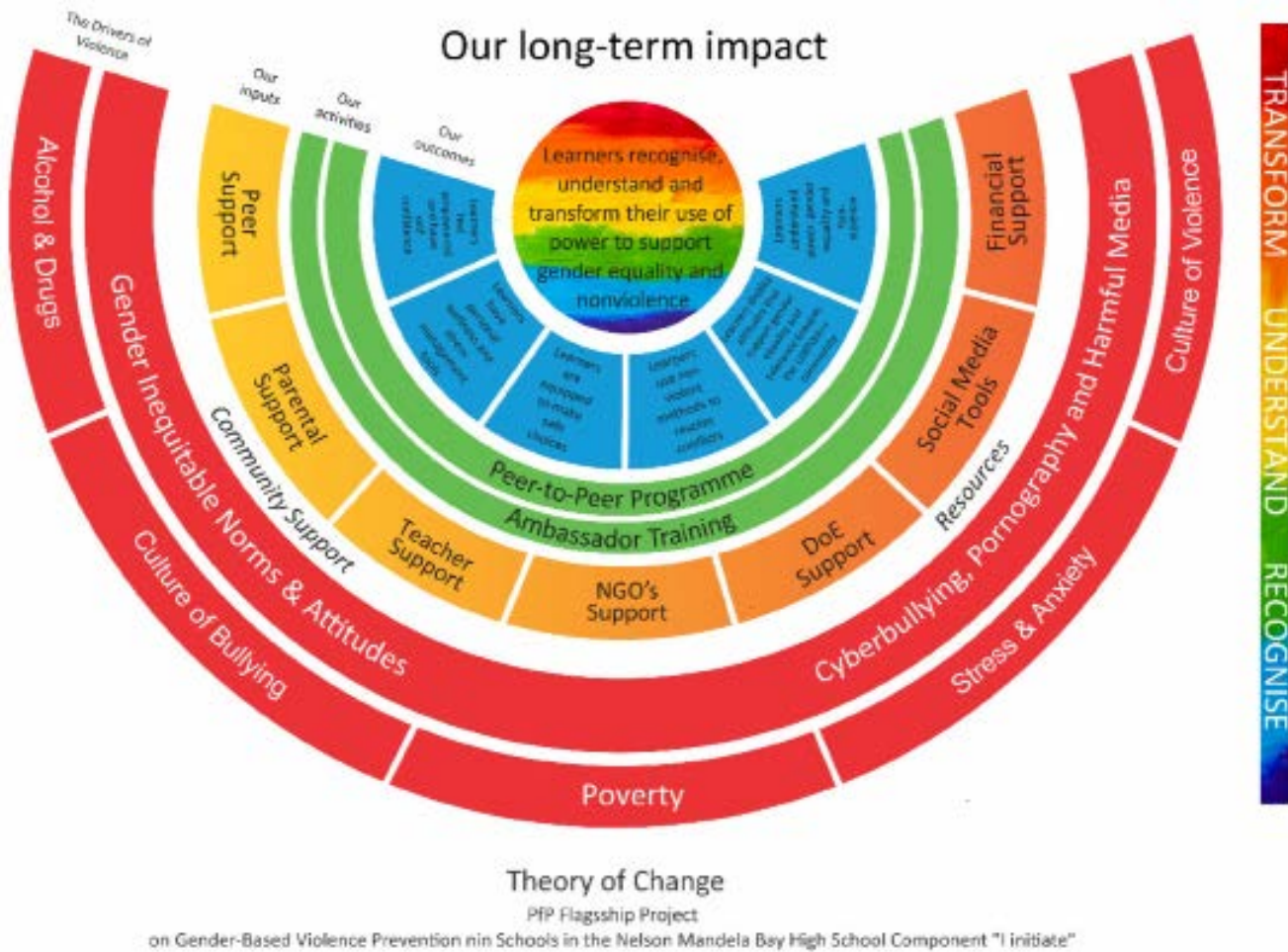
The activity focussed on six to nine-year-old children to participate in various creative, gender-sensitive and experience-oriented activities.



 Activity	 Indicator	 Outcomes	 Outputs
I INITIATE: PREPARATION PHASE			
COMMUNITY MEETINGS	Community meetings	Communtiy meeting held on 4th September 2019 at Chapman High School	31 people attended this meeting
PARENTING	Developing a joint supportive parenting programme (participative method)	2-day workshop held 26/27th Aug 2019	Supportive Parenting Manual (see link in contents)
	Supportive parenting workshops	Two parent workshops 14th Sept 2019 at Chapman High and 16th October 2019 at Kwezi Lomso	82 parents participated in the 2 workshops
YOUTH ACTIVATION SKILL	“I Initiate” Youth Activation Skill Transfer Workshop (5 days)” for all core group NGOs	5 day Youth Activation Skill Transfer workshop was held 9-16th Sept 2019	Ambassador Training Manual and Facilitators Guide (see link in contents)
AMBASSADOR MANUAL	Revising the LGBTI chapter of the learner peer to peer manual	LGBTIQ+ included in manual	Ambassador Training Manual and Facilitators Guide (see link in contents)
SELECTION	Youth Activation and Ambassador Selection process	Youth Activation and Ambassador Selection workshops held on 11-13 Sept 2019.	14 Ambassadors from Khwezi Lomso and 8 from Chapman, Activation and Selection Workshop Facilitator’s Guide (see link in contents)
1ST PHASE AMBASSADOR TRAINING	Ambassador Workshop	Ambassador Training workshop was held 20-30th Sept 2019	20 Ambassadors trained by all partners Ambassador Training Manual and Facilitators Guide (see link in contents)
2ND PHASE AMBASSADOR TRAINING	Campaign Development	Ambassador Training workshop was held 20-30th Sept 2019	Campaigns developed and conducted (see link in contents)
I INITIATE - PEER-TO-PEER SESSIONS	1st phase learner workshops - peer-to-peer training	2nd-25th October 2019, 44 workshops were facilitated by the Ambassadors	44 Workshops in which over 600 learners were reached
CAMPAIGNS	2nd phase learner workshops: campaign development	Learner Campaigns developed from 20th-30th Sept 2019 during the Ambassador Workshop	View campaign material (see link in contents)
		First campaign was held at Khwezi Lomso on 14th October 2019	18 learners, 10 NGO reps, 4 teachers and 1 Education Dept directly invovled in the campaigns : over 400 learners and 20 teachers indirectly influenced. 2660 people have been affected by the campaigns through interaction with the Facebook page. Campaign material available at the following link, Facebook page available: here
	During the Corona Pandemic: learner driven whatsapp groups and webinars were developed		
AFTER CARE SUPPORT	“After care”/ touch base with Ambassadors through NGO members	All partners were involved in weekly after-care sessions	
CAPACITY BUILDING OF NGOS	“AVP Basic, Advanced and TOT Workshops”	AVP Basic workshops for NGOs done on 15/16 January 2020	
	GBV, counselling, the narrative approach	29th October 2019 and included teachers and DoE	
	Positive masculinity workshop (Doxa)	All partners attended 30th October and 1st November 2019	
	Workshop on challenges of LGBTI learners and how to work with them	All partners attended on the 19th & 20th February 2020	
MEETINGS	Participate at 6 coordinating meetings of the multi-stakeholder group NMB GBV prevention in schools Participate at 2 meetings with NMU, which are doing the baseline survey Participate at 2 meetings with the PR agency to develop a media campaign for the project	All meetings and sessions took place	See reports and materials used (see link in contents)
VIDEO CLIPS	Each school to produce a video clip	Video clips are produced and successfully displayed	2 Video Clips: “That Room” and “Home” (see link in contents)
GUARDIAN APP	Guardian App introduced in 10 schools	Core group training took place on 13th January 2020 with foolow-up training and support on 20th January 2020. Training of teachers at the selected schools took place during January and February 2020	
GBV	Teacher Manual developed	Manuals for teachers and NGOs developed	GBV Teacher Manual (see link in contents)
	Learner Booklet developed	Learner Booklet developed - Talking Gender, Sexuality and Gender-Based Violence - Information booklet on gender-based violence for teens and young adults	Talking Gender, Sexuality and Gender-Based Violence - Information booklet on gender-based violence for teens and young adults (see link in contents)
	Workshop for NGOs and Teachers	The first workshop took place on 13th September 2019	
	Workshop for the Ambassadors	This workshop took place on 30th October 2019	
LGBTI	Development of the Online Toolkit “A Rainbow Toolkit - Understanding Human, Gender & Sexuality Diversity & Preventing LGBTIQ+ Bullying in Schools” Hosting 5 test sessions with different user groups	Sessions conducted, workshops 29th November 2019 and 2nd February 2020	LGBTIQ+ Toolkit - “A Rainbow Toolkit - Understanding Human, Gender & Sexuality Diversity & Preventing LGBTIQ+ Bullying in Schools”
	Q&A sessions on Facebook on Understanding Human, Gender & Sexuality Diversity & Preventing LGBTIQ+ Bullying in Schools	Developed concept and protocol for the suggestion box	
	Design a referral system for survivors of LGBTI-related GBV	Referral system developed	Referral system (see link in contents)
	Participate and influence policy in meetings/workshops/conferences of local platforms	Meeting to set up NMB LGBTIQ+ Sector forum - 26th November 2019, first planning meeting of Sector 18th January 2020	
	Information workshops/ dialogue sessions with learners and selection at all 5 schools	1st February 2020 workshop with Ambassadors	
	Mainstream important aspects in the flagship project	Report and replication document	Mainstreaming and Replication document forms part of final report (see link in contents)

2.5. Theory of Change

A Theory of Change model is typically used in the development sector to describe the pathway to change in a community-based intervention. The core group of the flagship project GBV prevention in schools in the Nelson Mandela Bay, Port Elizabeth, South Africa collaborated to design the Theory of Change model below to describe this change pathway in their intervention which focuses on preventing gender-based violence in schools.



- 1. The drivers of violence:**
The communities with which the NGO's work, experience high levels of gender-based violence fuelled by drivers of violence including poverty, alcohol and drugs, a culture of violence, etc. These drivers of violence are itemised in the ToC and evidence-based research concurs that these drivers contribute to triggering incidents of gender-based violence. The key question for the NGO's has been how to create a vector for change within this charged community context.
- 2. Our inputs:**
For the intervention to be successful, the NGO's provide key inputs in the form of community support and resources. The community support component provides a grid of support and engagement from key stakeholders (peers, parents, teachers, NGO's and the Department of Education). The resource-based support includes adequate funding for the intervention as well as social media resources in the form of an active Whatsapp group, a Facebook group and the Guardian app.
- 3. Our activities:**
The education intervention involves a two-tiered approach. Firstly, learners with leadership potential and peer support are identified as Ambassadors and trained to run the peer-to-peer workshop programme with support from NGO representatives. The Ambassadors are role models who model the positive benefits of the "recognise, understand and transform" pathway. Secondly, after-school groups are set up in school and Ambassadors facilitate the 8-week programme for their peers. This approach is backed by evidence-based research which shows that peer-to-peer is the most effective way to raise awareness and shift attitudes around gender-based violence.
- 4. Our outcomes:**
This is a short intervention with eight workshops of 45 to 60 minutes each. The workshop series focuses on the individual learner and aims to build self-confidence and personal wellness encourage safe choices and non-violent conflict management; shift attitudes around gender equality and create understanding about issues of gender, power and equality in society. These outcomes are achieved by the learners' participation in the workshop series as well as the reinforcement via the channels of community support, NGO campaigns and social media supports.
- 5. Our long-term impact:**
The change pathway for this intervention is around recognising, understanding and transforming. By supporting learners to recognise the problem of gender-based violence in their lives, and to understand the potential for change at the personal level, they have the opportunity to make choices that are transformative in how they perceive themselves and how they use power in their lives and interactions with others.



As the Theory of Change model indicates, learners are situated in communities with high levels of gender-based violence. While the levels of violence and systemic problems are difficult to shift, there is a potential change pathway for individual learners. With community and resource support and, and access to an Ambassador-facilitated peer-to-peer workshop programme, learners can recognise, understand and transform their use of power to support gender equality and nonviolence. By recognising and understanding the issues of power, gender and equality in their lives and their society, learners can acquire the tools to transform their experience. These tools include building their self-confidence and their personal capacity for wellness and learning how to make choices that are safe and empowering and that support nonviolent ways to resolve conflicts.



3. The Partners

REVIVE

Empowering Emotional Change

BACKGROUND INFORMATION

Empowering Emotional Change (previously known as LifeLine Port Elizabeth) was founded in September 1977 as a Training and Counselling organisation. Through all the years LifeLine Port Elizabeth has remained a movement of skilled lay counsellors who provide a confidential counselling service to anyone facing an emotional crisis by means of our telephone or face-to-face counselling. REVIVE – Empowering Emotional Change is a registered NPO (Non-profit organisation), and an NGO (Non-Government Organisation).

We work towards empowering community members to become emotionally well. REVIVE knows that it is in the family environment that children are born, nurtured, supported, cared for and provided with opportunities for growth and development, physically and emotionally, to become competent and productive adults. Therefore, the family is the basic institution in society for the survival, protection and development of children, youths and the wider community. REVIVE would like to restore the ethics of care, emotional wellness and human development in our communities through urgent rebuilding of family, community and social relations in order to promote social integration and emotionally well communities.



MAIN ACTIVITIES

General coordination of the PFP GBV Flagship Project in schools in the NMB:	High School Programme general coordination of NGO activities in the schools	Community Meetings with influential people of the 2 schools
Parent Workshops – 2 schools, 25 parents	Ambassador training – Youth Activation: “I Initiate” workshop, 5 days	Ambassador selection:
After care: Ambassador/ Learner workshops – 2 Ambassadors, 20 learners	Campaigns – 4 days of assisting to develop campaigns	Capacity building: each partner trained their specialty
Meetings: Coordinate and participate in multi-stakeholder and advisory group meetings	Guardian Anonymous Reporting App: Implementation in 10 schools	COVID-19 Avenues Avenue 1: Social Media & Facebook Avenue 2: Guardian App Push Notifications Avenue 3: WhatsApp communication
	Multi-Partner Learner Webinars	

VISION

REVIVE aims to assist individuals and communities to be emotionally healthy in order that they effectively deal with life's challenges.

MISSION

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.

CORE VALUES:

Confidentiality: REVIVE aims to promote emotional wellness in individuals and communities through delivering trustworthy and confidential services.

- Integrity
- Passion
- Proactivity
- Human Dignity

Secretariat: REVIVE

The objectives of the secretariat are:

1. General coordination of the High School Programme NGO activities in the schools
2. Coordination of NGO activities in the schools during Strong together programmes
3. Implementation of activities of the “I Initiate” High School Programme
4. Meetings and Capacity building of NGOs
5. Stakeholder meetings and participation





Doxa was established in 2007 as a non-profit organization with the purpose of providing a safe haven where the township youth participate in a comprehensive program of personal development and skill development that promotes the physical, educational and life skills necessary to prepare and empower them for leadership in their communities and success in their personal lives. Doxa Family Care seeks to preserve the family as a focal point in our society. The organization offers non-statutory intervention to families at risk, families in crisis and families in transition. It is an intervention and family prevention program that is both culturally responsive and community based. The program adopts a multi-level equitable norms and community advocacy approach to transform masculinities by changing attitudes and behaviors that perpetuate Gender Based Violence.

Doxa has grown in the past five years in becoming field experts on positive masculinity. The organization has capacitated officials from the Department of Social Development, local NGO's and religious leaders on transformative masculinities.



MAIN ACTIVITIES

General coordination of the PFP GBV Flagship Project in schools in the NMB:

Preparation Phase - assisting REVIVE (SECRETARIAT) in organising community meetings

Parenting Programme - develop programme, workshop in 2 schools

I Initiate Ambassador training - Youth Activation Skill Transfer Workshop, support Masifunde in the Selection process of the "I Initiate Ambassadors", partake in the "I Initiate ambassador training"

I Initiate Learner Workshops at schools - assist Ambassadors and provide aftercare, mentor Ambassadors and assist in the development of their campaign

Capacity building - masculinity training for partners, participate in conflict management workshop, and participate a workshop on challenges of LGBTI learners and how to work with them

Meetings - participate in coordination and planning meetings

Video Clips - mentor and assist in the production of learner clips

VISION

Provide opportunities for families to function and fulfil their purpose.

MISSION

To create a safe space in which participants could freely express their hopes and fears, supporting each other towards a safer and healthier livelihood.

VALUES

We are committed to providing excellent service to our clients. Our relationships, business processes and conduct are based on:

- Mutual trust & Respect
- Equity & Fairness
- Integrity & Honesty
- Transparency & Openness
- Courtesy & Commitment

Scope of work and Doxa's Experience

1. Capacitating learners on understanding abuse and violence.
2. Assist participants with interventions for families at risk, in crisis and in transition.
3. Capacitate partner NGO's and community leaders on transforming masculinities from toxic to positive.
4. Provide mentorship for selected learners who will be ambassadors





SOUTHERN AFRICA DEVELOPMENT, RESEARCH AND TRAINING INSTITUTE NPC
(SADRAT INSTITUTE)
- YOUR PARTNER IN SUSTAINABLE DEVELOPMENT

Development for Human Dignity

avp alternatives to violence project **south africa**

Overview of AVP and SADRAT
The Alternatives to Violence Project (AVP) is an international non-profit conflict transformation programme. Teams of trained AVP facilitators conduct experiential workshops to develop participants' abilities to resolve conflicts without resorting to manipulation, coercion, or violence.

Workshops place a strong emphasis on life experiences and encourage participants to:

- serve as each other's community
- find options other than fight, flight or freeze when faced with conflict
- develop self-responsibility

In Southern Africa there are active AVP groups in Gauteng, Eastern and Western Cape as well as KwaZulu Natal, Namibia and Zimbabwe.

Here in the Eastern Cape, AVP operates in partnership with the Southern Africa Development. Research and Training Institute (SADRAT), an NGO with 20 years' experience of working in Nelson Mandela Bay.



MAIN ACTIVITIES

Mediation session for two LGBTQIA+ groups	Participation in Guardian app workshop	Participation in GBV 2020 planning workshop
Teambuilding workshop for LGBTQIA+ groups	Learning and Reflection Workshop (2 days), Advisory workshop (3 days) and Operational Planning workshop (3 days)	PfP Regional Conference, GIZ
NGO capacity building workshops: Doga - Positive Masculinity Training, LGBTQIA's School Dialogues and Facilitator Training offered by Masifunde.	Manual Preparation and Media Campaign	Co-facilitation of Parenting Workshop

Field of expertise for which AVP was included in the PfP project

AVP-SADRAT was contracted to provide experiential workshops in non-violence and conflict management to PfP partners and to teachers and learners of the selected schools. Included in our mandate was the mediation of any possible conflicts amongst the PfP partners.

The Alternatives to Violence Project (AVP) is an international volunteer-supported non-profit organization that offers experiential workshops in non-violence and conflict management

Website:
<https://avp.international/>

in Eastern Cape AVP operates in partnership with





The Thami Dish Foundation was founded in 2015 as a response to the socio-economic and structural challenges faced by LGBTIQ+ youth in South Africa. To this end, the organisation sought to address the issue and creating wider awareness of LGBTIQ+ issues in various communities through community dialogues and further, by assisting with funding for education of LGBTIQ+ youth.

The Thami Dish Foundation also seeks to align itself with initiatives that seek to achieve the same goals as itself. Furthermore, the Foundation seeks to widen its reach and ambit by establishing relationships across South Africa, Africa and the globe with individuals who are driving messages and movements towards the benefit of LGBTIQ+ people as whole. This has resulted in synergies and relationships being built towards the benefit of LGBTIQ+ youth in South Africa. Over and above that, this has highlighted the need for a unified global voice in issue response, advocacy and interventions. The greater vision of the Foundation is to be an authoritative voice in issues affecting LGBTIQ+ youth in South Africa with links to the rest of the continent and the global community. This gave rise to the formation of the Global LGBTIQ+ Network, which held its first conference in October 2018.



MAIN ACTIVITIES

Workshop with Teachers & Learners	Develop a LGBTIQ+ Toolkit	Design a referral system for victims of LGBTIQ+ related GBV
Provide support and mentorship to the Nelson Mandela Bay (NMB) LGBTIQ+ NGO's	Design National Campaign including Advocacy work	Participate and influence policy in meetings

The Foundation has a few key programmes and objectives.

- These include:
- Educating Societies –Community dialogues, sensitisation trainings and schools projects;
 - Inclusive Spaces – events, affinity groups, camps;
 - Responsive Activism – issue response, advocacy, stakeholder partnerships;
 - Scholarships &bursaries;
 - Information Dissemination

Scope of work and Thami Dish Foundation's Experience

The Thami Dish Foundation has been contributing to the project by mentoring NGO's in Nelson Mandela Bay on running communications campaigns, organising events and raising awareness. We have also developed a comprehensive "toolkit" on understanding diversities in gender and sexual orientation and how to challenge homophobia in schools.



SIBANYE LGBT ORGANISATION

Sibanye is a registered NPO with the Department of Social Development, under the NPO Act 71 of 1997. Since registering in November 2015 our profile has grown, from being a mere support group to a functional representation of the LGBTIQ+ community in the Nelson Mandela Metro and a recipient of the Special Sectors Recognition Award from the Nelson Mandela Municipality.

We have strived to create a culture of Health and Wellness in the community we serve.

Our team consists of 11 staff members and volunteers that are on the front line of our activities. Our board being the highest decision-making body of the organisation.

In serving our community, we wanted to make sure that we were responsive to the needs of our trusted and valued stakeholders, partners and most importantly fellow Key Populations Living with HIV, to ensure that we can proactively take part in the response to HIV pandemic and cross cutting issues within the LGBTIQ+ & MSM & Sex work community.



MAIN ACTIVITIES

Initiate learner-driven awareness activities in schools	Conceptualize a training for NGOs and teachers on Gender-Based Violence Prevention	Design a toolkit for NGOs, teachers and learners training, design a national campaign and to provide support for the GBV prevention with a focus on LGBTIQ+ discrimination project in Eastern Cape province
LGBTI Awareness, Capacity Building and Campaigns for learners, teachers and NGO's	Reporting sessions about the general activities that are High School Program	Meetings and capacity building of NGOs as well as the participation at stakeholder meetings.

Overview Of Sibanye's Involvement

SIBANYE LGBT in collaboration with Sicebise Social Inclusion, Thami Dish Foundation in partnership with PFP, GIZ and DOE in the Nelson Mandela Bay has come together to do the program that will protect the LGBTIQ+ learners in all forms of violence that they encounter in school settings and at their homes. Where learners experience most of violence from their peers, teachers, parents and in the community

AREAS OF FOCUS

- To create social stability and awareness on HIV / AIDS & STIs for vulnerable groups
- Creating avenue for advocacy of human rights, peaceful resolution of conflicts and reduction of hate crimes towards the marginalized communities.
- To reduce stigma & discrimination against members of the LGBTIQ+ & MSM Community in a health setting.
- Improved access to psycho-social services for Key Populations groups.

Through these services we set out our intention to impact at each part of the National Strategic Plan to HIV response from implementation, to policy, capacity building to training and support. To achieve our goals, key populations are involved and leading in HIV treatment access and prevention methods & interventions at all levels in the organisation.

We will continue to be bold. We will continue to profile and amplify the rights of Key populations in accessing health services. We will do so proactively, collaboratively, centering the experiences of Key Populations Living with HIV.

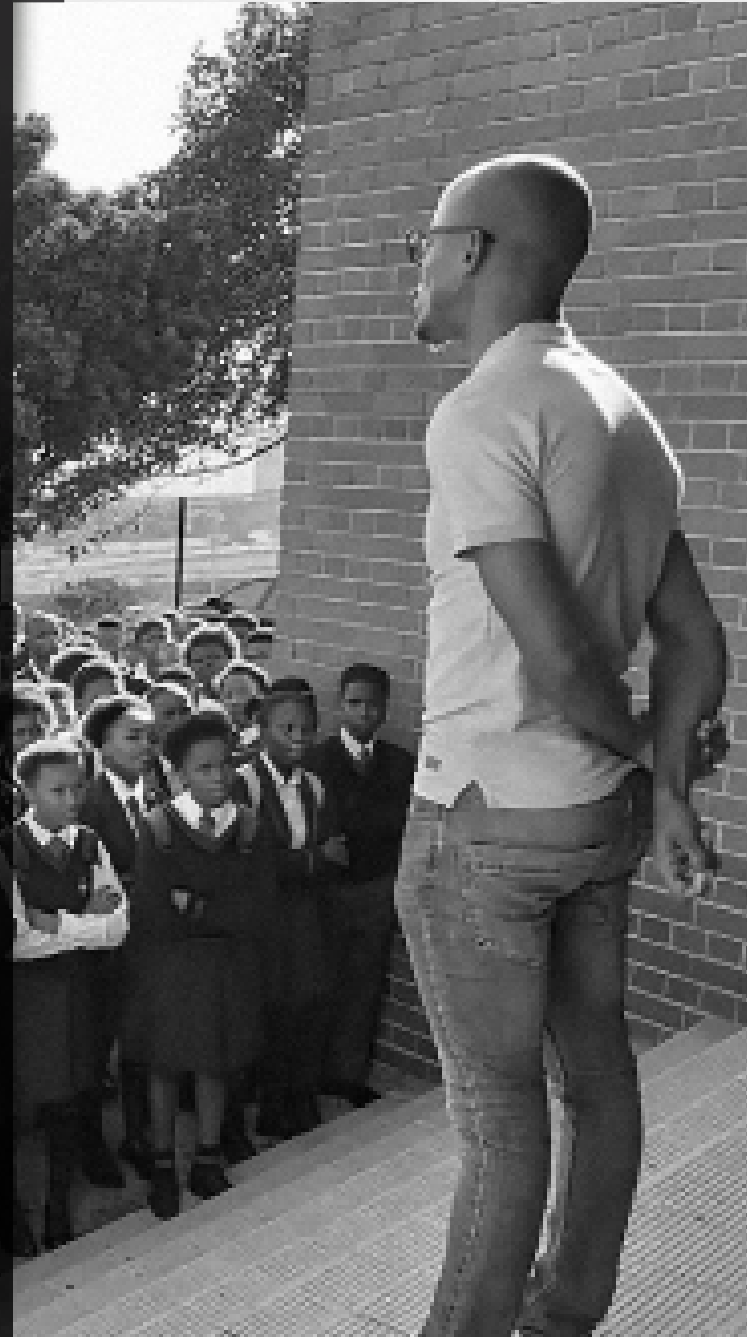


The overall role of the Nelson Mandela bay LGBTIQ+ Consortium is to initiate learner-driven awareness activities in schools conceptualize a training for NGOs and teachers on Gender-Based Violence Prevention, to design a toolkit for NGOs, teachers and learners training, design a national campaign and to provide support for the GBV prevention with a focus on LGBTI discrimination project in Eastern Cape province.

NMB GBV Prevention in Schools Flagship Project: LGBTI Awareness, Capacity Building and Campaigns for learners, teachers and NGO's: Gender Based Violence prevention with focus on LGBTI Discrimination in Schools

NMB LGBTIQ+ consortium has been greatly involved in all the reporting sessions about the general activities that are High School Program, the activities of the "GBV prevention with a focus on LGBTI Discrimination" High School Program, meetings and capacity building of NGOs as well as the participation at stakeholder meetings.

The role of the organisation within the PfP core group is to equip schools and communities in the Nelson Mandela Metro with skills and knowledge on developing strategies in combating all forms of violence, prejudice and stereotypes against the LGBTIQ+ community by means of sensitization and psychosocial support.



MAIN ACTIVITIES

Implementation and enforcement of law through:

Sensitization on what LGBTI is and the laws that protect the rights of LGBTIQ+ community, to teachers, parents and other caregivers. Involve SAPS, Human Rights Commission, Department of Education, and Commission of Gender Equality. Cross cutting activities will include educators, SGB and learners.

Norms and Values: Changing adherence to restrictive and harmful gender and social norms.

Through a community symposium to engage on sexual health and sexual assault. Include various departments such as justice, education, health and social development. Have school ambassadors, sporting days and self-care activities.

Safe Environments: Reducing violence by addressing "hotspots" thus preventing the spread of violence within the classroom and school premises by means of anti-bullying campaigns.

Response and Support services: Set up school clubs and offer referrals to relevant social development and any other civil society bodies for further intervention and assistance.

Education and life skills: Establish safe and enabling school environment. Improve children's knowledge and understanding about LGBTIQ+ community. Life and social skills training and empowerment

Sicebise Social Inclusion + is within the LGBTIQ+ framework to intensify efforts of preventative measures within and/or against the LGBTIQ+ community. Within the working experience, we have realized that gender-based-violence leads to isolation, low self-esteem and high-risk behaviour. An inclusion, enforcement and motivation of positive behaviour, social acceptance and understanding will be key focus areas in schools for both teachers and learners. Teaching diversity- be it racial, sexual, gender, or any other kind- is about promoting the spirit of our constitution.

VISION

To foster early violence and crime prevention interventions for the marginalised gender orientated groups through programs, support groups and counselling sessions. To create a safer environment through fighting stigma for the individuals to share the space. To also offer after care programmes for the survivors of violence and individuals that need support.

MISSION

A crime free and non-violent community. A community that is sensitive to the needs of its members, promoting the spirit of Ubuntu by raising kids that are gender fluid. A community that upholds health initiatives and takes responsibility for their health. To raise funds in order to fulfil the objectives of the organization.

- In schools we do support groups for victims & LGBTIQ+.
- We offer skills (Positive communication, Informed decision, etc).
- Sensitization about LGBTIQ+ to parents & teachers.
- Facilitate dialogues on topics such as anti-bullying, hate speech, and discrimination.
- Health education on early intervention of TB & HIV/AIDS.
- Promoting Healthy lifestyle.
- Awareness about Gender Based Violence.



PORT ELIZABETH
RAPE CRISIS
—CENTRE—

The Port Elizabeth Rape Crisis Centre Trust is a registered non-governmental and Trust, established in October 1992. The organization aims to be a Centre that provide holistic, gender sensitive assistance to all victims. We also strive to prevent sexual crimes and empower those that have endure such harrowing events. Our vision is to develop a multi-sectoral approach towards the elimination of all form of gender based violence, by working with various stakeholders such as the Department of National Prosecution (NPA), the Department of Social Development, South African Police Services (SAPS FCS) and the Department of Health (DOH) and various non-governmental organization. The organization endeavors to give comprehensive services to both the victims and their immediate family.

In pursuit of our mission the Organization provide first responder and counselling services to sexual violence victims at the Thuthuzela Care Centre, Dora Nginza hospital 24/7/365. The organization also implements preventative gender- based violence programmes at various primary and high schools in the Nelson Mandela Metropolitan Area. Other services rendered to victims and survivors includes Rape Crisis Centre providing info on HIV, TB, STIs & gender; assessments to check risks; HIV testing & counselling; health education; contraception, pregnancy, and clinical services.



In pursuit of our mission the organisation delivers advice and assistance in the following categories:

- Counselling and Psychological assistance
- Court Support and Preparation
- Medical Assistance
- Referral to other Organisations
- Information Dissemination and Education
- Lobby and Advocacy around issues of sexual violence

Scope of work

The main objective of the Rape Crisis Centre role is of consultancy to capacitate the Flagship NGOs and selected teachers with knowledge on GBV and skills on its prevention. They will then be enabled to transfer the knowledge gained into tools and activities that are adequate and participative for learners and teachers. Capacitating these learners and teachers on how to respond to Gender Based Violence at their schools. The overall aim is to transform and positively shifting the attitudes of teachers and learners, to recognize violence against women and girls as unacceptable.



masifunde

LEARNER DEVELOPMENT

Masifunde believe firmly in peer-education: That's why most of our activities work towards outreach events which activate our learners to share their findings within their social environment. This ensures that our programmes have a community-wide footprint and contribute systematically to the creation of an active civil society.

Over the past years, we have developed and successfully tested our community development models. Today, we proudly see components of our work being used as best practice and showcase examples. Our work in Walmer Township is open source and we gladly share it with and show it to interested stakeholders from various fields. Like-minded NGOs are most welcome to contact us to become implementation and replication partner of programme components.



MAIN ACTIVITIES

Design, organise and implement a youth-activation workshop for schools, which should also serve as selection process of the ambassadors

Design, organise and implement ambassador training

Assist DOXA in organising community meetings of influential people of the school environment

Implementation and facilitation of the joint supportive parenting program with Revive

Mentor and capacitate ambassadors with facilitation skills and campaign development with Varris Marketing

Conduct knowledge transfer webinars

VISION

Masifunde's work is driven by the vision of a united society in which everyone is empowered through high-quality education to participate pro-actively and confidently in societal issues and thereby initiating positive change in their own lives and the lives of others.

MISSION

Our services include high-quality programmes for learners from three to 35 years of age. What makes our work unique is that our approach always centres around the individual - for all age groups. The interventions are always holistic, trying to take into account all aspects of the children and youth in our programmes: home and social environment, different forms of education, personal growth and individual talents and interests.

Role Description

Selection of ambassadors through GBV literacy awareness workshops. organizing and implementing youth-activation trainings and workshops for the selected learners. Capacitate ambassadors with leadership and basic facilitation skills, as they discover their talents in the process of being guided and supported in campaign development and peer to peer facilitation.Touch base with ambassadors and liaising between schools, ambassadors and NGOs.



Variis MARKETING

Variis has a nine year history of working in the strategic marketing and design field. The work has been concentrated within the Nelson Mandela Bay and hinterland but includes services to clients throughout the region and even into neighbouring countries. Variis has developed relationships and partnerships with many stakeholders within the Nelson Mandela Bay youth community servicing initiatives.

Variis has always had a strong focus in making a difference in the lives of the young and vulnerable. This is manifested through an involved participation and total immersion in clients campaigns such as: YCPD, Gender Based Violence Prevention Marketing Campaigns, Youth For Safer Communities (Human Rights Campaigns for YSC with sponsorship from Department of Justice & Constitutional Development)

The work Variis did in these initiatives included designing material for school safety campaigns, health campaigns, human rights campaigns in a manner which involved all stakeholders in a bottom-up approach. Variis has embarked on design work that if focused on creating clarity and relatebility with the youth through promotion of understanding. This has culminated in training of youth in content development, visualization, catch wording, design, branding and key messaging.



MAIN ACTIVITIES

Design and implement a media strategy on GBV prevention	Empower partner NGOs on how to start and mentor youth-driven activities	Capacitating and assisting learners in their youth-driven media campaign
I Initiate Ambassador training - teach learners how to develop their own branding	Assist learners to develop their own media approach	Produce materials (posters, t-shirts, button badges, silicone wristbands)

VISION

Training, consultation, and services in a scalable model to empower the youth of South Africa to create a brighter tomorrow

MISSION

To offer services that relate to our vision, in a selfless manner and with love.

VALUES

We are committed to providing excellent service to our clients. Our relationships, business processes and conduct are based on:

- Mutual trust & Respect
- Equity & Fairness
- Integrity & Honesty
- Transparency & Openness
- Courtesy & Commitment

Role Description

As media partner: developing media strategy of the Flagship project on Gender-Based violence, while including the core group in the process of design and development. Also, empowering partner NGOs in the process on how to start and mentor youth-driven activities as well as capacity building for teachers and parents/caregivers.





4. Timeline

Timeline 2019

Timeline

● **4 September 2019:**
Community Meeting at Chapman

● **6 September 2019**
Brief meeting at Khwezi Lomso

● **9-16 September 2019**
5 days Youth Activation Skill Transfer Workshop of NGOs

● **13 September 2019**
Teacher Sensitisation Workshop

● **14 September 2019**
Supportive Parenting Workshop

● **20-30 September 2019**
Ambassador Training and Campaign Development/ Planning



● **5-7 November 2019**
3-day learning reflection workshop at Masifunde

● **8 November 2019**
Advisory Core-group meeting

● **19 November 2019**
Guardian App workshop

● **29 November 2019**
LGBTI March and Handing-over of Memorandum to the Speaker of the Councillor

● **29 November 2019**
Symposium on GBV and discrimination against LGBTIQ+ in Nelson Mandela Metro

2019
AUG

2019
OCT

2019
DEC

2019
SEP

2019
NOV

● **8 August 2019**
Symposium on Sexual Health and Sexual assault within the LGBTIQ+ community

● **20 August 2019**
NSP Consultation

● **22 August 2019**
PFP Core-group meeting with Research Consortium

● **26-27th August 2019**
Design of Parent-Teacher Workshop

● **2-25 October 2019**
Implementation of I-Initiate in Chapman & Khwezi Lomso High Schools

● **8 October 2019**
School Dialogue at Khwezi Lomso

● **16 October 2019**
Parenting Workshop at Khwezi Lomso

● **29 October 2019**
GBV Teacher Workshop

● **30 October 2019**
Positive Masculinity Workshop

● **31 October 2019**
Variis Media Strategy workshop

● **2 December 2019**
Core-group Meeting at Masifunde

● **2 December 2019**
A camp was held with learners to build LGBTIQ+ leadership and to intensify the understanding of safe spaces for all learners in school



Timeline 2020

Timeline



- 13 January 2020
Core group workshop on the training of Guardian App
- 15 -16 January 2020
AVP training with the core group
- 20 January 2020
Guardian App training with the core group
- January - February 2020
Teachers training of the Guardian App

- 12 - 13 March 2020
Theory of Change Development workshop
- 14 March 2020
Ambassadors are evaluating the "I Initiate" activities
- 17 - 18 March 2020
"I Initiate" Ambassador Manual Review Process (virtual)
- 26 March 2020
National Lockdown – Covid 19
- 31 March 2020
"I Initiate" Ambassador Manual Review Process (virtual)

- 8 May 2020
VARIIS workshop for NGOs on formulating key messages
- 13 May 2020
Meeting with whatsapp champions

- 5 June 2020
DBE Webinar series: The impact of COVID-19 on children's experience and vulnerability to Violence and Gender-based Violence. (Child Protection Week 'Let us all protect children during COVID-19 and beyond')
- 5 June 2020
Thami Dish Foundation hosted a webinar focusing on Queer Wellness
- 16 June 2020
Learner campaign in commemorating Youth Day
- 20 June 2020
LGBTIQ+ GBV trauma debriefing for parents and learners
- 23 June 2020
DBE Webinar series: Racism in schools
- 26 June 2020
DBE Webinar series: "Youth resilience as a protective factor in combating GBV and other societal ills"

- 7 August 2020
Sicebise Social Inclusion+ organized a webinar focusing on transgender women in commemorating Women's Month
- 11 August 2020
Eastcape Midlands College partnered with Sicebise Social Inclusion+ for a two-day dialogue on Gender-Based-violence
- 19 August 2020
Zoom meeting on Domestic Violence in the LGBTIQ+ community
- 20 August 2020
Sicebise Social Inclusion+ organized a webinar with an organization working within the framework of LGBTIQ+, Wave of Legacy Alliance Initiative (WALAI) from Uganda.
- 28 August 2020
DBE Webinar series: Learner-led school safety interventions during COVID-19 and beyond.

2020
FEB
JAN 2020

2020
MAR
2020

2020
APR
MAY 2020

2020
JUN
2020

2020
JUL
2020

2020
AUG
2020

2020
SEP
2020

- 1 February 2020
One-day of training, LGBTIQ+ and bullying sensitization. This was administered to the I-Initiate Ambassadors by Thami Dish Foundation
- 11 February 2020
Core-group Meeting @ REVIVE – Empowering Emotional Change
- 18-19 February 2020
LGBTI Training Workshop with NGOs @ Masifunde
- February 2020
Signing of Ambassadors manual
- 21-22 February 2020
GBV training for the ambassadors from Chapman High and Khwezi Lomso Comprehensive High.

- 4 April 2020
Contingency measures were put in place as a response to the COVID-19 pandemic, with the adapted intervention strategy being rolled-out digitally across all available digital platforms, including social media.
- 8 April 2020
RBM Workshop (M&E for the flagship)
- 15 April 2020
Initiating learner and schools whatsapp groups
- 17 April 2020
"I Initiate" Ambassador Manual Review Process, discussing theory of change (virtual)



- 4 July 2020
National webinar under the theme "I Am Every Woman".
- 7 July 2020
Thami Dish Foundation webinar: The process of "othering" in bullying
- 17 July 2020
DBE Webinar series: Experiences and and support of learners and educators wellbeing as they return to school during COVID-19
- 31 July 2020
Virtual Children's Conversation on Gender Based Violence and Femicide (Nelson Mandela Bay Children's Forum)
- 31 July 2020
DBE Webinar series: Showcasing learner-led interventions to prevent violence and GBV in Schools (hosted by Eastern Cape Department of Education).

- 1 - 10 September 2020
Continuation of the "I Initiate" Ambassador Manual Review Process (virtual)
- 11 September 2020
DBE Webinar series: Discussing online safety of children and the uses of online platforms to create safe spaces for children.
- 11 September 2020
DBE Webinar series: Discussing online safety of children and the uses of online platforms to create safe spaces for children.
- 29 September 2020
'GBV prevention in schools' flagship core group meeting
- September 2020
QuaranTV – LGBTIQ+ clips Quarantimes Magazine – LGBTIQ+ edition



5. Activities

When one looks at the overall lifespan of the flagship project the amount that has been achieved in such a short time span is exceptional. There is no doubt that although sometimes presented with some very real and tough challenges the partners managed to come together and produce results of high quality and quantity.

5.1. Capacity Building

The creation and sharing of knowledge is vital in any intervention where a change in awareness and attitudes is desired. The theory of change underpinning the project shows a clear connection between the need to recognise a need for change, the creation of an understanding of this need and the actual transformation needed to affect the change.

One of the central objectives of this multi-stakeholder process was the sharing of specialist knowledge and the strong commitment to skill enhancement and development. It was critical to the success of the flagship project that each of the partners involved shared their expertise and skill-sets with the others, not only to increase knowledge and understanding of the content of their specialist areas, but to increase the overall capacity of the project itself.

5.1.1 NGOS

Besides the initial planning and discussion sessions one of the first capacity training processes for the flagship partners was a Youth Activation Transfer Workshop held from the 9th to 16th September 2019 in which all NGO’s were briefed on the “I-Initiate” activities and were briefed on risk factors that perpetuate GBV. There was a transfer of knowledge and skills from Masifunde on how each implementing NGO can better capacitate the learners through Youth Activation. There was also an AVP team-building session and several discussions around the practical drawing up of the facilitation manual. Each NGO presented several exercises/activities to be included in the intervention manual which were critically appraised by all of those who attended the meeting. Thereafter all of the input was collated, and a first draft of the manual was designed to be further appraised.

The partners were provided a further opportunity on the 30th October and 1st

November 2019 to increase their capacity when DOXA Youth Programs & Family Care presented a training workshop on Positive Masculinity. The main objective of this training was to increase the levels of understanding as to how masculinity and femininity are influenced by our socialisation process and to explore the link between this socialisation process and violence in society. The workshop further explored the roles that men and women play in violence, understanding the link between negative masculinities and violence and understanding gender-sensitive active nonviolence and its applicability in their different contexts.

On the 19th of November 2019, a workshop was held with Marc Hardwick from the Guardian App regarding the Anonymous Incident Reporting & Investigation in 10 Schools (NMB). The app was introduced and a discussion around the vision and services of the Guardian App into the PFP GBV project for 2020 was held. A further

training was held on the 13 Jan 2020, at which the core group was trained by Bheki Hlongwane from The Guardian on the administration of the app.

On the 20 January 2020, there was a follow-up training and a practice session on how the training would be conducted in schools by the partners. The group identified 10 Schools to receive the Guardian app in the Nelson Mandela Bay flagship project. REVIVE, a representative from the partners, Bheki Hlongwane and Mr Baartman from (DoE) visited the schools and organized dates for the training of the safety committee at the school and assembly presentation with the learners. This was a success as the project managed to get schools to commit to actual dates. The 10 schools selected for participation were KhweziLomso Comprehensive School, Chapman High School, Khumbulani High School, Kwamangxaki High School, Lawson Brown High School, Masibambane Senior Secondary School, Molly Blackburn

High School, Phakamisa High School, V. M. Kwinana High School and Booysen Park High School.

The group was further trained by AVP – Eastern Cape in the Alternatives to Violence Basic Skills Workshop on the 15th and 16th January 2020 and further advanced training and support was provided online due to the constraints of Covid19.

On the 18th and 19th February 2020 the partners received training from Sicebise Social Inclusion (SSI+) to inform, educate and capacitate them on the concepts and issues surrounding LGBTIQ+ communities. The workshop was very interactive with discussions centring on biological and social constructs relating to gender identity, gender expression and sexual orientation. The workshop was very positively received and created a strong commitment to furthering the aims of the project.

There were also a number of planning sessions, a three-day learning and reflection workshop from the 5th – 7th November 2019 and three advisory core-group meetings held throughout the course of the project which enabled the partners to not only plan also reflect on what was being achieved along the way

There were also a number of meetings held with Variis Marketing to assist the partners in understanding the GBV campaigns and the Media Strategy for the project. Discussions were held around the social media aspect of the project, with input from the group regarding the correct use of slogans, messages and content that will be posted on the GBV Facebook page: <https://tinyurl.com/y4vx5bd8>

There were also a number of team building interventions undertaken by AVP to assist the LGBTI organisations with their operational plans and to assist them in drawing up an MOU. AVP also facilitated

the sessions with Thami Dish Foundation which strengthened the intervention dynamic and overall footprint of the LGBTI deliverables.

Through this specialised capacity training each of the two NMB LGBTIQ+ organisations advanced their skills in project management, campaigning and peer education. By utilising these skills within their various responsibilities for the project they were able to reach our targeted deliverables. Important workshops, including topics on conflict resolution, positive masculinity and gender-based violence, have yielded useful lessons for the practical implementation of LGBTIQ-based community interventions. The importance of these topics, and their interconnectedness, are continually making this crucial issue mainstream. With collective social support we will be able to overcome many of the harsh realities experienced by the LGBTIQ+ community.

5.1.2 PARENTS

The project accepted that GBV is a problem of the whole community and it can only be reduced with the help of the whole community. Therefore it is important before planning GBV prevention activities in schools to inform the community first in order to get their buy in. This was a vital component and although it was difficult to involve community members and parents, this commitment remained central to the success of the project.

As the project would be focussing on learners it was of vital importance that there was strong support and buy-in from the parents. To this end the partners spent two days on the 26th and 27th August 2019 preparing the workshop content and designing a supportive parenting manual. This session enabled the team to share their different expertise and experiences with regards working with parents and to develop methodologies for their intervention.

The Parenting Workshop was conducted on the 14th September 2019 at Chapman High School and on the 16th October 2019 at KhweziLomso Comprehensive School. Parents and guardians of the ambassadors and learners attended these workshops with open minds and a willingness to engage positively. These workshops assisted the parents in understanding their parenting styles and the effects these different styles have on their children. They also explored their communication styles and identified the barriers between parents and children which result in violent behaviour. The parents were encouraged to accept a positive and protective role in which children would be able to feel safe with their sexuality and identity. The importance of the role of fathers was also highlighted together with the provision of non-violent positive role-models.

These workshops were very encouraging as the partners included the understanding of sexuality and LGBTIQ+ and the need for positive support in these contexts. Gender-based violence and LGBTIQ+ discrimination are problems that affect the entire community. Community members are encouraged to take a stand against these social ills, and it is therefore important to get the buy-in from parents too. Family is often seen as the first level of socialisation in society, and by including family gatekeepers positive changes can start to occur. It is in the family structure that morals and life-skills are learned, and in some cases these values can be toxic towards specific genders or LGBTIQ+ individuals. By sensitising parents on LGBTIQ+ issues they will have an open mind about LGBTIQ+ learners, and will in turn learn to accept their children for who they are.

A total of 84 parents were trained through these workshops.

5.1.3 TEACHERS & COMMUNITY

The partners also managed to engage with the teachers at the two pilot schools as well as with community members from the surrounding areas.

A community meeting was held at Chapman High School on the 4th September 2019. The session was attended by the school principal, several teachers, as well as community stakeholders (religious leaders, police officials, and parents) to introduce the project to them and to receive buy-in by emphasising the importance of Gender-Based Violence prevention within schools and the broader community. Each of the partner NGOs was introduced to the attendees, explaining their specialised role within the PfP project. An overview of the proposed way forward was also presented.

Following this a short meeting was held at Khwezi Lomso High School on the 6th September 2019 to introduce the PfP GBV Prevention project to the school principal and several teachers. Future contact dates were decided on at this meeting. A teacher sensitisation workshop was conducted on the 13th September 2019 to introduce teachers to the concept of Gender-Based Violence. There was a strong emphasis on the severe effects of GBV and the responsibility and role that each person plays in combating GBV.

Rape Crisis Centre presented a workshop for teachers on GBV on the 29th October 2019 to determine the challenges that educators and learners face concerning GBV in the school setting. The session was held at the Nelson Mandela Bay stadium. The workshop was extremely positive with a strong desire to understand the challenges of GBV and to learn as much as possible about curbing it.

These interactions with teachers were vital in establishing a climate conducive to creating a platform for learners to grow and be activated. A lot of this ground work was extremely helpful when the Guardian app was rolled out.

With the opportunity of the Guardian App being made available to the project team, the teachers of the selected schools were trained over the course of January and February 2020 in the management system of the App. The schools were added on the system and the teachers trained in how to access the system, how to read and reply to the reports, how to refer reports, how to set push notifications to learners, how to download the app on cellular phones, how to use the panic button facility, how to add other users and how to set new transgressions. This part of the project proved to be a vital conduit for the continuation of the project deliverables through the Covid19 lockdown.

5.2. “I-Initiate”

The project intends to initiate learners on positive and healthy gender interactions, for the purpose of promoting and empowering positive interactions for the safety of children in schools. The selective use of the term “initiate” is to acknowledge and activate groups of young people and their schools to identify vulnerabilities to gender-based-violence and to take an initiating role in making themselves and schools safer against such gender-based-violence. This approach allows for the intervention to be based on pillars of understanding that gender-based-violence already uses cultural spaces of interactions to thrive. In turn, using those pillars of understanding to impact and promote positive change.

The above mentioned capacity building workshops and community meetings formed the preparation phase of the “I Initiate” programme, with the partners focussing hard on the activity development for the training and selection process of the ambassadors.

5.2.1 AMBASSADOR SELECTION

The ambassador selection was held on the 11th-13th of September 2019 at Chapman High School and Khwezi Lomso Senior Secondary. There was an introductory focus on GBV education for grade 8 learners to guide them through GBV incidents taking place in their school communities. This session also aimed to activate them to come up with ideas around GBV prevention. The grade 8 learners were then encouraged to nominate and vote for 2 of their peers to become Ambassadors of the GBV prevention project.

A workshop guide was developed to assist in explaining to grade 8 learners about Gender based violence and the

inclusivity of gender in violence. It also served to help learners identify and understand the GBV that happens in their own schools and how often it occurs. Part 5 of the workshop in the guide activates and encourages learners to think and generate ideas of how they can prevent and eliminate the GBV incidents that occur at their schools (see the link for the youth activation facilitator’s guide [in contents](#))

During the workshop the learners watched a film clip that was created by Masifunde YSC learners about GBV myths and facts. The video was able to help educate the learners about some myths and facts about GBV. In addition, learners

were provided with visual material to promote GBV prevention. The flyerswere handed to the learners and some put around the schools for awareness (see in page 14 of the youth activation facilitators’ guide) ([see link in contents](#)).

14 ambassadors were selected from Khwezi Lomso Comprehensive School and 8 ambassadors from Chapman High School. Willingness and consent to attend the training was requested from the ambassadors and also consent forms were sent to the parents and guardians of the ambassadors.

(See Youth Activation and Ambassador Selection Workshop Facilitator’s Guide [in contents](#))



“I learned more about friendship”

5.2.2 “AMBASSADOR TRAINING”

The ambassador training was conducted from the 20th-30th of September 2019 by all the partner organisations with 20 of the ambassadors. The first phase of the training focussed on creating a better understanding of GBV, on activities to prevent GBV and on the impact of GBV on relationships. The workshop also focussed on testing and refining the materials and activities for the manual as well as giving the ambassadors an introduction to basic facilitation and training techniques.

The second phase of the training focussed on the development of GBV awareness campaigns. Variis Marketing took the ambassadors through a process of campaign development looking at key messages, slogan development, and the design of t-shirts, button badges, wrist bands and posters. This phase also included sessions on the use of social media where the ambassadors created their own Facebook page which has been administered by Variis Marketing.

Ambassadors used their drawing talents to design their own logos for their campaign material, the t-shirts, wrist bands, posters and button badges. They also creatively came up with interesting and resonating key messages. The few that stood out amongst many for the group were: ‘We will end the violence’, ‘My body is not a crime scene’, ‘Different is the same’ and ‘Say No to GBV’. ‘#Youth unite against GBV’ was the main message that underpinned their campaigns.

The ambassadors also wrote their own scripts and produced video clips about GBV in their communities under the guidance of DOXA and The Media Workshop (these clips can be viewed at the [link in contents](#))

On day 9 of the training, 30th of September 2019, all NGOs, school representatives and the Department of Education had a meeting to plan the way forward, regarding suitable dates and times for the ambassadors to run their peer-to-peer gender based

violence prevention workshops in their schools. The ambassadors then shared and presented their experiences of the training to the consortium and DoE.

Role plays, spoken words and delivering speeches were among the activities the ambassadors came up with as activities for the campaigns at their schools. The first campaign where the ambassadors reached out to more than just their grade 8 classes was on the 14th of October 2019, at Khwezi Lomso High School assembly where they reached all grades and teachers.

Rape Crisis Centre was tasked by GIZ to compile a booklet and manual for learners and teachers on gender based violence and the organization completed the first draft of the booklet and then held a workshop on 21st-22nd February 2020 for the ambassadors from Chapman High and Khwezi Lomso Comprehensive High. The workshop taught the ambassadors to be peer educators on gender-based violence and on how to use the booklet. 18 ambassadors were trained.



5.2.3 PEER-TO-PEER WORKSHOP

On the 2nd of October 2019, the ambassadors began their 1st peer-to-peer workshops in their schools. Ambassadors facilitated 44 workshops in 4 weeks reaching over 600 of their peers. With an NGO member always present in the classroom, the ambassadors confidently facilitated the workshops. The role of the NGO member in the workshops was merely to give support to the ambassadors and co-facilitate should there be a need for further explanation of the activities.

5.2.4. AFTER-CARE

The implementing partners (Revive/AVP/Doxa/LGBTIQ+) together with Masifunde did weekly visits to the schools and worked with the ambassadors to assist them in making improvements for their next workshop. These sessions were very useful in de-briefing the ambassadors and in keeping them motivated and positive about their involvement. Masifunde and Variis Marketing also used these after-care sessions to hold campaign preparation meetings the different schools.

Once the ambassadors had completed all their workshops, there were feedback and reflections sessions held in both schools.

5.2.5 VIDEO CLIPS

Doxa worked together with learners from the two schools in mentoring and assisting them to produce their own short films. The Media Workshop worked together with Doxa to train the learners in story and script writing, acting and production skills. They also guided them on producing and directing their own short films.

The results were quite exceptional. With Chapman producing “That Room”, a disturbing look at child trafficking in Gelvandale. This story highlights the sad reality that many children go missing in Gelvandale and very seldom get found by the police. This is a situation that has become the norm for the children in the area and the main character in the film is almost sold by his aunt. This is apparently a very real and serious issue for the community of Gelvandale.



The second short film was produced by Khwezi Lomso, titled “Home”. This story focuses on domestic violence in Zwide location where gender-based violence, abuse and rape are the norm. The learners wanted to highlight the forms of violence that confronts them on a daily basis. They indicated that most cases in their community are never reported because violence is so normalised in their area.

The learners of both schools showed an innate brilliance in the writing, acting and production of these short films and some of the learners have committed to taking this experience further when they finish school.

5.2.6. RESPONSE TO COVID19

Although the project’s overall response to the Covid19 pandemic and subsequent lockdown is discussed in more detail below, it is important to point out some of the highlights of the response within the context of the core group’s commitment to keeping the project going.

The partners developed learner-driven WhatsApp groups and set up webinars with DBE, Thami Dish Foundation, Nelson Mandela Municipality, as well as capacity building webinars with AVP and Varris. The LGBTIQ+ component adapted to include the development of the Online Toolkit “A Rainbow Toolkit - Understanding Human, Gender & Sexuality Diversity & Preventing LGBTIQ+ Bullying in Schools” with testing of 5 sessions (different topics of the toolkit each) with different user groups. There were also Q&A sessions on Facebook on Understanding Human, Gender & Sexuality Diversity & Preventing LGBTIQ+ Bullying in Schools as well as Diversities in Sexuality training modules through the Thami Dish Foundation.

Masifunde developed Quarantine TV in which they included a clip for learners which explains the most important facts about LGBTIQ+ in an easy to understand, as well as developing the Quaran Times magazine which also focused an entire edition on LGBTIQ+ rights and issues.

5.3. LGBTIQ+ Component

The Cross Sectoral Programme “Realizing Human Rights, including Children’s and Youth Rights, in Development Cooperation” and the Partnerships for Prevention of Violence against Women and Girls in Southern Africa (PfP) introduced a project titled ‘Gender Based Violence (GBV) prevention with focus on LGBTIQ+ discrimination in schools – Eastern Cape Province, South Africa’. The project seeks to reduce discrimination of learners based on their sexual orientation, gender identity or sex characteristics by providing a supportive environment for LGBTIQ+ learners. This includes awareness raising and capacity building in schools and affiliated communities in the broader school community. The overall role of the service provider was to conceptualize training for NGOs and teachers on Gender-Based Violence Prevention, to design a toolkit for NGOs, teachers and learners, training, design a national campaign and to provide support for the GBV prevention

with a focus on LGBTIQ+ discrimination projects in the Eastern Cape Province.

Some of the thinking behind the addition of this project to the flagship GBV project was based on the understanding that LGBTIQ+ learners are more at risk of school-related GBV, as they are a minority in all the schools. Further to this, many schools do not actively promote equality and diversity, and many teachers still have strict beliefs that harm and stigmatize LGBTIQ+ learners.

It is also accepted that adolescence is a difficult and emotional time for all of us, but it is even more confusing for LGBTIQ+ learners. They begin to sense they are different, as they develop stronger romantic and sexual attractions. Many keep their feelings inside to avoid upsetting schoolmates and family members. This increases their risk of depression and anxiety, which is common in all teens. It is also

never easy for LGBTIQ+ learners to tell others about their gender identity or sexual orientation. It is a painful process of understanding, acknowledging and accepting who they are. They have to develop confidence and feel comfortable to talk about their LGBTIQ+ status.

The project designed a special focus on LGBTIQ+ learners in five of the ten pilot high schools. The project sought to reduce discrimination of learners based on their sexual orientation, gender identity or sex characteristics by providing a supportive environment for LGBTIQ+ learners. This includes awareness-raising and capacity building in schools and affiliated communities in the broader school community. The project was also aimed at strengthening the role of civil society in preventing GBV against and discrimination of LGBTIQ+ learners as well as improving cooperation between government and civil society actors on the local, provincial and national level in this matter.

5.3.1 THE “I-INITIATE” PROGRAMME

The LGBTIQ+ programme combined with the Flagship project to provide design, preparation and implementation support for the project. The initial concept of a strongly capacitated and committed multi-stakeholder process was further enhanced by the addition of the LGBTIQ+ component. This was seen as critical to the success of the project as it not only increased the knowledge and skill sets of all partners but contributed to the desperate need to seriously begin mainstreaming LGBTIQ+ processes throughout all interventions.

To this end the LGBTIQ+ partners were involved in all aspects of the “I Initiate” programme by providing vital input at a community, teacher and parent level. All interventions and training within

this programme contained an LGBTIQ+ component from the preparation phase right through to the ambassador training. One of the challenges of this inclusive process was to ensure that the schools and their communities were positively educated and challenged to begin to understand the importance of changing their perspectives and attitudes towards the LGBTIQ+ community and the learners. This was definitely visible throughout the different training workshops and activities within the programme.

The LGBTIQ+ partners organised community meetings with influential role-players at five of the schools, they participated in the planning and implementation of the parenting workshops and facilitated a one-day

LGBTIQ+ capacity transfer session during the ambassador training. They were also directly involved in the mentoring and assisting of the ambassadors in developing their campaigns as well as in the aftercare process.

The LGBTIQ+ partners were also part of all the capacity building workshops conducted to enhance the knowledge base of all partners and they conducted a two-day awareness building session for the core group on how to create a safe environment for LGBTIQ+ learners. It was highlighted that NGOs should be aware of LGBTIQ+ learners’ safety needs as well as having a good grasp of the tools to mainstream them into their particular fields of expertise.

5.3.2 LGBTIQ+ ACTIVITIES

A National partner was added to the core group to assist Sicebise and Sibanye in the implementation of their activities. The inclusion of Thami Dish Foundation was especially crucial in the design and delivery of strategic policy lobbying at a national level as well as in the development of an LGBTIQ+ toolkit.

On the 8th August 2019 the Thami Dish Foundation together with the LGBTIQ+ partners held a symposium of Sexual Health and Sexual Assault within the LGBTIQ+ community. This was a very important contribution as it brought these issues to the forefront of the agenda in Nelson Mandela Bay. Workshops were conducted with learners and teachers from the selected schools and the partners also participated in a meeting on the 26 November 2019 to develop the idea of an LGBTIQ+ sector in the NMB municipality. The idea behind this session was to formulate a structured governing body that would handle all the issues pertaining to LGBTIQ+ rights. This included Gender Based Violence within the LGBTIQ+, promotion of Sexual Health, advocating for LGBTIQ+ Rights and needs, and most importantly formulating a sound safe referral system for the LGBTIQ+ community. This referral system would decrease chances of secondary victimization with support from other stakeholders that are also the Allies of the LGBTIQ+ community. The initial meeting of the NMB LGBTIQ+ Sector took place on the 18th January 2020 and an interim structure was established. The NMB Pride event was discussed and a date was set and the referral system to support the victims of LGBTIQ+-GBV was discussed.

A Leadership camp was conducted with learners in December 2019 to intensify the understanding of safe spaces for LGBTIQ+ learners in schools as well as to build the leadership capacity of the LGBTIQ+ community.

There were also sessions held with the learners and teachers of the schools to begin to test the LGBTIQ+ toolkit and to begin to introduce the concepts of LGBTIQ+ rights into the different aspects of the project. In order to keep the focus on the desire that learners will begin to display attitudes that support gender equality and tolerance towards the LGBTIQ+ constituency the programme also focussed on teachers implementing activities in line with the toolkit, learners being participating in campaigns against LGBTIQ+ discrimination, and the development of a support network for affected LGBTIQ+ learners.

On 1st February 2020 the Thami Dish Foundation conducted a workshop for the “I Initiate” ambassadors on LGBTIQ+ sensitisation and anti-bullying. This further entrenched the need for a stronger voice for LGBTIQ+ learners and their plight. Throughout the entirety of the flagship project the LGBTIQ+ organisation played a tireless role in keeping the idea of mainstreaming their processes at the heart of their engagements. This continued into the Covid19 enforced lockdown with their involvement in the DBE webinar series during Child Protection Week in the first week of June 2020 and in the Thami Dish Foundation hosted webinar on the 5th June 2020 focussing on Queer Wellness. They were further involved in hosting a learner campaign commemorating Youth Day on the 16th June 2020 as well as holding a LGBTIQ+ and GBV debriefing session with parents and learners on 20th June 2020.

This activity continued into July with a national webinar on the 4th July 2020, organised under the theme “I am every Woman”, which was very well received. Thami Dish Foundation held a webinar on “The process of ‘othering’ in bullying” on the 7th July 2020, with another DBE webinar series taking place on the 17th July 2020 in which experiences of learners and educators and their well-being on returning to school during Covid19 were discussed. On the 7th August 2020 a webinar focusing on transgender women was organised in order to commemorate Women’s Month. On the 11th August 2020 the Eastcape Midlands College partnered with SSI+ to hold a two-day dialogue on GBV, and on the 19th August 2020 a zoom meeting was organised to discuss Domestic Violence in the LGBTIQ+ community. There was also a webinar organised on the 20th August 2020 to discuss the framework of LGBTIQ+ in Uganda with Wave of Legacy Alliance Initiative (WALAI) a Ugandan based LGBTIQ+ organisation.

NON-LGBTIQ+ LEARNERS CAN SUPPORT LGBTIQ+ LEARNERS, BY TAKING THE FOLLOWING STEPS:

1. Confronting and dealing with their own gender stereotypes and beliefs.
2. Accepting that being a LGBTIQ+ person is an acceptable part of human sexuality.
3. Recognising that being LGBTIQ+ person is not just about sex, but also about emotions.
4. Acknowledging that ‘coming out’ as LGBTIQ+ person is never easy.
5. Accepting that no person is immune to gender inequality, discrimination and violence.
6. Opposing jokes and slurs that are based on gender identity or sexual orientation.
7. Learning and talking to others about the LGBTIQ+ community.
8. Showing love and compassion to LGBTIQ+ learners.



5.4. COVID-19 Response

On 15 March, the President of South Africa, Cyril Ramaphosa, declared a national state of disaster, and announced measures like immediate travel restrictions and the closure of schools from 18 March. On 23 March, a national lockdown was announced, starting on 26 March 2020

Crises like these mobilize individuals, civil society and non-governmental organizations to really contribute, not only to the relief, but to ongoing efforts related to the crisis. The NGOs responded to the GBV needs that were currently visible in our society, and still considered Covid 19 as a danger to humans.

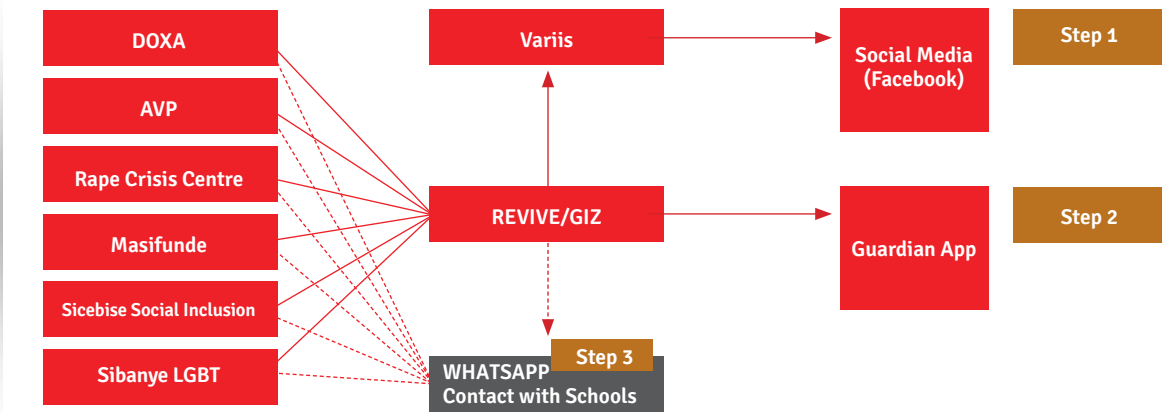
On the 4th of April, contingency measures were put in place as a response to the COVID-19 pandemic, with the adapted intervention strategy being rolled-out digitally across all available digital platforms, including social media.

The lockdown situation causes an increase of domestic violence. Especially learners are experiencing traumatic experiences due to their dysfunctional families in a small room with the whole family for the whole time. For PfP and its partners it is difficult to reach the learners, because many learners have only restricted access to internet and data. GIZ provided data for partners and learners, so that the partner NGOs were able to respond by:

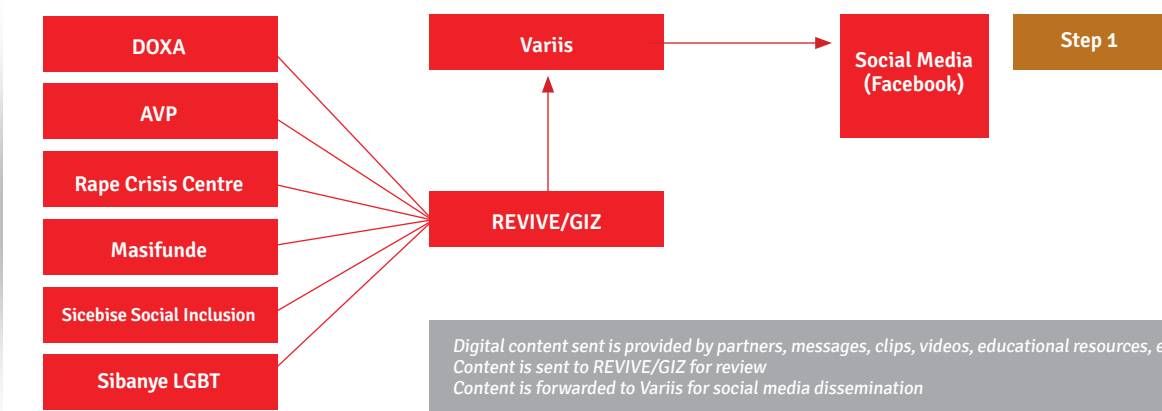
- Schools WhatsApp groups: all partners created (or used existing) school WhatsApp groups addressed to learners, teachers and parents to disseminate information, which assisted with information, psycho-social support and quick chats on GBV and abuse (guided by a specialized NGO)
- Peer learner WhatsApp group: Ambassadors created a learner driven WhatsApp group. NGOs were able to feed information into this group
- Facebook: revitalized the Facebook page through VARIIS with messages created by the NGOs. It is accessible [here](#)
- Guardian app, (a mobile application which is used to report the abuse of learners) was used to send Push Notifications – all NGOs sent their specific messages to REVIVE who forwarded them to The Guardian to create push notifications
- Online Campaign and Radio – In addition to the information dissemination through Facebook, what's app and radio an online campaign on GBV in times of COVID-19 was planned, which would be facilitated by VARIIS. It was planned to use all different communication channels for this campaign. Authors of the messages would be the NGOs (each of them are specialist in a specific domain), VARIIS will transform them into attractive key messages for the campaign.

The Department of Basic Education (DBE) in partnership with the German Development Cooperation (GIZ), UNICEF, South African Police Services (SAPS), Media Monitoring Africa (MMA) and Agape Youth Movement (AYM) formed an Action Group to provide a coordinated approach to respond to the impact of COVID-19 pandemic on the safety of learners from violence and GBV and uphold the work done in this field. As an initiative from the Action Group, series of webinars were introduced to generate a multi-stakeholder exchange on various topics of interests for the learners, for example youth resilience, bullying, child protection, etc. In these webinars, the learners from Port Elizabeth got the opportunity to discuss important topics with their peers from other provinces. Other partners like the Thami Dish Foundation and the Nelson Mandela Municipality (Children's Forum) were working with the Ambassadors in webinars.

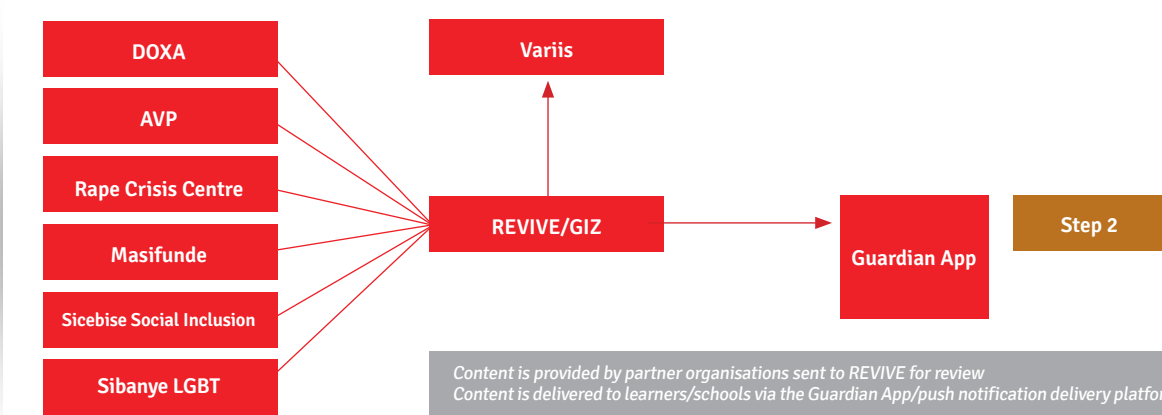
THE AVENUES OF GBV CONTENT DELIVERY DURING COVID-19 LOCKDOWN



Avenue 1: Social Media & Facebook Digital content is provided by partners: messages, clips, videos, educational resources, etc. All content being sent to REVIVE for review prior to being sent to Variis (our digital marketing team)



Avenue 2: Guardian App push notifications PFP's collaboration with The Guardian and their anonymous incident reporting app has allowed for the ability for the PFP team to send important notifications to school learners (who had previously downloaded the application). Content is being provided by partner organisations to REVIVE after which the content is sent to The Guardian for push notification dissemination.



Avenue 3: WhatsApp communication Partner NGOs have established WhatsApp groups for their allocated schools (10 in total) and have invited learners, teachers, and parents to join. In all groups key individuals have also been added to assure that the content and discussions within these groups are safe (programme advisor, PFP coordinator, marketing specialist,). Key Messaging has also been implemented within these groups whereby each NGO provides short but powerful messaging to reassure group members and learners. The Department of Education has assisted the PFP team in providing letters to learners and parents as confirmation of the project and to reassure them of the important work that is being done, asking for their continued participation (media statement letter). The PFP team has also acquired a data sponsorship from Vodacom (to approximately 60 learners/parents) of 1GB per person. Sim cards have been distributed to these individuals to assist them in spreading programme and GBV prevention awareness.



6. Sharing Stories

When one contemplates the overwhelmingly extensive and diverse footprint this project has had throughout Nelson Mandela Bay, it actually makes perfect sense that there would be many who have been positively affected by the different processes and trainings. It would be remiss of any report of this nature to attempt to present an overview of the activities without also highlighting some of the positive stories that have arisen as a result of the different interventions. Some of these stories are shared here, not just as a little pat on the back to all those involved, but more as a way to indicate just how important interventions of this nature are to the deep need for changing mind-sets and behaviour in our communities.

6.1. Stakeholders and partners

Being able to work so closely with other NGOs in this way has been a privilege as well as a rich and varied learning experience. The ride has not always been smooth but the insights we have gained – about our strengths and weaknesses and about the nature and value of our work – have been extremely valuable. The ‘can do’ attitude of all the participating NGOs

has motivated us all and the relationships we have formed during this pioneering collaboration will definitely continue beyond the project. The idea that the whole is greater than the sum of its parts has never seemed truer: together we have been able to do more than we would have been able to do alone. The goodwill between the NGOs was perhaps because

each NGO knows how great the need is in schools and communities for these types of interventions and is passionate about making a difference. The support by Variis, the public relations/graphic design consultancy, has been exceptional considering the extremely tight constraints within which they have often had to work.

6.2. Facilitators

Very often as facilitators and trainers we are involved in training programmes that are focussed on numbers and on just trying to make some form of difference. Often struggling on our own to get our message across.

I must admit that based on my initial experiences with schools I was very sceptical about the ambassador process, and especially about the peer-to-peer training. I had seriously expected these activities to amount to very little positive results. I was pleasantly surprised by how powerful peer to peer learning is.

something very special to be a part of as the learners responded so favourably to their peers and the ambassadors rose to the challenge of training with great confidence.

What I have experienced being part of this programme is something far more sustainable and relevant. Besides the significant contribution the Department of Education made to the success and roll-out of the project, it was very much the multi-stakeholder methodology and youth activation paradigm that significantly enhanced this intervention.

The commitment of this team of NGOs that banded together under some serious time and resource constraints, together with the learners who embraced their opportunity with everything they had, an exceptional process was undertaken. The peer-to-peer trainings were

Whether it has been the unique way the organisations worked together, the content and methodology followed, or the overall commitment of GIZ to bringing about a change in attitude and behaviour, there is no doubt in my mind that this has been an exceptional project and that it should replicated as far and wide as possible.

6.3. Ambassadors and Learners

Of the 18 ambassadors selected and trained in 2019, 11 were able to attend the feedback workshop. Ambassadors were from Chapman High School, and Khwezi Lomso Comprehensive School. While 55% of attendees noted that they had attended similar trainings before, 100% of them noted to have learnt something new. 100% of the attendees noted that that the training was relevant to the needs in their school/community and that the trainings were easy/useful to apply. All attendees expressed that their programme learning’s had met their expectations, with 91% recommend that the project be offered to other schools as well. Furthermore, 82% of attendees found the content in the facilitation manual easy to understand and were

also happy about the size of the training groups. All of the attendees noted that they have learned something about themselves through their participation in the programme.

Some of the comments from the Ambassadors included:

- **Everything we learnt was positive. But we need to include men/boys as GBV victims**
- **I found out that this teaches people and we learnt a lot as well**
- **It will help us to talk with people that may have been abused**
- **You must never judge people by their background**
- **We see a lot of good things in school now and we must do more things like this at school**

- **There wasn’t any drama in our programmes, we learnt everything with ease**
- **What I found positive about the GBV programme is that it shows that it does not only affect girls, but boys too**
- **It motivates people in the LGBTIQ+ to be the people that they want to be**
- **It will help a lot of people who are victims of GBV and how they are going to move on with their lives**
- **It is positive to respect other people’s gender**
- **I got to see other people’s daily lives and be able to help them by reflecting on it myself**
- **It is the fact that it does not only support women/girls, but it also includes males because GBV affects everyone**
- **You must not judge another person by looking at them and their background**



“I come from a community where there is violence and my school is affected greatly as we are part of the community. In 2019, I was doing grade 8 when I became part of the I-Initiate- Youth uniting against GBV project and every other day we would witness violence acts one way or the other. Little did I know that some of the acts were violence, as it became a usual thing. But the project helped us to understand that violence is not normal and we should not accept it.

I learned to respect all people and to always think before I act because fighting and violence does not solve problems. I have encouraged my circle of friends to no longer entertain jokes and mean comments about LGBT learners. I was happy when a fellow schoolmate was able to come to me and asked to be also part of the project and told me they felt safe that they are not being judged and that we taught others it not good to discriminate LGBT learners, for me that meant that the workshops I facilitated with other learners were educative. My classmates also enjoyed the activities, even after the workshops they asked us (the ambassadors) more questions about GBV prevention as they also saw the need. I realise that young people we want to stand up against violence, but it is not easy doing it alone. Now we able to unite, be positive and come up with ways to prevent Gender based violence and be aware enough not to be violent people.”

- Kirsty Mosquin, Grade 9, Chapman High School.

“As a learner it was nice to be trained by our peers. Although it was a bit weird at first it was easier for most of us to relate to the material and to feel more comfortable interacting. It was also a safe environment because there were always experienced adult facilitators and counsellors available in the trainings.”

Grade 8 Learner

“I am a 14-year-old boy and I am doing grade 9, I happy that I was introduced to conflict resolution, effective communications skills, self-awareness and GBV related information. Since I’ve become part of the project, I reflected a lot on myself and my own prejudice. I realised that as boy children, we get away with a lot of things, even violence and abuse towards others. I now know that some of the behaviours that are norms in our communities and schools are actually violence. After this realisation, I took it upon myself, with the help of my fellow ambassadors to help others realise it too. How did we help them? You may ask, well as much as we educated and raised awareness through peer-to-peer workshops and campaigns. For me, the second best way that helped was us practically being about what we facilitated in those workshops. When heated arguments emerged in my classroom between me and my classmates, I was able to resolve it before it turned into being a fight. We all talked and listened to each other and we reached common ground, which would have been the opposite before we were all introduced to the I- initiate GBV prevention trainings and workshops.

What I also appreciate is that I got a platform to use and exercise my writing and public speaking skills and learn from my peers. Before I was not aware that I can use my talents and skills to play my part, but I am confident and resilient because of the platform presented to me.”

- Anele Desi, Grade 9 KhweziLomso Comprehensive School

“My schoolmates made me understand the saying “caring is sharing”. They cared enough that they shared education about GBV with us. It is a nice experience to see our peers stand in front us in class. I enjoyed the activities.”

-Chapman learner

“I feel very positive about the response to the training and the attitude of the learners ahs definitely changed over the last while. There was an example at our school just before lockdown where some older boys were bullying a group of grade8 girls and a couple of the male ambassadors from last year challenged them by reminding them of the campaigns that were run as well as of the fact they as older boys should be setting a better example for the rest of the boys in the school, and especially in their community.”

Grade 9 Learner



7. Mainstreaming

Besides remaining focussed on the need to build capacity through multi-stakeholder collaboration the project also developed some very positive experiences of the power of mainstreaming concepts into the daily lives of learners and the school community. The value of bringing sensitive issues like GBV and LGBTIQ+ rights into the daily norm of society is in fact vital if we are to really begin to realise the overall objective of creating a less violent society.

The way government, institutions, society, our communities and our schools run their day to day business and lives is often referred to as the mainstream. The term refers to that which is “considered normal, and having or using ideas, beliefs, which are accepted by most people” (Cambridge Dictionary). Such is the way in which we often evaluate our approaches and responses when dealing with issues around gender-based violence and the discrimination towards the LGBTIQ+ community. It is in challenging these normative values and beliefs that we can truly start to increase the capacity of our communities and society as a whole to begin changing their attitudes and behaviours.

Mainstreaming remains very much centred around the creation and sharing of knowledge in order to influence and change attitudes and behaviour. It is important to note the contribution of the fact sheet “Equality Mainstreaming” by ILGA-Europe to the thinking and sentiment of the overall understanding and commitment to mainstreaming.

7.1. Creating Knowledge

Central to the concept of mainstreaming in this project is that equality is something to be achieved through the changes in influence and decision-making. For projects like this to actually achieve equality, it has to note the mechanisms for decision making and the impact of these on all people. It is also vital that the processes utilised through such interventions not only make valid contributions at a grass-root community level but that the plight of traditionally marginalised groups is brought to the core of policy generation.

When normative understanding is challenged and knowledge is shared concern for real equality can come to the fore in all aspects of socio-political decision making. It has been noted through the course of this project that even the subtlest of changes in approach or the inclusion of simple concepts in the learning process can have a profound effect on those receiving the

message. When dealing with community members and parents around the horrors of gender-based violence they were incredibly supportive of measures to deal with this, however many of them would not have been as quick to acknowledge the LGBTIQ+ community in this need. However once their understanding and knowledge was expanded to include LGBTIQ+ gender-based violence was a real and prevalent threat in their schools, they were far more open to dealing with it.

One of the most important aspects of equality mainstreaming is that previously excluded groups are able to move to the forefront of decision making and policy development. It is vital that marginalised groups are consulted and included in designing the flow of knowledge in order for all to be able to correctly assess and consider the outcomes of normative behaviour on these groups. The inclusion of a national partner who has access to the greater policy making agenda and

could guide the local partners in the process was instrumental to the level of influence the project could have. The creation of a platform for learning coupled with the opportunity to play a pivotal role in designing the local and national response to LBGTIQ+ GBV was crucial. Locally the project was able to influence and play a leading role in the establishment of the NMB LGBTIQ+ Sector Forum, whilst together with the national partner producing a referral system to address the secondary victimisation of the LGBTIQ+ community. With the development of a LBGTIQ+ toolkit to assist schools to create an understanding of diversities in gender and sexual orientation and how to challenge homophobia in schools, an incredibly important resource has been made available to continue the mainstreaming of LBGTIQ+ issues in schools and even further afield.

7.2. Building Behavior

The obvious intention of mainstreaming equality thinking is to begin to move behaviour away from discrimination towards inclusivity. The creation and dissemination of information as outlined above is vital to move society towards this behavioural change.

This approach will have the following changes at its core:

Better decision-making and implementation It allows for making better policy, reflecting the diversity of different groups and overcoming power structures in society, and also to effect changes in policy as necessary.

Increased awareness of diversity and needs Equality mainstreaming creates a change in the culture of the organisation and society which becomes more open to diversity and to differences.

Social inclusion and cohesion It takes into consideration the various needs of the members of society and treats them equally. It ensures that all groups and individuals within society are duly served in the provision of public services and care, and are represented in society and its power structures.

Preventive versus Punitive because the consideration for discriminated groups takes place at the time of decision-making, it prevents discrimination from occurring. It is very different from anti-discrimination legislation in that it operates at the time when the policy is developed or the legislation drafted (preventive) rather than after the discrimination has occurred (curative), e.g. through a legal judgment. The idea is to “get it right” immediately and avoid discrimination of LGBTIQ+ people.

What appears neutral can impact negatively on LGBT people. Policies which implement the law can have an adverse impact on LGBT people. Some policies seem neutral but have a detrimental effect. For instance, in countries which do not recognise same-sex marriage, benefits restricted to married partners are not available for same-sex couples. An indirect discrimination is created from the fact that this benefit is linked to the requirement of marriage. This is also the case of many policies in relation to families which are based on the premise that all families are based on opposite sex relationships.

So it is that the flagship project has created a solid platform from which to empower and enable so-called “normative” society to face the realities of LGBTIQ+ mainstreaming and to begin to adapt and change its thinking to a far more reflective and inclusive approach.

7.3. Enabling Change

Through LGBTIQ+ and equality mainstreaming there is a far more open opportunity for decision-makers to provide greater consideration to issues pertaining to the LGBTIQ+ community. It creates an environment in which there is a greater acceptance of considering the impact of decisions and policy on the LGBTIQ+ community. This in turn creates a platform for addressing institutionalised discrimination, structural discrimination and the unknown needs of those groups which have remained invisible in our societies.

Through the sharing of knowledge and information together with a change in general opinion and behaviour, attention can now move towards avoiding possible discrimination on the grounds of sexual orientation, gender identity or gender

expression. The partners have created both material to address this as well as systems to allow for the open, transparent and meaningful processes to address the needs of the LGBTIQ+ community. In order for this mainstreaming to gain momentum there needs to be a further commitment to keep proper consultation mechanisms open so that leaders and decision-makers can remain informed of the needs of LGBTIQ+ people at the same time as having the relevant information to design the correct responses and actions to meet these needs.

In order for serious change to take place it is of vital importance that the mainstreaming of LGBTIQ+ issues remains current and accessible without alienating or disregarding any groups. It should create a culture in which all

persons are catered for in order to develop strategies, policies and responses that are equally beneficial to all.

It is the view of most mainstreaming specialists that training on diversity should be mainstreamed in schools and educational institutions and professionals' training. Specific emphasis on diversity should be integrated in the curricula of providers of goods and services, in safety and security institutions, as part of medical studies and teachers' training. It should be as openly available and inclusive as possible. To this extent the flagship project has made exceptional progress in this regard by creating a footprint in NMB schools, in interacting with municipal structures and in creating awareness throughout the region.





8. Lessons Learnt for Replication

8.1. Overall Impressions

With the incredible array of activities and the overall creative strength of the flagship project there is much to be excited about in the potential for further roll-out, up-scaling and replication. Obviously one of the major strengths of this project lies in the multi-stakeholder approach.

“Being able to work so closely with other NGOs in this way has been a privilege as well as a rich and varied learning experience. The ride has not always been smooth but the insights we have gained – about our strengths and weaknesses and about the nature and value of our work – have been extremely valuable. The ‘can do’ attitude of all the participating NGOs has motivated us all and the relationships we have formed during this pioneering collaboration will definitely continue beyond the project. The idea that the whole is greater than the sum of its parts has never seemed truer: together we have been able to do more than we would have been able to do alone. The goodwill between the NGOs was perhaps because each NGO knows how great the need is in schools and communities for these types of interventions and is passionate about making a difference.” (Shena Lamb, AVP – Eastern Cape)

Together with the overall design of the project and the production of a multitude of materials there is a very good argument for the development of a replication strategy for continued implementation of the project and for the guidance of those wishing to implement projects of a similar nature.

8.2. Best Practices

GIZ and the partners managed to pull together many very positive and constructive processes in tackling the flagship project. Some of the most successful approaches, strategies and practices are as follows:

Multi-stakeholder process

One of the central objectives of this multi-stakeholder process was the sharing of specialist knowledge and the strong commitment to skill enhancement and development. It was critical to the success of the flagship project that each of the partners involved shared their expertise and skill-sets with the others, not only to increase knowledge and understanding of the content of their specialist areas, but to increase the overall capacity of the project itself.

This would definitely be one of the most successful strategies of the project and comes from an approach that GIZ has been implementing throughout its projects. It is often a very risky process as it is never easy to predict successful relationships; however the strength of any multi-stakeholder partnership lies in the value that the partners see in each other coupled with the level of commitment to the actual project goals.

National Perspective

The idea of the flagship project was to get a framework of a project, which can be replicated in other areas. There was a continuous exchange of information between the local level and the national level through GIZ and Thami Dish Foundation contacts. There was a regular contact to the National Department of Education, which has resulted in joint learner webinars. In addition the project was exposed to the ISS Evidence-led violence prevention group, the GBVF Steering Committee, and interviews of Thami Dish Foundation with President Ramaphosa and Miss South Africa. During the whole time of the pilot project in the Nelson Mandela Bay. All these advocacy activities will make it easier to find support for replication in other provinces.

Communication

With all projects of this nature there lies a considerable amount of latent conflict waiting to pounce. It is a given that under the incredible constraints of time, fi-

nances, delivery, expectation, local conditions, that there will be a fair amount of difficulty in application. The flagship core team managed brilliantly under some of the most difficult circumstances to keep the process running positively and fairly conflict free. The levels of communication through this project have been exceptional which is noted when one looks through the number of planning meetings, advisory group meetings and group trainings that took place.

It is also important to accept that this is not something that happens by accident but that it needed to be designed into the project. What also helped the partners were the clear communication channels identified from the outset with a specified partner selected to provide the secretariat role.

Process planning and design

As stated above, a project as complex as the flagship one, doesn’t produce positive results entirely by accident, but



needs incredibly careful planning and design. The baseline study commissioned by GIZ in 2018 was vital to identifying the space in which the project was going to be undertaken. The pre-planning and identification of important and influential stakeholders in the sector was vital to the success of the project. The early inclusion of the core partners and the establishment of a multi-stakeholder advisory platform to assist in the early planning, design and preparation stages are central to success. This enables and empowers partners, creates buy-in and ownership, and ensures a solid commitment of the partners to the ultimate process. It is important that during these design and planning stages realistic timeframes are established within which the partners will be able to achieve the desired deliverables. Too often in the development sector there is a certain amount of unrealistic over-estimation of what is achievable in certain time constraints. There is a great strength in keeping timeframes clear and simple, which also keeps project deliverables achievable.

Theory of Change (ToC)

In this case there was a good amount of time spent by all partners trying to fully interact with the overall ToC underpinning this project. With all partners able to fully understand the process of delivering the key outcomes and objectives and how the flow from theory to practice, objective to output and passive to active moves through the lifecycle of the project the focus on the overall objective remains constant. Many projects, especially multiparty ones, often get caught up in chasing deliverables and crunching numbers when it is far more important to keep everyone’s attention on the overall intrinsic value of the project. A well thought out, accurate and acceptable ToC goes a long way to keeping this focus current and relevant throughout the project.

Roles and Responsibilities

Closely coupled with the above is the clear definition of each partner’s roles and responsibilities in achieving the overall goals of the project. If each role-player’s outputs are identified, their contractual obligations clear and their place in the overall structure well communicated, there is a much better chance the project will be a success.

Documentation and Materials Development

In order for any complex multi-stakeholder process it is very important to keep activities, planning and communication constantly documented and up to date. This affords all partners the opportunity to be informed throughout the process. It is also a very good dispute resolution mechanism if there are sufficient minutes and reports to accurately reflect communication and to keep accountability.

Throughout the lifespan of any project of this nature many materials will need to be utilised and developed. When the project is piloting a number of new ideas, processes and activities these materials are vital for the continuation or replication of such processes. It is important that the materials development component is given adequate attention so that the materials are constantly revised and adapted to be as relevant as possible. The flagship project has generated a large amount of materials that can all be placed together to greatly enhance the replication process.

8.3. Replicable Model

It would be a very simple process should one be able to just follow the overall design and flow of the flagship project in replicating or scaling up. The activities are clearly defined, the materials developed and tested, and the process well documented. There are however some important strategies to keep in mind.

Before delving into the main areas for replication it would be important to revisit the overall steering structure of the flagship model as a replicable component. This structure was central to the successful design, planning and communication channels that ultimately delivered some very positive results.



The implementation of the flagship project was successful in that it kept the initial pilot schools to a manageable number. Focussing on two schools from two very different areas of the city not only increased opportunity to focus but also gave the project the chance to test their strategies, processes and materials in two very different environments. This is a key component for producing effective strategies for different scenarios.

It is also advisable that local and provincial level departments remain committed throughout the implementation of the project especially in order for effective mainstreaming to occur. Designing the active engagement of government role-players into the overall implementation enhances the visibility and credibility of the project. In the case of the flagship project with a school-based focus, which targets learners and educators it would be a marvellous opportunity to eventually accredit the course materials through the South African Council of Education (SACE).

Pilot initiatives are carried out to evaluate the effectiveness of their implementation and to analyse performance. They may not

always work as well as expected or may produce different results in different locations. Such findings are also deemed to be useful and relevant, and are regarded as legitimate outcomes of the pilot implementation.

Financing

It should go without saying that no replication model could be implemented successfully without the necessary resources. The financial model for the project needs to be as realistic and transparent as possible. In the preparation and design stages it is important that the financial considerations are understood and that effective mechanisms are designed to both solicit and manage the financial requirements of the project.

This is a major requirement when many organisations are involved in an environment scarce in resources yet working together for the common good. They should be aware at all times as to what financial constraints they are facing and where the money is going.

Effective and realistic financial planning and management is one of the most important areas where replication can go

horribly wrong. So many successful pilot projects fail in replication due to the lack of resources or the ineffective management of them.

Local conditions and infrastructure

In the design of any replication strategy it is important to assess local conditions pertaining to the overall objective of the project. In as much as a project is successful under one set of local conditions it may not be replicable where there are a totally different set of parameters within in which the project needs to operate.

An example of this would be where in South Africa, although communities are still fairly conservative, the constitution and legal framework supports LGBTIQ+ related project delivery and enables partners to implement successful interventions, it may certainly not necessarily be the case elsewhere in the world.

It is also important to recognise that there is always a possibility that project implementation and results may be impacted by unanticipated changes in local conditions. This may give rise to emergency planning or changes in delivery as was the

case with the flagship project when confronted by Covid19. It is good for partners to understand the environment in which they are planning to operate and to ensure that they have explored as many risks as possible in order to mitigate these along the way.

Peer Education

Gender-Based Violence and LGBTIQ+ are both very sensitive topics. In the project it has been proven to be true that peers can achieve a level of comfort and trust in discussing sex or the nuances of teen culture that is difficult for adults to match. Learners tend to listen more to their peers than to adults. It also gave the learners more time for individualized learning and active learning. Most of the Ambassadors reported that they have developed and sustained leadership and facilitation skills that will serve them well in both the short-term and the long-term. Both topics have modelled positive youth behaviour and have affected social norms. Especially the LGBTIQ+ topic has made them more open-minded and more tolerant than before.

Sensitive Issues and Critical Voices

Several key strategies used in the PfP Flagship project, specifically within

the LGBTIQ+ component, have assisted the NGOs when working within our multi-stakeholder partnership context. One especially helpful strategy was to work with parents and religious persons on the matter of identity for persons who find themselves to be a part of the LGBTIQ+ community. In cases like this, it was important to emphasise that being a lesbian, gay, bisexual, trans-, or intersex (among others) has more to do with their own identification as an LGBTIQ+ individual than cultural circumstances or race. This was best done by introducing the biological component and facts of being LGBTIQ+.

By drawing on the roles and responsibilities of community members to uphold the social welfare of their community, stakeholders are able to take responsibility for their actions and help fight social ills. By empowering emotional change within families and schools we are able to emphasise the importance of collective support and advocacy for marginalised (or abused) groups. It is especially helpful to have regulations and policies in place at national and provincial levels to encourage this support for basic equal liberties.

Another important strategy, which contributed to the success of the project was

the inclusion of an influencer and self-proclaimed activist and advocate against the discrimination of the LGBTI persons, Thami Kotlolo who further promoted the project beyond the Port Elizabeth community through his organization, The Thami Dish Foundation (TDF).

When designing LGBTIQ+ interventions it is not uncommon to encounter “critical voices” that are hesitant to address LGBTIQ+ issues. In such cases, persistence is key to gaining acceptance. When encountering resistance in conferences or meetings, for example, it is useful to remind all stakeholders that there are policies and regulations in place that protect the equality of all persons and prohibit discrimination on the grounds of sexual orientation. Section 9(3) of the South African Constitution stipulates: “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”. By emphasising the importance of acceptance and inclusion we are better able to uphold the democratic principles on which our society is constructed.



9. Conclusion

9. Conclusion

The flagship project on GBV prevention in schools in the NMB which was designed and developed as a pilot project under the banner of the ‘Partnerships for Prevention of Violence against Women and Girls in Southern Africa’ (PfP) has challenged the norms and behaviour of our communities regarding gender-based violence and LGBTIQ+ discrimination. The project has changed perceptions as it focussed on methods of prevention and utilised well-established multi-sectoral stakeholder collaboration.

The success of the flagship project lies in the design and development of the peer-to-peer approach which provided much needed awareness in challenging existing belief systems in the plight to prevent and eradicate the high incidences of gender-based violence in our society. The project promoted schools as safe environments encouraging the broader community to work towards a culture of non-violence. The flagship project provided a unique opportunity to engage with youth on a positive level leaving them with all the skills to facilitate their own change processes.

With strong support from the Department of Basic Education and community stakeholders, local NGOs were able to develop a high school intervention programme unique to the local context. Partner organisations worked from unique specialisations including fields of positive masculinity, emotional awareness, alternatives to violence and more. By approaching the programme from multiple dimensions, a pilot manual was constructed and implemented in 2 high schools in 2019. The unique Peer-to-Peer method allowed key learners to take on additional roles and responsibilities within their schools. GBV Ambassadors not only presented the key lessons from these facilitated sessions with their classmates, they also developed school campaigns and online GBV informed content.

In light of the global COVID-19 pandemic and subsequent South African national lockdown, implementation activities came to a halt. Schools were closed by order of law and face-to-face activities were unable to resume. Implementing partners adopted three online delivery avenues to continue informing and

educating learners during a time when GBV is rife. These strategies involved making use of a dedicated Facebook page, anonymous abuse reporting mobile applications and school WhatsApp groups and learner-driven webinars. Ambassadors and key learners from the selected schools have also taken part in online webinar workshops.

GBV-related initiatives are an ever-growing need, and through a sustainable and effective partnership between specialised local NGOs community needs can be met.

The core objective of this PfP programme was always to assist learners in recognising and understanding GBV, and to show them how to transform their power towards gender equality and non-violence. Through similar proactive and preventative projects, we can reduce social ills and inform healthy communication and inclusivity. Results of such projects can have a major impact on the economy, policy development, public healthcare, community development, and at the core root of it all on family life.

List of Abbreviations

AVP	Alternatives to Violence Project
BMZ	The German Federal Ministry for Economic Cooperation and Development
DBE	Department of Basic Education
DoE	Department of Education
DSD	Department of Social Development
GBV	Gender-Based Violence
GBVF	Gender-Based Violence and Femicide
GIZ	The Deutsche Gesellschaft für Internationale Zusammenarbeit
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and other extensions
NMBM	Nelson Mandela Bay Municipality
NMU	Nelson Mandela University
PfP	Partnerships for Prevention
SACE	South African Council of Education
ToC	Theory of Change
VAWG	Violence against Women and Girls

#YOUTH NITE

AGAINST GBV

