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Background Literature on Violence against Children in South Africa: Foundation for a Phased Communications for Development (C4D) Strategy

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Note: This is a *working draft* that is a preliminary form of a possible future final document.

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Appendices

I. Introduction

A. Objectives

In conducting this review, the Center for Social Well-Being and Development's objectives are to:

(1)   Gather and review the available literature for core drivers (e.g., psychosocial, economic, cultural) of violence against children (VAC) in South Africa, highest risk population groups, any regional or urban/rural differences, existing legal frameworks, protections and services, existing communications for development (C4D) efforts and their effectiveness, key audiences, themes and communications channels, and best practices if any are identified;

(2)   Identify key informants for interviews based on gaps determined in the review; and

(3)   Prepare an initial draft report as a basis for additional research and the preparation of a comprehensive C4D strategy.

This review is not intended as a comprehensive review of VAC in South Africa, but as a review oriented to the information necessary to develop and support the deliverable of an integrated, phased communications strategy for child protection and development. The strategy will support UNICEF to deliver on its current Country Programme of Cooperation commitment to the government of South Africa to achieve behavior and social change outcomes in strengthening the programs on VAC within the government's Department of Social Development (DSD). Another goal is to help strengthen DSD's institutional capacity, including the capacity of its relevant partners, to effectively deliver components of a staged communications strategy.

B. Methodology

This review has been conducted using the following:

(1)   Examination of key documents identified by UNICEF, local key informants, or references from available literature;

(2)   Online literature review using general search tools and specific databases as needed (e.g., LexisNexis, Google Scholar, PsychINFO, JSTOR, Web of Science, PubMed, Scopus, AnthroSource);

(3)   Supplemental interviews with identified local key informants (referred to in this report as expert respondents) to obtain information that helps to identify and address key knowledge gaps in the literature and prioritize those on the basis of relevance to the project as a whole; and

(4)   Conduct of four in-country focus group sessions with selected groups of parents, youth, teachers, and practitioners, respectively, to gain information about general attitudes and

beliefs about the issue of VAC in South Africa, and feedback on the proposed draft C4D strategy.

This review is conducted from a social-ecological perspective, that is, seeking to identify factors contributing to and facilitating VAC in multiple domains of an enabling environment – including the significance of the historical background of apartheid, existing social and cultural norms/practices, community factors, economic factors, social groups and structures (e.g., families, gangs), individual factors, enactment of legal and policy frameworks, programs, implementation effectiveness, and allocation of resources.

II.   Brief Description of Violence Against Children in South Africa with Implications for a C4D Strategy

> "Due to the normalization of violence in South Africa's past, there is now a widespread tolerance of it. So we need to work very hard to break this cycle. This requires an attitude that preventing violence is everyone's business: government, civil society, religious and traditional leaders, communities, caregivers, children, the media…all have a positive role to play in saying no to violence against children." (Mastoera Sadan, Manager of the Program to Support Pro-Poor Policy development in The Presidency, Children's Institute, University of Cape Town, quoted in a press release dated November 18, 2014)

A.   Social-ecological approach
In keeping with the social-ecological orientation of the Center for Social Well-Being and Development at the George Washington University, we understand VAC as a phenomenon integrated with multiple social, economic, political and cultural factors that cut across geographical boundaries. As defined in a seminal UN report, VAC includes the most egregious forms of sexual exploitation, labor exploitation, sexual abuse, physical abuse and neglect, trafficking, and involvement in armed conflict, but also the more everyday forms of violence and discipline in homes, schools, institutions, and the community (Pinheiro, 2006). While it is not the exclusive focus of this review, VAC subsumes aspects of violence against women (VAW), with respect to girls and young women age 18 and under. For example, the University of Cape Town's Children's Institute *South Africa Child Gauge 2014* cited 102 cases of rape homicide in connection with child murders in South Africa in 2009, most of which almost exclusively involved girls (Mathews, Jamieson, Lake, & Smith, 2014, pp. 27-28).

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B.   Recent statistics

In 2013, the government's Financial and Fiscal Commission reported that 1.8 million children live in South Africa (Financial and Fiscal Commission [FFC], 2013). Importantly, 900,000 of these are orphans; the provinces of KwaZulu-Natal, the Eastern Cape and Gauteng house the most children and orphans in the country (FFC, 2013). Youth, as defined by the National Youth Commission Act 19 of 1996 as persons between the ages of 14 and 35, comprised 37% of the population in 2012 (Statistics South Africa, 2012). As noted in a recent UNICEF report, data on VAC is "complicated by the fact that violence can take many forms (physical, sexual and emotional), occur in any setting (including the home, school, workplace and over the internet) and be perpetrated by individuals (parents and other caregivers, peers, intimate partners, authority figures and strangers) or groups" (UNICEF, 2014). Moreover, as we review the literature and data, there are subcategories of VAC that are unique, though related phenomena. For example, violence against older children (adolescents) is more connected to community violence and crime, whereas violence against younger children (age 5 and under) most typically occurs in the context of family or relatives (University of Cape Town [UCT], n.d.).

A full understanding of the extent of such violence is hampered by vastly inadequate data, with some forms of violence documented better than others. Recently, South Africa was named the eighth most violent country in the world, with a murder rate of 31 per 100,000 people ("South Africa is the second worst country," 2015). In addition, multiple sources rank South Africa very high in overall interpersonal violence rates as well as VAW (Department of Social Development [DSD], Department of Women, Children and People with Disabilities [DWCPD], UNICEF, 2012). These data are indicative of a broader context of violence within which VAC occurs.

There is a substantial body of law in South Africa that protects and promotes rights of children, as discussed in section IV. Despite this strong legal foundation, VAC is extremely prevalent, and as we discuss in section V, multiple weaknesses exist in awareness/access to information, availability of resources/capacity, government accountability, and enforcement of law. Researchers Richter and Dawes found that "wrongs are at, one extreme, the tragic abuse of individual children and, at the other, the denial of many children basic food, family care, health services and education" (2008). They further stated, "Cases of child abuse often display disturbing levels of complicity by families, the police and other services" (Richter & Dawes, 2008).

Recent data on VAC indicate the scope of the problem:

(1)   The *Mail & Guardian* reported that 827 children were murdered in South Africa in 2012-2013, and 21,575 children were assaulted (Gould, 2014).

(2)   The Deputy Minister of Justice and Constitutional Development quoted the following figures for the 2013/14 fiscal year: At the 52 Thuthuzela Care Centres that provide "one-stop facility" services to victims of sexual assault and rape, a total of 30,706 matters were reported of which 2,769 were either trafficking, domestic violence or Children's Act matters, and the remaining 27,947 matters were related to sexual offenses (Department of Justice and Constitutional Development, 2014).

(3)   Research undertaken by the South African Medical Research Council documented age and gender patterns in child homicide rates. The highest rate (57%) for girls was in the 0-4 age group, while the highest rate for boys (53%) was in the 15-17 year old group (Mathews, Abrahams, Jewkes, Martin, & Lombard, 2012). In the young age group (less than age 5), there is not a substantial difference in the homicide rates for girls and boys (Mathews et al., 2012).

C.   Violence in multiple forms and settings

Important with respect to defining the problem, victimization of children and young people in South Africa manifests in multiple forms, including direct physical (with and without a weapon) and emotional abuse, direct threat of violence, physical neglect, exposure (witnessing) to family and community violence, sexual abuse/harassment, exploitative work, trafficking, theft or robbery, bullying, and cyber-bullying, some of which are explored in the 2015 *Optimus Study on Child Abuse, Violence and Neglect in South Africa* (hereinafter referenced as the "Optimus Study") (Centre for Justice and Crime Prevention [CJCP] & University of Cape Town [UCT], 2015).

These forms of violence evolve over the life course of a child. For example, from birth to 12 months of age, children may be at risk of infanticide and abandonment, but as they progress to age 17 they are at increased risk for child abuse/neglect. Children are at risk of sexual abuse from birth to 18+ years of age. Dating violence and male teenage violence typically occurs from 14 to 18[+] years of age and 15 to 18+ years of age, respectively (Mathews & Benvenuti, 2014).
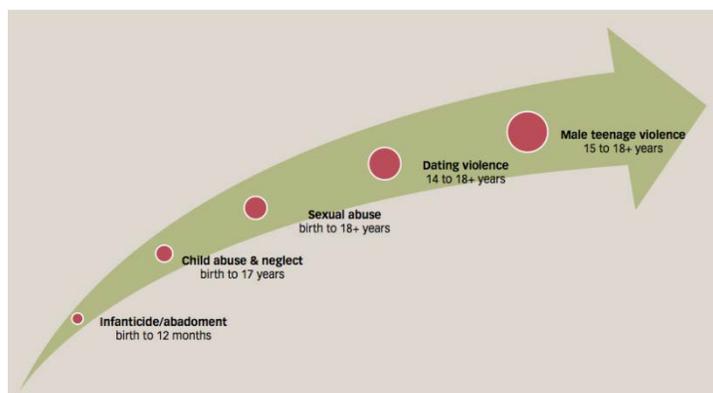
(Mathews & Benvenuti, 2014)

Violence against children is well documented as occurring in multiple settings, including homes, schools, communities, places of work, and the streets of South Africa (Mathews et al., 2014, p. 43; Proudlock, 2014, p. 173). Given its pervasiveness and the Children's Institute's pilot "child death review" that concluded 44% of South African children, including babies, were killed in the context of abuse, the issues surrounding VAC are multi-pronged (Nicolson, 2015b). Undertaken in other countries for decades, child death reviews involve multidisciplinary teams comprised of law enforcement officials, forensic pathologists, prosecution authorities, pediatricians, and social workers. Director of the Children's Institute, Dr. Shanaaz Mathews, said, "This study showed that not all cases were adequately investigated by the police [and] as a result many cases would fall through the cracks. In addition studies from developed settings showed us often child abuse deaths can be masked as natural deaths and it is only the overt injuries that get detected" (Nicolson, 2015b). The Children's Institute called for a coordinated, multi-agency approach to ensuring children's safety in homes, and recommended:

(1)   Support services for pregnant women and new mothers;
(2)   Early intervention and prevention services through coordinated government (Departments of Health, Social Development, and Basic Education) efforts;
(3)   Timely response for children who have been abused and neglected;
(4)   Improved communication between forensic pathology services, the South African Police Service (SAPS) and the Office of the Director of Public Prosecutions to ensure timely investigation of child deaths; and
(5)   Prioritization of adequate housing and basic services to "informal communities," as a large portion of the examined child deaths "were due to lower respiratory tract infections, diarrhoea and electrocutions, which highlight[ed] poor access to adequate

housing, electricity, water and sanitation" (Mathews, Martin, Scott, Coetzee & Lake, 2015).

Reflecting a pattern that we consider further in this report, while VAC is an issue across all South Africa, there are concentrations of some types of violence by region and/or province. For instance, violence in schools varies by the degree to which community violence is present (Burton & Leoschut, 2013). Community violence, in particular gang activity and criminal violence, are highest in Western Cape, where there is significant income inequality (Burton & Leoschut, 2013; Foster, 2012), and this is reflected in rates of school violence, as well as in specific townships such as Soweto (Gauteng province, near Johannesburg). However, school violence is also high in Free State, where the relationship is less clear. Via interviews and self-administered questionnaires, the 2015 Optimus Study reported that the highest levels of reported sexual abuse were in Mpumalanga and Gauteng (CJCP & UCT). The Optimus Study also placed a provincial lens on reported physical *neglect* and physical abuse, respectively:

> "Relatively low rates of [physical neglect] of 3.6% and 4.9% were reported in the Eastern and Northern Cape provinces respectively, with relatively high rates reported in Limpopo (11.6%), Mpumalanga and Kwa-Zulu Natal (both 11.1%). Rates of 9.7% were reported in the Western Cape, 9.0% in the Free State, 8.2% in Gauteng, and 7.1% in the North West province."

> "Using data from the self-administered household questionnaires, Mpumalanga had the highest rate of physical abuse (33%), followed by Limpopo (30.1%), the Western Cape (29.9%), Northern Cape (28.5%), KwaZulu-Natal (26.1%), Gauteng (25.7%), the Free State (24.2%), and the North West (23.1%), followed finally by the Eastern Cape, where a significantly lower rate of 17.5% was reported." (CJCP & UCT, 2015, pp. 15 and 17).

Corporal punishment appears to be relatively widespread, even in schools, though it is illegal in the school setting (Van der Merwe, Dawes & Ward, 2012). Some sources indicate that corporal punishment may be more prevalent in rural and poorer provinces/areas, including KwaZulu-Natal province (Burton & Leoschut, 2013). Traditional practices involving violence against children such as virginity testing also may occur more in rural areas and in KwaZulu-Natal (UCT, n.d; Curran & Bonthuys, 2004). Additionally, the World Bank and other sources have identified cyber-bullying as a growing problem among children (Burton, 2012, p.7, and as noted earlier). Supporting that assessment, youth in one of the focus groups conducted for this report also expressed a considerable amount of concern over cyber-bullying (via Instagram, for example). Finally, there is also violence directed to specific categories of children, including

those who are disabled, children from immigrant families, street children, victims of HIV/AIDS, and there is evidence in the region for violence against albino children (The African Child Policy Forum, 2014).

It is important to note, and perhaps representative of the degree to which violence is embedded early, that a significant proportion of VAC is children against children or peer-on-peer violence, not just perpetrated by adults against children. One expert respondent from a treatment setting estimated that 40% of the cases of VAC they see are children-on-children. Children as young as age 5, she said, are perpetrators as well as victims. Another expert NGO respondent noted that the peer-on-peer violence includes sexual abuse. A third expert respondent from a major NGO offered that the term "violence against children" may not adequately capture the scope of such violence, but that "violence in childhood" would be a more appropriate description, as violence against children is a fraction of what occurs according to available data. In this report, we will use the commonly used descriptor "violence against children" or VAC, but we concur that the latter is more accurate.

D.   Characterization of the issue

We asked multiple expert respondents how they would characterize the problem of VAC in South Africa, a very difficult and complex question. One expert respondent noted that, on the one hand, it is shocking how violence and violent discipline is understood as normative, and on the other hand, it is encouraging to see that there are spaces where communities can talk about violence. He shared his belief that "people learn violence as a language; it's so ingrained that even before they learn to speak, they learn violence." Several expert respondents repeated a concern about the normalization and acceptance of violence – even among youth. One youth focus group participant said, for example, "That's where it starts off, where you pick it up when growing up you see it on television. That's the only world we know."

Each type of violence shares contributing factors, but also is the outcome of unique drivers, whether *structural*, that is, born out of inequality and poverty, or culture and history (e.g., apartheid and post-apartheid, and prevailing attitudes and beliefs), that bring about *direct* violence such as verbal and physical assaults, murder, and rape. There also is the critical issue of varied *understandings* of what constitutes child abuse, violence, and neglect. In this context, for a country-wide C4D strategy to be effective and not overly diffuse, it is necessary to (1) prioritize the categories of violence to be addressed, or (2) treat the categories as strategy "arms" to be implemented in a staged sequence, and very likely tailored to specific community settings (e.g., rural vs. urban, language-specific, audience-specific).

III.   Causal Factors Contributing to Violence against Children

A.   <u>Key issues and causes</u>

Different causal complexes have been proposed in multiple studies and reports about the nature of violence in South Africa. With a focus on the high level and degree of violence, the Centre for the Study of Violence and Reconciliation (CSVR) offered the following causes:

(1)   The broad normalization of violence;
(2)   The presence of firearms or other weapons;
(3)   Group dynamics and peer pressure and susceptibility to this on the part of individuals among a group of perpetrators;
(4)   Prior hostility towards the victims;
(5)   Low self-esteem, or other specific types of psychological pathologies or dispositions, the prevalence of which may be linked to factors such as family dysfunctionality and the level of previous exposure to violence;
(6)   A lack of confidence or poor communication skills on the part of the perpetrator;
(7)   Dynamics relating to the specific incident, including whether perpetrators believe they are being obstructed or lied to, language that provokes them, acts of resistance or defiance by the victim, and the mental state of the perpetrators possibly linked to their use of drugs or alcohol; and
(8)   A desire on the part of the perpetrator for notoriety (CSVR, 2007).

In general, the CSVR considered criminal violence "a manifestation of South Africa's historical traumas as well as contemporary social ills" (CSVR, 2007, p. 14).

In a 2012 country assessment on youth violence, policy and programs in South Africa, the World Bank listed the following as causal factors for criminal violence (Burton, 2012, p.11):

(1)   Dislocation created by apartheid, which profoundly altered social structures, and created parents who lacked the parenting skills required to raise healthy children;
(2)   Violent legacy of the political struggle, which entrenched the notion of violence as a legitimate means of achieving change;
(3)   Political transition, and the associated reshaping of forms of social control and legitimacy;
(4)   Rising criminality and violence associated with South Africa's growing population of young people, or its 'youth bulge';
(5)   High levels of poverty and inequality;

(6)   High levels of substance abuse and the increasing availability of illegal drugs, such as cocaine and methamphetamine (tik), particularly in parts of the Western Cape;

(7)   Violent imagery and messaging in the media and in films and computer games;

(8)   The normalization of violence; and

(9)   Gender identities and gender insecurities, particularly amongst young men.

The report emphasizes the problem as a multi-sectoral issue, embedded in risk and protective factor complexes, highly shaped by environments – even considering individual factors like personality variables, age and gender -- and shaped by underlying dynamics related to poverty, as well as the behavioral models people see around them and the levels of care and support they receive that are potential mediators of violence. The study goes on to identify the following as key issues (Burton, 2012, pp. 11-12):

(1)   *Young people's exposure to violence.* Many young South Africans are growing up in social contexts rich in pro-violence models and messages. Many children are exposed to violence, both as victims of crime and other kinds of interpersonal violence. "This violence often occurs in the most formative spheres of their lives: homes and schools. It is also often at the hands of caregivers, teachers and other authority figures. Growing up this way impacts profoundly how young people perceive violence. Children living in homes and communities where parents, caregivers, peers and other authority figures adopt violent and aggressive behavior are more likely to use violence. Young children, in particular, often internalize the violence they experience at home, coming to regard it as a normal and acceptable means of resolving conflict."

(2)   *High-risk environments.* Many children are also growing up in high-risk environments that are conducive to crime and violence. "Research shows that many youngsters know people in their area who commit crime; in some cases they have friends and family members who commit crime, or at least condone it. Alcohol, weapons and drugs are often readily accessible. Data from the Centre for Justice and Prevention's (CJCP) 2008 Lifestyle Survey, for instance, show that many youngsters can easily obtain alcohol and drugs, even at a young age."

(3)   *Shortfalls in childcare, after school care and recreation.* Low socioeconomic status parents spend most of their time working or looking for work, and have limited access to resources (e.g., childcare and afterschool care), leaving youngsters unengaged and unsupervised. "There are often a limited number, if any, facilities where young people can obtain help with schoolwork and homework, or participate in constructive recreational activities. A study in Cape Town, for instance, found that South African high

school learners reported high levels of leisure boredom, while another study exploring children's views of gang activity showed that limited access to after-school activities made gangs attractive."

(4) *Parenting practices.* "Parenting practices often compound rather than ameliorate the negative messages children receive. Using violence to discipline children, for instance, helps to normalize violence. Caregivers also often spend little time actively bonding and socializing with children. The CJCP's research amongst offenders showed that many felt that their parents were not interested in their schooling and other daily activities, which they interpreted as not being loved and cared for."

(5) *Shortfalls in developmental services, care and support.* Poor children are often growing up in home environments where they "lack the developmental investment needed to become healthy, well-adjusted adults. Early childhood development (ECD) services can help to fill these gaps, but are rarely available; it is estimated that less than 20% of children receive any kind of ECD assistance. What services there are tend to focus on cognitive issues, to the detriment of health, nutrition, social and emotional aspects. Schools can also provide safety net, but overcrowding and inadequate resources often limit the support they provide."

(6) *Limited opportunities for personal growth.* Many young South Africans have limited opportunities for personal growth, or to explore potential talents and skills. This contributes to a "sense of hopelessness, low self-esteem and risk-taking, all of which are associated with violent behavior. A recent review on youth violence in the South African Development Community (SADC) concurs, noting that activities that enable young people to reach their potential are crucial, not simply as a way of keeping youngsters of the streets, but as developmental interventions in themselves."

The World Bank summed up the situation as follows:

"The data on violence in South Africa suggests uniformly that young people are at high risk of violent victimization, in the form of crime, abuse, corporal punishment, bullying and cyber-bullying. Youth are also often perpetrators of violence, much of which occurs in schools, as well as shopping malls and other public and private spaces that young people frequent. Although they are not explored here, the CJCP and [National Injury Mortality Surveillance System] NIMSS data also suggests that suicide and self-harm are significant problems" (Burton, 2012, p. 7).

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Holtmann and Badenhorst summarize many of these factors into what they call the "Cycle of Crime and Violence," based on research regarding community experience of crime in the Central Karoo in the Western Cape (2010). Six themes are identified: drugs; alcohol; the availability of guns; high levels of poverty and the vulnerability that results; a lack of purpose and employment; and the constant shifts that occur in communities as migrants passed through in search of opportunities. The argument is framed in life cycle terms – children in the study sites were neglected and abused, with violence normalized at an early age. Children were both victims of violence in their homes and bystanders to violence between adults. During early childhood, "these children did nothing and were often to be seen sitting passively and unsupervised, staring out at the street. When they went to school, they could be truant without consequence and once again were left to their own devices in the afternoons, leaving them vulnerable to further victimization outside of the home. In this sense, youngsters who become involved in crime and violence are both victims and perpetrators at different points in the life cycle" (Burton, 2012, p 13).

For purposes of organizing the focus of a staged C4D strategy that must consider short and long-term priorities over a two to three year period, funding parameters, cost of communication platforms, and key audiences, the following discussion examines contributing factors to VAC as *broader/distal* or *targeted/proximal*.

B.   Broader/distal contributing factors
While it is often difficult to pinpoint precisely the way in which distal factors have an impact on current conditions and behaviors, these factors form a context that is important to understand in developing a C4D strategy. Understanding this context can help shape messages and strategies, and in some cases offer guidance with respect to C4D objectives and target audiences.

1.   Legacy and effect of apartheid

Most sources concur that South Africa's history of colonization and apartheid, including the struggle to end apartheid, have played a significant role in shaping a general culture of violence that is pervasive and that amplifies other contributing factors to VAC, including "inequalities across all spheres of life, as well as marginalisation and impoverishment of the majority of African people" (Richter & Dawes, 2008). This legacy may have contributed to the social acceptance and normalization of violence (Mathews & Benvenuti, 2014). Associations between apartheid and violence are well documented and show the intergenerational effect of perpetrators and victims of violence. The political violence associated with apartheid and the

struggle to end it was pervasive, yet took different forms -- from the riots and uprising in Soweto to the internecine political fighting in KwaZulu-Natal between the Inkatha (Zulu) party, the United Defense Front and African National Congress.

Violence is not a new concept to many children who have grown up in marginalized communities in South Africa, where violence is introduced and normalized at a very early age (Ward, et al., 2012). Many expert interview respondents noted that apartheid accentuated the dichotomy between those who have power and those who do not, simultaneously framed power as associated with violence, and contributed to the breakdown in family structures via work migration, with members forced to leave their families behind. Thus, wherever the power dichotomy plays out -- in the community, in family relationships, in school, or among peers -- the behavioral repertoire has come to include violence as a primary strategy. Multiple expert respondents repeated this theme; one respondent stated, "You can't talk about anything in South Africa without talking about violence," and that violence has simply come to be thought of as the way to get what one wants.

Another expert respondent echoed the same theme, expressing that generally, South Africans do not have conflict resolution skills, and that "violence is the default, our go-to attitude." It is expected. And as such, she questioned, "How do you tell a child that violence is not the way when they see it all around?" To this, she added that it was in part generational, a legacy of past practices and the struggle to become a new democratic nation. Agreeing that the use of violence during apartheid plays a deep role in the violence seen now, a third expert respondent opined, "It's only been twenty years. It will probably take another generation or so until we see change."

Apartheid also shaped more proximal factors associated with VAC. This may include gender relationships within the family, affected by generations of migratory work patterns for men, dictated by apartheid, in which men and fathers were not regularly present in their communities and in their families, creating a kind of *institutionalized estrangement*. It has also, according to an expert respondent, created deep frustrations yet simultaneously constrained awareness about how to channel that frustration -- other than through violence. One expert respondent from a major NGO said that South Africans have become desensitized to violence – for example, "We see children and even adults watching violence and not intervening." An expert respondent who focuses on family and parenting issues added that traditional authority patterns in the family, compounded by family breakdown resulting from apartheid migrant labor practices, and the emergence of public discourse about child rights has left parents without guidance or practical strategies for providing discipline in the family. This sentiment was echoed in the parent focus group.

According to parent focus group participants, the fragmentation of families due to migrant labor practices persists: "Twenty-one years after the new dispensation, we are still experiencing this. Let me tell how, especially in mining...let me give you a classic example, which everyone knows. Lonmin. Lonmin is not more than 21 years old. But what actually happens, go there and look as to who are the employees there. 70% of them actually come from the Eastern Cape." Parent focus group participants suggested that this had gone beyond apartheid, and was now just a function of development. But the practice has sustained the high presence of families without fathers, which, according to one respondent, is a self-perpetuating model. "That is why it is still prevailing. That is why young men, they still think it's OK to go and impregnate a young girl and just walk away. The root is from where they grew up. Where they grew up without a father…."

It can be concluded that there are at least three ways in which the legacy of apartheid has affected the prevalence and normalization of violence in general, and by extension, violence against children: (1) *routine exposure* to violence, on television, in the community and in the general environment, as a common behavior pattern; (2) the creation and institutionalization of a *race-linked socioeconomic hierarchy*, fostering and sustaining a sense of marginalization, frustration, and low trust in government institutions; and (3) *family fragmentation,* as a consequence of enforced migrant work patterns and now the continued prevalence of migrant work.

A C4D campaign cannot change South Africa's history, but it can make connections to its history that support strategic campaign goals. If violence is increasingly understood as a detrimental legacy of apartheid – as one theme among other campaign themes – progress in ending such violence can then be linked to healing, to progress in moving beyond the legacy of the past. Or it may be useful to include in a messaging strategy models and representations of *power (or agency) as de-linked to violence,* and of constructive alternatives for channeling frustration. Along the same lines, messaging could highlight ways to exercise authority without the use of violence, again a *de-linking* approach. Such de-linking may include strategies addressing longstanding cultural links between male gender identity and violence.

2.   Economic factors of poverty, inequality and unemployment

Poverty and unemployment, whether in South Africa or elsewhere, are widely understood as correlated with interpersonal violence (Haugen & Boutros, 2014; Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002). Yet the relationship is complex; it is not necessarily poverty per se, but poverty that exists amidst inequality. Many expert respondents reiterated the relationship between

poverty and inequality in South Africa, where the character of poverty and unemployment is largely a consequence of apartheid policies and its forced discrimination and exclusion of specific population groups. Though the World Bank categorizes South Africa as an "upper-middle income" country -- that is, a middle-income economy with a gross national income per capita of more than USD$1,045 but less than USD$12,736, 45.5 % of South Africans or 23 million people live in poverty. The unemployment rate in the country is approximately 24.3%, as of the final quarter of 2014 (Statistics South Africa, 2014a, p. v). As such, South Africa maintains one of the highest unemployment rates in the world, with a 25% unemployment rate established in 2014 (Central Intelligence Agency, n.d.). Of key importance, South Africa has one of the highest income disparity levels, with a Gini coefficient of 63.1 in 2013 (United Nations Development Programme, n.d.).

The concentrations of poverty in South Africa are varied, with significant poverty levels in more rural areas, and concentrated communities (often townships) near urban areas. Research by Hall and Sambu notes that the rural provinces of Eastern Cape and Limpopo have the highest poverty rates, while Gauteng and Western Cape have the lowest (2014b). The complex connection between poverty and violence is in some sense masked by these data, as rates of homicide and related violence are higher in Gauteng and Western Cape than in the above-mentioned rural provinces. Again, this is very likely because the poverty pockets in Western Cape and Gauteng are near high concentrations of wealth in and around Cape Town and Johannesburg, respectively, underscoring the role of inequality, not just poverty (Foster, 2012). It may also reflect the concentrations of, and differing contributing factors to, specific types of VAC – corporal punishment may be common in all areas, traditional gendered forms of violence may occur more in rural areas, and community and criminal violence may be more a feature of communities in proximity to urban areas. Clearly reflecting the legacy of colonialism and apartheid, the racial disparity in poverty rates is glaring: In 2012, 63% of African children lived in households below the poverty line, while only 1% of white children did. Further, 28% of colored children and 7% of Indian lived in poor households (Hall & Sambu, 2014a). We also note that poverty levels in 2012 were lower than those in 2003 across the board, largely because of expansion of Child Support Grant, the largest cash transfer program in South Africa and on the continent (Hall & Sambu, 2014a).

According to a 2013 study, several poverty indicators have statistically significant associations with VAC. Those indicators include unequal food distribution and going to bed hungry (Meinck, Cluver, Boyes, & Ndhlovu, 2013). When there is economic dependence, there is also an increase of vulnerability and violence behavior towards women and their children (UCT, n.d.). Stress, frustration and lack of self-esteem are common consequences when unemployment and poverty are persistent -- and this may be directed to children, in order to maintain authority

and respect. One expert respondent expressed that vulnerability is linked to VAC and VAW, but also "not having enough information and knowledge, and not being confident or confident enough" is an issue. Poverty is associated with multiple stressors leading to violence -- for example, another expert respondent from a treatment setting described households where 20 persons lived in a 4-bedroom residence. A recent effort sponsored in part by the Centers for Disease Control and Prevention (CDC) in the U.S. sought to lay out a framework and set of processes that form a chain or continuum of causation from macroeconomic factors to individual youth violence and risk behaviors (Rosenfeld, Edberg, Fang & Florence 2013; Edberg, Yeide & Rosenfeld 2010). This effort examined research and data linking macroeconomic factors to community conditions, to community-related factors such as employment opportunities, availability of school and social resources, social and peer groups, to the impact of community factors on family stressors, and then to individuals. There were, not surprisingly, numerous gaps in the available research. However, the review suggested a number of causal chains that merited attention and that are relevant to South Africa and other global contexts, particularly in the way that long-term poverty creates a cascading set of constraints across many levels that generates, and entrenches, coping and survival patterns that do not correlate with good health, educational success, or positive child development.

Given the duration and scope, C4D strategies cannot directly address poverty or its upstream factors, but they can model aspirational pathways to better circumstances by highlighting connections between education and better child outcomes, de-linking violence and status, advocating for better supports and services, and promoting the rights of groups particularly vulnerable to violence.

3.   Socio-cultural factors – gender norms

All societies include gender norms as basic cultural models. The issue for a C4D strategy is to address those gender models that promote or aggravate VAC, with an acknowledgment that not all violence against children in South Africa is committed by men. In fact, mothers are responsible for up to 30% of child homicides, compared to 5.8% for fathers -- more responsible for the death of young children than the father, a problem generally understood as resulting from poverty, lack of access to resources, and lack of social support (Mathews, Abrahams, Jewkes, Martin, & Lombard, 2013).

With respect to victimization, data show that in South Africa, girls are at much higher risk of sexual assault, while boys are at higher risk for physical violence (UCT, n.d.; Burton & Leoshcut, 2013; DSD, DWCPD, UNICEF, 2012; Machisa, Jewkes, Morna, & Rama, 2011). In the 2015 Optimus Study, a "first-ever representative data in South Africa on child maltreatment

and exposure to other forms of violence," reported that "[g]irls bear the brunt of abuse, neglect and bullying, while boys are more likely than girls to experience other forms of violence" (CJCP & UCT, 2015, pp. 2-3). Perpetrators of violence are largely young, between age 12 and 22 and male (Clark, 2012). While the focus of this paper is to address violence against both male and female children, female youth are disproportionately cited as the victims of violence from men. A recent report by Northwestern University notes that "there are 6.1 million people living with HIV in South Africa and young women aged 15-24 are four times more likely than men of the same age range to contract the virus, according to the Human Sciences Research Council" (Turner, 2015). Further, a 2012 Gender Links study showed that in Gauteng, Western Cape, KwaZulu-Natal and Limpopo provinces, up to 77% of women had experienced some form of violence (emotional, economic, physical or sexual) at least once in their lifetime (Gender Links for Equality and Justice, 2012).

Therefore, it is important to address the role that cultural models of masculinity play in South Africa, as these relate to physical, sexual and emotional violence against children. One expert respondent commented that there are "crisis of masculinity" and "notion of privilege" issues across all socioeconomic classes in South Africa. Importantly, male cultural models supporting violence would not persist if there was not a concomitant social process of legitimization – that is, where the violent behaviors result in gain, and possibly respect, approval, acceptance or even admiration. As noted by Connell, societal and cultural norms reflect constructs of male dominance and superiority, which are, perforce, complemented by constructs of female subservience and subordination (2005). Moreover, as indicated by discussions in the stakeholder workshop held on September 9, 2015, in Pretoria, these male models differ by region and context. For example, in Cape Town, there may be more association with gang models of status and authority; in Johannesburg, the models are more influenced by the leaders or "masterminds" of criminal enterprises; and in Limpopo (for example), male models may be more connected to dominance over women, where a man of authority is expected to have girlfriends, and to control them.

In the recent critical literature review undertaken by the University of Cape Town, the "hegemonic masculinity norms" specific to South Africa include the prescriptions that: (1) men have the right to exert power and control over women and children; (2) children must display unquestioning subservience and obedience to adults, particularly men; and (3) domestic violence and abuse are private matters that must be kept within the home (UCT, n.d.). Particularly in South Africa, hegemonic masculinity, and its relationship to sexual and intimate partner violence against children, has been documented over the years and is a predominant cultural model (Jewkes & Morrell, 2010). The 2011-12 national crime statistics report suggests that approximately 26,000 children were victims of sexual violence. The aforementioned

statistic accounts for 40% of all sexual offenses in the country. As noted earlier, 102 child murders are reported in 2009 as a result of rape homicide (the most extreme consequence of sexual violence). These statistics almost exclusively represent female children (Mathews & Benvenuti, 2014). Importantly, such statistics can be grossly under-representative, as victim surveys require the disclosure of personal information to strangers. These surveys also do not survey children specifically (UCT, n.d.).

Social norms and models associated with hegemonic masculinity in South Africa are important social drivers of VAC, and should be addressed in C4D efforts – indeed, these norms/models are already the focus of some campaigns. This must be done with careful consideration for regional differences. To reiterate, however, masculine norms could not be enacted if not complemented by a social audience that supports those norms, including women and youth, which suggests that some C4D messages should be directed to the broader enabling social environment. One expert respondent remarked, "The campaign needs to make us think about who we are, try to change how we look at ourselves. Many of us do not think we're violent. We must change the psyche of the nation." There are, however, also contradictory patterns. Mirroring trends in the U.S. and elsewhere, the World Bank points to an increase in violence *perpetrated by* young women, sometimes against boys/young men (Burton, 2012, p. 10). Survey data cited by the report show that while one in four young men reported hitting someone in the previous three years, one in eight young women reported the same (Burton, 2012, p. 10; Seekings & Thaler, 2010). This parallels an increasing number of female offenders who are incarcerated.

C.   Targeted/proximal contributing factors
While distal and proximal factors are interrelated, proximal factors are often more clearly connected to a C4D strategy in the sense that they are more specific, and easier to identify as targets of shorter-term change (and measurement of that change). Note that such factors are often framed as risk factors, when there is a statistically significant correlation between the factor and, in this case, VAC as the negative outcome of concern. However, that term can elide issues of causality, simply because an evidence-based risk factor may not itself be the cause, but only a causal proxy, and there is a danger that programs targeting risk factors per se do not actually address causal mechanisms. That said, the literature highlights the following proximal contributing factors (Mathews & Benvenuti, 2014).

1.   Substance abuse

Substance abuse is widely recognized as a proximal driver of violent behavior, and a number of studies have found an association between the two (DSD, 2012, Morojele & Brooks, 2006).

This association is significant in both perpetrators and victims of violence in South Africa (Dunkle et al., 2004; Jewkes & Morrell, 2010). Peltzer, Ramlagan, Johnson, and Phaswana-Mafuya found that substance abuse in South Africa includes the use of alcohol, cannabis (dagga), mandrax/methaqualone, crack/cocaine, heroin, morphine, methamphetamine (tik), ecstasy, speed, inhalants (i.e., glue, petrol, paint thinners), hallucinogens (i.e., LSD and acid), and prescription drugs (SAPS, 2015; Peltzer et al., 2010).

The review by Peltzer et al. reported that the only school-based Youth Risk and Behaviour Survey conducted in 2002 found that current (past month) use of cannabis was 9% in school-based youth. Cannabis use is higher in urban settings (2.3%) than in rural areas (1.0%). Gauteng, Western Cape, Mpumalanga, Free State and Limpopo provinces had the highest rates of cannabis-using school children. In contrast, Western Cape, Gauteng and North West provinces had the highest rate of cannabis-using adults (Peltzer et al., 2010). Youth in the focus groups conducted for this study acknowledged drug use as an issue in schools. One participant said, "[T]hat is a problem in every school. Even in our school, we had a drug raid today actually and they bring a sniffer dogs and they smell the classrooms."

Even more than drug use, South Africa has a high prevalence of alcohol abuse. It is suggested that South Africa has one of the highest rates of alcohol consumption in the world (Schneider, Norman, Parry, Bradshaw, & Plüddemann, 2007). Studies have shown a link between alcohol abuse and violence, both in perpetrators and victims. In a 2005 study conducted by the National Injury Mortality Surveillance System (NIMSS) in Johannesburg, Durban, Cape Town, and Tshwane/Pretoria, in 58% of homicide victims, the blood alcohol concentration tested positive (DSD, DWCPD, UNICEF, 2012, p. 12; Prinsloo, 2007). When parents are substance abusers, care for the child can be compromised. Parents' ability to consistently monitor and take responsibility for the child is lessened (DSD, DWCPD, UNICEF 2012; Morojele & Brooks, 2006). "Furthermore, the poor impulse control and lowered inhibition associated with substance abuse may result in caregivers reacting in ways that they may not otherwise, and this may end with violence against children," as noted by the DSD, DWCPD, UNICEF (2012, p. 6). A 2005 study also reported that 27% of sexual assault against children was perpetrated by someone who had been intoxicated at the time of the crime (Leoschut & Burton, 2006, pp. 55 and 62).

These data were underscored by an expert respondent from a key multimedia organization, who spoke about the easy access to alcohol, even in schools, and its relation to violence. She stated that approximately 50% of deaths are alcohol-related, as are around 75% of injuries. Other key respondents also noted access to alcohol as a risk factor for VAC.

2.   Community violence exposure and victimization

Community-based violence in South Africa is multi-faceted and occurs in a number of forms, including physical violence, homicide, and gang violence. South African children are exposed to and victims of a wide range of community-based violence. In a 2012 study, 48.7% of children reported that they had witnessed community violence (Burton & Leoshcut, 2013). According to a Cape Town-based study by Shields, Nadasen, and Pierce, 48.4% of children report that they had witnessed a murder by a gang member or police officer (2008). The exposure to community violence has numerous consequences including, according to one expert respondent, parents who feel that they must exercise stern discipline in order keep their children safe and off the street.

South Africa experiences high rates of gang violence, most notably in Cape Town, but also in Johannesburg, and Durban (UCT, n.d.). Children are at risk of gang violence both as perpetrators and as victims, according to Ward and Cooper (2012). Statistics from the Red Cross Children's Hospital in Cape Town report that from 2001 to 2010, 38.7% of the gunshot wounds that were treated happened as a result of gang crossfire, and 4.9% of the gunshot wounds that were treated happened as a result of intentional gang shootings (Campbell, Colville, van der Heyde & van As, 2013).

Community-based violence is enhanced by easy access to weapons. According to a June 2015 article published by MyBroadband BusinessTech, South Africa has the second highest rate (second to the U.S.) of gun-related deaths in the world, at 9.4 deaths per 100,000 people, and the "16th highest number of guns per 100 people at 12.7" ("South Africa is the second worst country," 2015). In its second National School Violence Study (NSVS) undertaken in 2012, the CJCP reported that "nearly a tenth [of learners] asserted that it would be easy for them to obtain a firearm *at school* [emphasis added], and one in five learners claimed having easy access to knives or other weapons at their school" (Burton & Leoschut, 2013, p. xii). The CJCP further reported that "[t]he ease of access to weapons and substances was facilitated by personal knowledge of individuals who were involved in various drug-related activities at school: nearly a quarter of the sample knew people who had brought weapons to school with them, one in six knew people at school who were involved in criminal activities, and nearly a tenth knew people at their school who sold or dealt in drugs" (Burton & Leoschut, 2013, p. xii).

From the data, however, ease of access to guns in South Africa is not clear, particularly because background checks pertaining to criminal offenses, mental and medical health, addiction, domestic violence, employment, and previous gun licenses are required, a license may be denied or revoked if family violence is present, and private sales of guns are prohibited

(World Health Organization [WHO], 2014, p. 37). A 2013 report published by the Small Arms Survey found a positive correlation between the partial implementation of the Firearms Control Act (FCA) 60 of 2000 and a reduction of firearms homicides; however, the report noted multiple deficiencies:

(1)   "Problems implementing the FCA in terms of legislation and regulation;
(2)   Policing practices, where the SAPS have used excessive force and firearms;
(3)   Lack of transformation in policing since the fall of apartheid;
(4)   Government's socio-economic policy, in which inequality drives violence;
(5)   Other persistent challenges such as high unemployment, poor education, poor infrastructure, low levels of public service and government corruption" ("South Africa is the second worst country," 2015).

Implementation challenges involving the FCA have been noted as including:
(1)   The SAPS' Central Firearms Register (CFR) not conducting physical inspections of gun owners' properties; the CFR database not allowing for a proper assessment of firearm stockpiles in the country;
(2)   Lack of adequate implementation of the legal requirement in accord with the Domestic Violence Act 116 of 1998 that guns be removed from the homes of domestic abusers and those facing protection orders; and
(3)   Lack of implementation of "firearm-free zones," as defined in section 140 of the FCA. With regard to this requirement, and highlighting the presence of weapons at schools noted earlier, not a single school in South Africa has been declared a firearm-free zone (Small Arms Survey, 2013, pp. 141-142).

Importantly, the 2013 Small Arms Survey stated that its findings show South Africa's "incremental progress and growth are undermined by ongoing and systemic armed violence and inequality" (Small Arms Survey, 2013, p. 133).

> 3.   Family violence and family environments

The family and home environment is both a site for violence victimization and a generator of continuing cycles of violence. Violence in the home may occur in many different ways that include but are not limited to emotional, physical, sexual, neglect, corporal punishment, self-harm and suicide. The data suggest that the majority of VAC is perpetrated by family members or acquaintances (Mathews et al., 2013).

A 2008 study reported that family members, friends and acquaintances perpetrate as much as 84% of child rapes in South Africa (Adefolalu, 2013). Another study conducted by the CJCP found that 29% of child sexual assault perpetrators were their friends and 11% of the perpetrators were their family members (2006). Additionally, 24% of sexual assault that was reported by children and youth in 2008 took place inside their homes (Leoschut, 2009). These data were starkly personified by a youth focus group participant who relayed the following:

> "I have a friend at school her name is Margaret. She fell pregnant like she is 16 and apparently her mom had some friends at her house and some guys raped her. It was really sad. So right now she has not been to school since last term and haven't seen her since then. And she says her mom abuses her everyday like she hits her for no reason. She pays people to come and rape her, it's like hectic. We have told her before to like report it but she says she is scared her mom is going to get angry or her mom is going to kill her or something. So it's one of those things like she is fearful to report it. You confuse fear with loyalty."

In addition to sexual violence, physical violence is a serious concern in the family setting. In South Africa, corporal punishment is a common form of discipline. According to the Human Sciences Research Council's national study on corporal punishment, 57% of South African parents had smacked their child (Dawes et al., 2005). Please see section IV of this report for more information on corporal punishment.

> "Corporal punishment is more common for younger than older children. The most common age at which a child is smacked is three years old and the most common age at which a child is beaten is four years old. This pattern may be explained by the fact that younger children cannot be reasoned with to the same extent as older children. This can lead to frustration for parents and other caregivers who do not understand the different developmental stages children go through. The general trend – globally as well as in South Africa – is that children from poorer households and children from rural areas are subjected to more severe and more frequent corporal punishment than children from wealthier urban contexts." (DSD, DWCPD, UNICEF, 2012, p. 16)

An enduring issue with respect to corporal punishment is that it is very hard to define. As one parent said, "there's no definition…sometimes you're not even aware." There is also a difficult challenge parents face regarding discipline. ""From when they [children] are born, they want to see how far they can push. And we'll say no, no, no, no and the final no will be a smack, then they know you are serious about that no." And because of the public campaigns in recent

years, parents may feel that their children use the new laws to push parents and usurp authority.

Though emotional abuse appears to be a serious concern, overall, there are very few empirical studies that explore how, by whom and how often it is perpetrated against children in South Africa. The DSD suggests that children who are physically and/or sexually abused also inherit emotional abuse (2014). Emotional abuse is thought to be perpetrated mostly by primary caregivers (UCT, n.d.).

When considering the nature of family violence, it is important to note that South African families are generally non-nuclear, often headed by a single parent or in some cases even a child. Only approximately 35% of children live with both biological parents; the proportion of children living with both parents decreased from 39% in 2002 to 35% in 2012 (Hall & Meintjes, 2014). This alone, however, does not assume that these children are more vulnerable. In fact, it is suggested that children are most vulnerable in the home when additional stressors are present. Those stressors could include financial difficulties, unemployment, parental depression, parental substance abuse and internal family violence (DSD, 2012). However, an expert respondent from a multimedia organization said that, particularly in townships near urban areas, family structure is fragmented, with a preponderance of single mothers and a lack of supervision. For boys, there are few male role models in the household, so they look to notable models in the community -- which, in a high-poverty community, may be older youth or men affiliated with gangs and violence. This is an added dimension of a key dynamic reported by most expert respondents -- children simply have a very high exposure to violence. It is what they know, and thus, they perpetuate the pattern.

4. Violent school environments

According to one expert respondent, there are 12 million learners in 27,000 schools across South Africa. School violence is pervasive, with 15.3% of primary and secondary school students reporting either experiencing violence or being threatened (Burton, 2008). The forms of violence that occur in schools include bullying, corporal punishment, gang activity, sexual abuse, physical assault, verbal abuse, theft, robbery, and threats of violence or abuse (Ward, Van der Merwe, Dawes, 2012, p. 177; UCT, n.d.). The 2012 NSVS conducted by the CJCP found that 13% of secondary school students reported that they experienced bullying (Burton & Leoschut, 2013, p. 15). The same study found that approximately half of school children are caned or physically punished in schools, although corporal punishment is illegal in that setting (Burton, 2008; UCT, n.d.).

Further, the 2012 NSVS reported that 93.6% of school-based violence against children was perpetrated by someone whom the student knew, typically other students (Burton & Leoschut, 2013, p. 40). The same study found that peer students who perpetrated violence accounted for approximately 90% of reported threats of violence, sexual assaults, robberies, and theft of personal belongings (Burton & Leoschut, 2013, p. 40). Though minimal in comparison to peer students, educators also account for perpetrating violence against children. Three expert respondents interviewed for this report affirmed the existence of teacher-on-learner violence. The 1998 South African Demographic and Health Survey suggested that nearly one third of child rapes are enacted by school teachers (UCT, n.d.; Jewkes & Abrahams, 2002). However, it must be noted that this is a complex situation. Two expert respondents mentioned that school-based sexual abuse is sometimes instigated by young girls themselves, who may perceive that sex with an adult teacher will lead to better grades, or to the provision of resources for them or their family. Transactional sex of this nature is not unusual in high-poverty settings, particularly where gender inequity is a major factor.

Gender is also associated with violence in schools. The 2012 NSVS found that females typically experience more violence in schools than their male counterparts (Burton & Leoshcut, 2013). However, males tend to experience more bullying than females, both as perpetrators and victims (UCT, n.d.; Leoschut, 2009; Liang, Flisher & Lombard, 2007). Finally, violence in the schools is linked to violence in the community, including gang violence, as noted earlier in the discussion about community violence and victimization. Where prevalence of the latter is high, the school prevalence also increases (Burton & Leoshcut, 2013).

More recently, one of the most damaging forms of violence against children at school is cyber-bullying. While this is referred to in the research literature, it was highlighted in both youth and teacher focus groups. For teachers it is new. "As teachers, we underestimate how big it is because it didn't happen when we were in school." In the youth focus group, participants mentioned this often, rating its seriousness as "10 out of 10" saying that it "starts social [i.e., social media] and goes to physical." Moreover, when it comes to bullying, one youth connected the general reaction to the theme of normalization. "But I think that those kids that are not getting bullied are not taking it serious because it is like you are being desensitized of the whole thing because we growing up watching bullies on TV and everything else so it seems normal to you."

Corporal punishment in the school setting brings up the same kinds of varied and subjective reactions that it does with respect to the home. In a focus group, some teachers were against it and others felt the government was going too far in opposing such methods, arguing that corporal punishment is not so damaging. One teacher noted, "I don't see anything wrong with

corporal punishment. The problem is to what extent people are taking it to." According to another, "Some people don't think a spank is a hit." Along the same line, yet another teacher stated, "I won't stop spanking. I grew up being spanked and my kids are going to be spanked but in terms of neglect I would work harder."

5.   Infanticide

Despite countrywide access to contraceptives and a liberal abortion policy, unwanted pregnancy is still prevalent in South Africa. Unwanted pregnancy puts children at an increased risk of violence, maltreatment and abandonment. According to Mathews, Abrahams, Jewkes, Martin and Lombard, female abandonment and/or infanticide is more common than male abandonment and/or infanticide in South Africa (2013). Typically mothers are responsible for the death of these female children. It is suggested that the perceived social value of females as less than that of males – a consequence of masculinity norms -- is one of the core drivers of infanticide.

6.   HIV/AIDS, orphanhood, and child-headed households

South Africa has been greatly affected by the HIV/AIDS epidemic. Children who live in households with HIV-positive individuals and children who are orphaned as a result of HIV are at a heightened risk of abuse and maltreatment, though not sexual abuse (UCT, n.d., pp. 33-34). The University of Cape Town review cites a number of studies concerned with this issue. For example, in a 2009 cross-sectional study amongst isiXhosa-speaking teenagers from peri-urban settlements around Cape Town found that (1) AIDS orphanhood, caregiver AIDS sickness and being dual affected by AIDS orphanhood and caregiver AIDS sickness predicted emotional abuse; (2) caregiver AIDS sickness and being dual affected predicted physical abuse; but (3) none of these factors predicted sexual abuse (Cluver, Orkin, Boyes, Gardner & Meinck, 2011). The study found that food insecurity and hunger (as a proxy for extreme poverty) was significantly associated with AIDS orphanhood, caregiver AIDS sickness, and being dual affected. Additional studies cited in the University of Cape Town review include the following:

(1)   A Soweto-based study found that in households where children had deceased parents, the likelihood of facing abuse from perpetrators outside of the home was significant (Gray, Van Niekerk, Struthers, Violari, Martinson, McIntryre & Naidoo, 2006).
(2)   In another Soweto-based study, children were significantly more likely to face abuse in the presence of at least one chronically ill (HIV/AIDS, tuberculosis, etc.) parent (Gray et al., 2006).

(3)   Frequent physical and emotional abuse (though not sexual abuse) among both boys and girls was associated with having household members who had AIDS (Meinck, Cluver & Boyes, 2015).

(4)   In a 2011 study, 48% of children who lived with chronically ill adults experienced maltreatment. Violence and maltreatment included both physical and emotional maltreatment, which may include being disciplined with an object, being slapped, punched or hit or being threatened with names and/or being threatened to get kicked out of the home (Thurman & Kidman, 2011).

In a 2009 statistical brief, the University of Cape Town shed light on child-headed households, a family unit generally defined as households where all members are under 18 years old. The statistical brief analyzed evidence from completed 2006 General Household Surveys, which found 0.67% of children living in child-headed households (Meintjes, Hall, Marera & Boulle, 2009). This is equivalent to approximately 122,000 children in South Africa. The University of Cape Town also found the following:

(1)   Most of the children in these households were not AIDs orphans; rather, the 2006 General Household Survey found that only 8% of children living in child-headed households were children who had lost both their mother and father; eighty percent had a living mother. This is in contrast to statements that had recently been issued by the government and NGOs indicating that the HIV/AIDS pandemic led to an increase in the numbers of child-headed households.

(2)   In 2006, almost half (44%) of child-headed households consisted of only one child; most child-headed households have between one and three members.

(3)   Over half (55%) of children living in child-headed households were 14 or older. In the vast majority (88%) of child-headed households there is at least one child who is 15 or older.

(4)   Due to the HIV epidemic, there has been a marked increase in the proportion of South African children who are double orphans, that is, they lost both parents. The proportion of children who are double orphans increased over the period 2002 to 2006 from 2% (357,000 children) to 4% (660,000 children). In spite of this increase, the proportion of children in child-headed households has not changed over the same period. The proportion of children living in child-headed households was 0.67% in 2006, not a significant difference from the 2002 estimate of 0.65% (Child-heading households, 2009).

An official from DSD shared that in speaking directly with children in child-headed households to learn about their needs and living environments, DSD staff learned that placing these

children in institutions or foster homes was not an optimal solution. The government now recognizes the group as a legal family unit, although it is unclear if such children have adequate access to education, health-care and social welfare grants in South Africa.

7.   Xenophobia and resentment against immigrants

Attacks against immigrants, mostly Africans from neighboring countries who live and work in impoverished areas of South Africa, occurred in April 2015 in the eastern city of Durban and made international news (Onishi, 2015). In areas where soldiers were sent to support police, such as Alexandra, a poor, predominantly black township in Johannesburg, unemployment among young men is estimated at over 40 percent (Onishi, 2015).

South Africa is home to a large refugee, immigrant and asylum-seeking population. According to the UN Higher Commission for Refugees, South Africa currently has 112,192 refugees and 463,940 asylum seekers (UNHCR, 2015). In addition to refugees and asylum seekers, as an economic powerhouse of sub-Saharan Africa, South Africa attracts many economic migrant workers. According to Statistics South Africa, "[m]igration is an important demographic process in shaping the age structure and distribution of the provincial population. For the period 2011-2016 it is estimated that more than 240,000 people will migrate from the Eastern Cape; Limpopo is estimated to experience an out-migration of more than 300,000 people. During the same period, Gauteng and Western Cape are estimated to experience an inflow of migrants of approximately 1 million and 345,000, respectively" (Statistics South Africa, 2014b, p. 2). South Africa encourages the integration of immigrants into local communities, which in some cases causes competition for jobs and resources and may create mistrust. As a result, in recent years, xenophobic violence has become an increasing problem in the country (UCT, n.d.; Naicker & Nair, 2000).

Unfortunately, children are not particularly protected from this violence, as victims, perpetrators or witnesses (UCT, n.d.). Though research is limited about VAC in immigrant populations, authors Landau, Ramjathan-Keogh, and Singh reported that discriminatory and xenophobic attitudes have "legitimised extortion, corruption, and the arbitrary arrest and detention of suspected non-nationals (including children and dark skinned South Africans)" (2005, p. 2). The authors wrote that "[a]necdotal reports also suggest that many migrant children are denied access to school because of outright discrimination, often justified on the basis of their age (they may be older that the mean for their grade) or language" (Landau, Ramjathan-Keogh & Singh, 2005, p. 27).

8.   Traditional practices

It is important to acknowledge and respect the role of cultural and traditional practices in South Africa, but also to understand the impact of some of these practices on violence. The key traditional practices noted below have a direct role as part of the complex of VAC:

(1)   *Virginity testing.* Traditionally named *ukuhlolwa*, virginity testing is a cultural practice that seeks to determine whether female children are virgins, by assessing the structure of the hymen (Wadesango, Rembe & Chabaya, 2011). Historically, this practice was introduced in order to obtain a higher bride price if the female child proved to be a virgin. Though the practice diminished for a number of years, after the rise of HIV/AIDS, *ukuhlolwa* was reintroduced as a mechanism to curb the pandemic (Vincent, 2008). This practice may increase violence against female children in a number of ways, including: (a) mistreatment and abuse if virginity status is negative; (b) raping of virgins to cure HIV/AIDS; and (c) increasing exposure bride capture and/or forced marriage (DSD, 2012; UCT, n.d.).

(2)   *Bride capture.* Bride capture, or *ukuthwala,* is a cultural practice that encourages the abduction of young girls by a man. The purpose of *ukuthwala* is to encourage the family of the abducted girl to begin negotiations for customary marriages. In the past, *ukuthwala* was practiced as an assimilation of abduction after the family of the girl consented to her marriage. Today, however, this is not the case. Bride capture is practiced against the will of the girl and family (DSD, 2012). These abductions typically result in violence and sexual assault against the girls. *Ukuthwala* is practiced in Kwazulu-Natal and in the Eastern Cape (UCT, n.d.).

(3)   *Male circumcision.* Allopathic male circumcision has been shown to play an important role in lowering the risk of sexually transmitted infections (including HIV/AIDS), promoting hygiene and reducing the chances of penile cancers -- as such, it is part of the national HIV prevention strategy (UCT, n.d.). However, it is also associated with some forms of VAC. Male circumcision is performed for religious and cultural reasons, as an initiation ritual or a rite of passage to adult male status. In traditional settings, circumcisions may (a) be performed against the will of the child; (b) encourage the maltreatment of the child; and (c) result in poor health outcomes and/or death of the child (Vincent, 2008; DSD, 2012). It is difficult to estimate the number of traditional male circumcisions that are performed in South Africa. As a result, it is difficult to estimate the number of deaths associated with the practice. From 2001 to 2006, 208 mortalities and 115 mutilations were reported in the Eastern Cape Department of Health, as a result of

these initiation practices (UCT, n.d.). Though the Application of Health Standards in Traditional Circumcision Act was passed in 2001, authorities have not successfully monitored the implementation of the Act, nor have they documented deaths associated with it (UCT, n.d.).

(4)   *Traditional parent and authority roles.* At least one expert respondent noted that, apart from other causal factors, many traditional cultures (including cultures of some European settlers) include very strong beliefs and practices around family authority and discipline. Elements of these family cultures include the idea that children are under the exclusive authority of the family, without rights of their own; talking about problems, or talking about emotions, is not a common practice; and corporal punishment as a means of discipline is normative, and viewed as positive because it maintains family/individual order. Another expert respondent added that in some African traditional cultures, it is also not normative to talk about emotions, so there is no ready outlet for addressing such issues.

Please see Appendix B, *C4D Strategies Addressing Violence against Children: Continuum from Causal Factors to Communication*.

IV.   Legal Frameworks, Policies, Protections and Services Pertinent to Violence against Children

Understanding the legal, policy and service environment is important for a C4D strategy because elements of this environment may facilitate continued VAC or serve to reduce it. Identifying these contributing elements may suggest target audiences and potential themes. If, for example, there is a legal framework mandating expansion of family courts to prosecute child abuse and neglect, but that mandate has not been carried out due to a lack of political pressure, or it has been carried out but is ineffective due to poor training and/or knowledge among court practitioners, then potential C4D campaign audiences might include policymakers, program planners, the media, or court practitioners, with messages tailored to the identified need.

This section summarizes South African laws that incorporate international human rights specifically prohibiting VAC. In section V, we explore the gaps in South Africa's national legal framework and its enforcement and implementation of existing laws and policies.

A. Summary of rights and obligations

Soon after the first democratic elections were held in April 1994 in a post-apartheid era, South Africa instituted a new constitution in 1996. Giving effect to the international U.N. Convention on the Rights of the Child (1989) and the African Charter on the Rights and Welfare of the Child (1990) are the Constitution of the Republic of South Africa Act 108 of 1996 (Constitution) and the Children's Act 38 of 2005 (Children's Act). Together, these laws aim to guarantee children's rights to an identity, basic services, participation, and protections. The constitutional rights apply to all children in South Africa regardless of nationality or legal status. Defining a child as under the age of 18, section 28 of the Constitution provides protections to *every* child "from maltreatment, neglect, abuse or degradation," and provides that "a child's best interests are of paramount importance in every matter concerning the child" (Constitution, clauses (1)(d) and (2)).

Coming into effect in 2007, and striving to satisfy obligations under international instruments, the Children's Act enforces section 28 of the Constitution and provides a comprehensive set of principles, requirements, and rights that give rise to multiple child care and protection services, in particular a full range of social services needed by vulnerable children and their families and in the parent-child relationship context (Children's Act 38 of 2005). The Children's Act defines abuse, exploitation and neglect, but does not define "child maltreatment." Exploring the ways in which the law defines the complex VAC problem, the phrase "violence against children" in *South African Child Gauge 2014* is used "as an umbrella term for a range of physical, emotional and sexual abuse, neglect and negligent treatment, as well as the exploitation of children across a range of settings" (Mathews, Jamieson, Lake & Smith, 2014, p. 27). Further, the Children's Act mandates reporting child abuse and neglect, establishment of a National Child Protection Register, placing children in need of care and protection, and early intervention and prevention (UCT, n.d.). The 2014 Trafficking in Persons Report issued by the U.S. Department of State provides that the "Children's Amendment Act prescribes penalties of five years' to life imprisonment or fines for the use, procurement, or offer of a child for slavery, commercial sexual exploitation, or to commit crimes" (Trafficking in Persons Report, 2014).

Set out in the *South Africa's Progress in Realising Children's Rights: A Law Review*, the government bears the following obligations:

(1)   Preventing violence against children;
(2)   Protecting children from further harm if they have already fall victim to violence;
(3)   Supporting and treating children who have experienced violence so as to restore them to physical and psychological health (Proudlock, 2014, p. 173).

In addition to the Constitution and Children's Act, several other laws have been passed in post-apartheid South Africa in connection with different types of violence in different contexts. Eight laws in connection with VAC are listed below:

(1)   The Basic Conditions of Employment Act 75 of 1997 prohibits forced labor and employment of a child under the age of 15, except if the employer has a permit from the South African Department of Labor to employ children in the performing arts. Additionally, children ages 15 to 18 may not be employed to do work inappropriate for their age or work that places them at risk in terms of "well-being, education, physical or mental health, or spiritual, moral or social development" (Basic Conditions of Employment Act 75 of 1997, section 43).

(2)   The Child Care Act 74 of 1983 outlines regulations for children's homes, foster homes, places of safety, schools, and shelters, prohibiting any form of ill-treatment, abandonment, sexual exploitation, unlawful removal and employment of certain children. The Child Care Act was amended in 1996 to require educators, medical practitioners, or any person working at a children's home, place of care or shelter, to report any suspected case of child ill-treatment. One key expert respondent affirmed the statutory obligation to report, including suspected violence, but noted that it goes unreported.

(3)   The Domestic Violence Act 116 of 1998 allows for victims of domestic violence to obtain a protection order; for arrest of the perpetrator; for police protection to prevent further domestic violence; and police referral of women and children to shelters.

(4)   The Employment of Educators Act 76 of 1998, as amended, requires that educators found guilty of serious misconduct, including sexual assault of a student or having a sexual relationship with a student, be dismissed (Ward et al., 2012; p. 203; UCT, n.d.; Mathews et al., 2014, p. 45).

(5)   The Service Charter for Victims of Crime (2004), officially launched in 2007, identifies specific rights for which victims can demand service from the criminal justice system and related service providers (e.g., hospitals). Examples of implementation include child victim and witness rooms created in some courts, and the establishments of sexual offenses courts discussed below (Giving power to victims, 2007).

(6)   The Sexual Offences Act 32 of 2007 prohibits the sex trafficking of children and adults, and includes a broad definition of "sexual act," an expanded definition of rape, and provisions on age of consent and services to be made available to victims. Similar to the Children's Act and Child Care Act, the Sexual Offences Act specifically mentions the obligation to report the commission of sexual offenses against children to the police.

(7)   The Child Justice Act 75 of 2008 aims to protect the rights of children who access the justice and correctional system, and to procedurally regulate the trial of a minor offender

and aims to give special protections to children. The Act "makes substantial changes to the management of children in the criminal justice system, in terms of assuring their protection as they engage in the criminal justice process" (Ward et al., 2012; pp. 348-349).

(8)   The Prevention and Combating of Trafficking in Persons Act 7 of 2013 criminalizes certain acts that constitute or relate to trafficking in persons and imposes harsh penalties for violations, and provides a broad definition of trafficking to include "the delivery, recruitment, procurement, capture, removal, transportation, transfer, harbouring, sale, exchange, lease, disposal or receiving of a person, or the adoption of a child facilitated or secured through legal or illegal means, within or across the borders of the Republic, of a person trafficked or an immediate family member of the person trafficked, by … [various] means [including threat of harm, fraud or abuse of power]" (Goitom, 2013).

The DSD is charged with implementation of the Children's Act and the Domestic Violence Act (DVA) through prescribed regulations. The South African government has taken considerable action since enactment of the DVA to address VAC and gender-based violence (GBV). As noted above, in 2013, the Parliament passed the country's first comprehensive Prevention and Combating of Human Trafficking Act, to provide a legal framework to prevent trafficking, prosecute traffickers, and protect trafficking victims, including children. However, corresponding implementing regulations are not yet in place. Other specific measures also include the National Prosecuting Authority's establishment of the Sexual Offences and Community Affairs unit in 1999 to eradicate "all forms of gender-based violence against women and children" (Louw, 2013). A major component of the Sexual Offences and Community Affairs' work is carried out through nationwide Thuthuzela Care Centres and the sexual offenses courts that were re-established in 2013. The Centres "aim to provide a one-stop service for women and children who are victims of sexual violence" (Mathews et al., 2014, p. 48). The Children's Institute reports that cases involve children as young as three-months old (Mathews et al., 2014, p. 48).

B.   Issue of corporal punishment

Since 1996, a robust set of laws has been passed to prohibit corporal punishment in schools, the criminal justice system (as a punishment or a sentence), and alternative facilities such as foster homes, ECD programs, and day care centers. Laws addressing these settings include the South African Schools Act of 1996, the Abolition of Corporal Punishment Act of 1997, and amendments to the Children's Act. Despite these laws, schools are rife with VAC, as demonstrated by the 2012 NSVS referenced earlier, where the CJCP reported that one fifth of high school students were found to have been threatened with violence or had been victims of

an assault, robbery and/or sexual assault at school, or cyber violence, in the year prior to the study (Burton & Leoschut, 2013). School violence was reported to include experiences occurring in traveling to and from school and waiting on outside school grounds.

Fifty percent of the student participants reported being caned or spanked at school. The 2012 NSVS followed the first NSVS undertaken in 2008 that showed levels of school violence stayed constant for the interim four years (Burton & Leoschut, 2013). Importantly, the 2012 NSVS focused only on secondary schooling; violence in primary schools was not addressed. The 2013 CJCP report on the 2012 NSVS study stated:

> "Like the 2008 study, the 2012 NSVS once again highlighted the extent to which family and community factors intersect with the levels of violence occurring at schools. The results showed that by the time young people enter secondary school many of them have already been exposed to violence, either as victims or witnesses, in their homes or communities. More than a tenth of the participants had seen people in their family intentionally hurting one another, one in ten learners had themselves been assaulted at home, while less than a tenth had been robbed or sexually assaulted at home" (Burton & Leoschut, 2013, p. xiii).

V. Gaps in the Legal, Service and Program Environments

From the overview of legislation provided in section IV, it is evident that South Africa has a robust legal framework to protect child rights. However, this stands in sharp contrast to the high statistics concerning child abuse and violence. One expert respondent from a child protection organization remarked, "Even with considerable legislation, violence is happening. What is it saying about the core of who we are?" Another expert respondent with a policy and advocacy NGO remarked, echoing many others, that while the legal and policy frameworks in South Africa are well-developed, implementation is a central and enduring challenge.

A.   Historical context
In order to assess gap areas to be addressed through a C4D strategy, we must take into account the historical backdrop in which the Constitution and Children's Act were enacted and generally, the context in which considerable laws have been passed but implementation, accountability, and provision of services are weak. Dr. Chandre Gould, senior researcher at South Africa's Institute for Security Studies (ISS), wrote, "During apartheid, not only were many of the laws unjust and intended to entrench white domination, but unfair laws were also applied unfairly. In addition, the security forces, particularly the police, were used by the state to

ensure that all South Africans lived in fear of the state, regardless of their race. The apartheid state was deeply corrupt at all levels, and those who held positions of power, whether as politicians or functionaries, were very seldom called to account before a court for acts of corruption or the abuse of power" (2014). Before 1994, a culture of prejudice and lawlessness existed in South Africa, and is a big contributing factor to present conditions where the majority does not perceive the justice system or formal laws as a means to settle grievances and hence, individuals resort to violence in multiple forms.

The apartheid state also involved impunity for those in power, and this largely remains true. Just as in the apartheid era, most South Africans feel unequal treatment before the law and a consequent lack of trust in state institutions. Layers of violence – each with its own environmental influences and occurring at different levels (e.g., individual, relationship, community, societal) – developed during and after apartheid, including public/community violence, police aggression, political violence, xenophobic attacks, sexual violence, and widespread interpersonal/domestic violence (Fick, 2014). Putting aside poverty, which contributes greatly to the present day crime and violence statistics, violence in South Africa is a complex, multi-dimensional issue because of the historical context and significant economic inequality; "according to the World Bank, using the Gini coefficient's measure of wealth and income inequality, South Africa is the most unequal society in the world" (Fick, 2014). According to a recent report produced by Statistics South Africa, roughly 23 million South Africans live below the national "upper-bound poverty line," meaning generally, they can purchase adequate food and non-food items (Statistics South Africa, 2014c, p. 12; Nicolson, 2015a).

B.   Corporal punishment
Despite the legal prohibition, the persistence of physical punishment in schools is widespread. One reason is teachers' and principals' failure to implement the applicable law, and reportedly, failure to use the national sex offender registers to screen teachers and a failure by the Department of Justice and Constitutional Development and the DSD to respond to schools' requests for screenings (Proudlock, 2014, p. 173). Reporting of victimization also is a challenge. In 2013, the CJCP reported that almost 40% of sexual assaults occurring at school go unreported (Burton & Leoschut, 2013, p. 41). In addition, despite awareness that physical punishment is illegal, it begs the question of whether educators are unwilling or unable to change their attitude towards this issue. One key expert respondent said there is complicity in the violence, as seen in high levels of corporal punishment and teachers who are violent. Another expert respondent noted that teachers and parents are aware that "children have rights but they don't know what else to do," making for a huge gap in realistic, viable alternatives.

The complexity of school violence goes much deeper than this report can cover, but one critical underlying cause links back to the historical and cultural context of violence that connects school experiences to individuals' experiences in homes and communities. The CJCP is currently assisting Department of Education in rolling out the Hlayiseka School Safety Toolkit in all nine provinces, to help schools (and parents) understand and identify security issues and threats; help schools respond effectively to security issues and threats and establish reporting systems and manage reported incidents appropriately; and monitor schools' progress (National School Safety, n.d.). Building on the Hlayiseka project, the Department of Basic Education is working to implement a National School Safety Framework (NSSF) nationwide. The CJCP made the following recommendations in connection with the NSSF:

(1)   The finalization of the NSSF should be expedited and include a roll out and progress monitoring plan for all provinces.
(2)   Adequate reporting mechanisms and response systems need to be developed at a school level to ensure that all reported cases are adequately responded to after reporting.
(3)   The education performance management system should include effective school management and safety key performance areas and obligations, and all principals and educators should be held accountable for safety within the classroom and school environment.
(4)   An adequate and reliable set of school safety indicators should be developed to monitor progress at a national and provincial level annually (Proudlock, 2014, p. 133).

One key respondent shared that although the NSSF is now in place, "there is no mechanism at the national level to implement it, so implementation is at the whim of the provinces." That is the crux of the issue: the policies and frameworks do not necessarily translate into anything systemic and enforced.

Multiple authors cite to the lack of national law prohibiting physical punishment at home (Mathews et al., 2014, p. 28; Proudlock, 2014, p. 133; Bower, 2013). Current draft legislation, if successful, may outlaw parental corporal punishment (Locker, 2013). Given the historical/cultural context, this may be tough legislation to pass, despite a 2005 survey conducted by the Cape Town-based NGO RAPCAN (Resources Aimed at the Prevention of Child Abuse and Neglect) that 57% of parents surveyed reported hitting their children by hand and 33% reported beating their children with a belt or other object (Corporal and Humiliating Punishment, n.d.). This is an area that intersects with domestic violence, a hidden, vulnerable sphere for women and children where multiple cases, particularly cases of sexual violence, go

unreported (Proudlock, 2014, p. 169; Holmberg, 2013). Despite the ban on corporal punishment in schools, the practice is pervasive, so a solution does not lie in legislation alone. A nationwide C4D campaign to address the social and cultural supports for this practice is necessary and potentially effective.

C.   Policy and program emphasis/integration

One issue discussed in *South African Child Gauge 2014* is the current emphasis on crisis intervention and statutory services vis-à-vis the Children's Act, rather than prevention and early intervention programs for vulnerable families and children (in order to reduce the need for statutory services and the potential for abuse/neglect), even though the Act expressly provides that Members of the Executive Council for Social Development must provide and fund these programs in all provinces (Mathews et al., 2014, p. 45; Children's Act 38 of 2005, sec. 146(1)). This apparently has resulted in other sectors such as education, health, social work, and law enforcement, expending more time on protection and alternative care, rather than programs to "improve parenting and promote non-violent discipline and the provision of psychological, rehabilitation and therapeutic programs for children" (Mathews et al., 2014, p. 45; Proudlock, 2014, p. 175; Giese, 2008). The Children's Institute also reports that, while the necessary legal structure is in place to provide and implement social programs to prevent violence, coordination of inter-sectoral child protection protocols at the provincial level is not being effectively undertaken (Mathews et al., 2014, p. 45). The Institute advocates for the child protection system to shift focus from statutory services towards prevention and early intervention.

Established in May 2012, the government's Inter-Ministerial Committee on Violence Against Women and Children includes Ministers of Women, Children and People with Disabilities, Justice and Constitutional Development, Health, Home Affairs, Police and Basic Education. The Committee aims to take a social-ecological approach "spanning the continuum from prevention and early intervention to response," to focus on identifying root causes of violence, and calls for harsher sentences for perpetrators (Proudlock, 2014, p. 178; Fight Against Abuse, 2013). The Committee is only recently formed and requires leadership and adequate resources to develop evidence-based approaches to strengthen programs and develop new effective ones.

D.   Police performance/capacity/resources/corruption

The Police Minister's and National Police Commissioner's release last year of the 2013/2014 crime statistics reported 800 more murder cases than in the previous financial year. The rate of home robberies is the highest of the decade, and all categories of robberies, particularly in homes and businesses, and carjackings – as the SAPS term "trio" robberies – increased (ISS,

2014). The Police Minister reported that SAPS employed approximately 193,000 police officers in 2013/2014, so approximately one officer for every 346 citizens (Bateman, 2014). While this might suggest limited resources, the solution might not lie in hiring more officers, as pointed out by the Head of the Governance, Crime and Justice Division at ISS: "In the last 20 years, we have had three years where murder has increased, that means four more murders in the country occur every day than it did last year. We have to start working together as the police can't do it alone" (Bateman, 2014).

The establishment of the Khayelitsha Commission in 2012 highlights the serious degree to which policing has become dysfunctional. The Commission was appointed to investigate allegations of police inefficiency in Khayelitsha, one of the largest and fastest growing townships in South Africa, comprised of poor and working class communities. Commission findings reported a breakdown in relations between the Khayelitsha community and the police, with residents having no confidence in the justice system. With complaint that police are unresponsive, vigilante mobs developed. One analyst shared that "policing in that area is not intelligence-led but policing by chance," citing lack of skills, experience and or motivation on the part of police station management (Kock, 2014). Apart from this, in 2014, the British newspaper *The Guardian* reported other grim statistics on Khayelitsha that point to inequality, poverty, and lack of safety and basic needs: "Over a quarter of households have no access to electricity, while each outdoor tap is shared between around twenty families, each toilet between ten;" the area is overpopulated with around one million of which half live in informal housing or shacks; there is over 50% unemployment and rampant gang violence (Wainwright, 2014).

While Khayelitsha is just one township with insufficient and ineffective policing, there are recent reports that the police themselves are not held accountable. For example, a 2013 report revealed corruption and criminality within the SAPS, with 1,448 serving police officers found to be convicted of convicted of crimes "ranging from murder and attempted murder to rape, assault, corruption, theft, robbery, house-breaking, drug trafficking, domestic violence and aiding escapees" (Cunliffe-Jones, 2013). In addition, the Independent Police Investigative Directorate, an agency of the government responsible for investigative oversight over the SAPS and municipal police, are noted as understaffed, underfunded, and ignored by the police (Cunliffe-Jones, 2013).

E.   Domestic Violence Act
The DVA covers intimate and family relationships. No studies or police data accurately demonstrate the prevalence of domestic violence. Annual reports on crime statistics each year do not categorize crimes perpetrated in the context of domestic violence, making it impossible

to assess whether charges such as assault (with or without a firearm), intimidation, rape or attempted murder occur in connection with domestic violence (Vetten, 2014). In 2014, ISS reported the following:

(1)   Children "rarely feature in interventions addressing intimate partner violence, while mothers are rarely considered in interventions addressing child abuse;"
(2)   "Policy and programming addressing the economic determinants of domestic violence are not well developed;" and
(3)   "Services to those who experience abuse (including the provision of shelter) are not well funded and their reach and scope remain limited" (Vetten, 2014).

South Africa's ISS reports that the DVA requires SAPS to document and register, at each station, all reported cases of domestic violence; however, despite having these data, the police do not make it available to the public (ISS, 2014). Despite this lack of data sharing, one respondent from Statistics South Africa also noted that it is difficult to even frame police data for public consumption because South Africans do not view the information from law enforcement agencies as reliable, trustworthy and credible. With the homicide rate (and number of murders) having increased for the second consecutive year as of last year, this statement from ISS is noteworthy:

> "It's tempting to blame the police for the increase in violent crime. But most murders, attempted murders and rapes occur between people who know each other. Alcohol and drug abuse are some of the social conditions at the root of these crimes. The police can do very little to prevent this kind of violence. Between 15% and 20% of murders and attempted murders are the result of aggravated robbery while intergroup conflicts such as gang or taxi violence and vigilantism make up the rest" (ISS, 2014).

Along with the information in this statement, a respondent from Statistics South Africa shared that with sexual assault in particular, the results of victimization surveys indicate that people are not even aware of what is sexual assault, and this actively contributes to underreporting of such crimes.

Section 2 of the DVA requires the SAPS to assist in finding sufficient shelter for a domestic violence victim who requires it. Similar to ISS' findings noted above, the UCT reports a deficiency in such services because the DVA does not obligate the police to make shelters and counseling available to victims (UCT, n.d., p. 15). Other reported gaps that highlight a "lack of sufficient resources and services to effectively implement the legislation" include:

(1)   A significant shortage of shelters;
(2)   Many shelters do not cater to the psychological needs of children (who are often co-victims of domestic violence);
(3)   A lack of adequately trained domestic violence counselors at police stations, hospitals, courts, and trauma centers (UCT, n.d., p. 15).

F.   Inadequate funding for mandated programs and related human resources
Prime responsibility for provision of prevention and early intervention programs (e.g., parenting skills programs, or programs equipping parents to use non-violent disciplinary action, child and family counseling, non-violent conflict resolution programs for boys, educational programs for girls on how to protect themselves) under the Children's Act, and the child protection system as a whole, lies with DSD (Mathews et al., 2014, p. 46). However, in South Africa, non-profit organizations (NPOs) provide the majority of these programs and services. The Children's Institute provides: "The mechanism for funding the service providers who deliver these services is not legislated and is relegated to a policy document of unclear legal status, the Policy on Financial Awards for Service Providers" (Proudlock, 2014, p. 176; DSD, n.d.).

Despite a legislative duty to fully provide for these services, DSD partially funds the NPOs. According to the Children's Institute, "more than 50% of child protection services in South Africa are provided by designated child protection organizations" that are NPOs accredited by DSD to provide specialized services (Proudlock, 2014, p. 196). Combined with reduced funding as a result of the recent global recession, the NPOs have reduced staff and programming, or some closed (FFC, 2013). The FFC noted "a lack of human resource capacity in child welfare service provision, both in NPOs and in terms of the capacity of provincial Departments of Social Development to administer and monitor the current welfare system adequately" (FFC, 2013, p.8).

It bears mention that in the NPO context, donors are not inclined to fund programs that governments are obligated to provide. The FFC also recommends policy directives and interventions to improve the effectiveness of the funding arrangements for the NPOs so that they can adequately deliver prevention and early intervention services, and calls for "adequate capacity and resourcing needs to be put in place, for example enough social and auxiliary workers to give proper effect to the requirement of the Children's Act" (FFC, 2013, p. 8).

G.   Lack of trained social service professionals
The Children's Institute reports that one of the biggest barriers to delivery of social services to children and families is the lack of skilled social service professionals (Proudlock, 2014, p.

179). In 2012, 16,740 social workers were registered with the South African Council for Social Service Professionals, and of this number, 9,289 were in public practice to provide care and support to children and families (Proudlock, 2014, p. 179). From a historical perspective, it is important to note an apartheid-era connection to the public social work profession, as it existed until the first democratic elections in 1994, where a "host of legislative and policy directives demanded that services be provided separately (and unequally) for the different race groups" (Sewpaul, 2012). From this context, in September 2007, the National Association of Social Workers, South Africa, was finally established without apartheid-based structures. More qualified social workers are needed, as well as social auxiliary workers and child/youth care workers with specialized training on child protection (Proudlock, 2014, p. 180).

While social workers now receive professional recognition, two other categories of workers who provide prevention and early intervention services – namely ECD practitioners and youth workers – are lagging. According to *South African Child Gauge 2014*, there are only 1,000 ECD practitioners recorded as doing outreach work in connection with parenting programs and support to families; youth work is not a recognized profession, and as such, it is unknown/undocumented how many workers are performing this work and no specific qualifications and standards for core competencies for youth work professionals (Mathews et al., p. 55). One expert respondent from a research organization pointed out not enough emphasis on or resources put towards ECD interventions and programming.

H.   Lack of or limited evidence for successful programs; lack of guidance
The Children's Act requires provincial departments of social development to conduct needs assessments of children and families in connection with the existing provision of prevention and early intervention services. They also are required to develop strategies based on this evidence and the framework of the national strategy on prevention and early intervention required under section 145(1) of the Children's Act (Children's Act 38 of 2005). The Children's Institute reports that to date, "the national strategy has not yet been finalized, only one of the nine provinces has completed its needs profile, and none have developed their strategies" (Proudlock, 2014, p. 195). This reflects poor coordination by the national and provincial departments, and perhaps a lack of consulting with the NPOs that provide the majority of child protection services in South Africa.

This lack of information leads to implementation challenges, as well as an absence of evidenced-based planning and programming. According to the Children's Institute, several violence prevention programming has not been evaluated to assess effectiveness, and this is due in part to sporadic and partially funding of programs (Proudlock, 2014, p. 180). In contrast, there are some prevention and early intervention approaches that have been researched and

found to be effective. One example is Stepping Stones, an HIV prevention training package that was tested in South Africa starting with the Eastern Cape Province in 2002. The training uses participatory learning activities to cultivate healthier intimate relationships and behavior change that ultimately will help improve sexual health and reduce HIV incidence. A 2-year impact assessment evaluation (2005-2007) of the program showed that it did not reduce the incidence of HIV, though it significantly reduced male-reported intimate partner violence, transactional sex, and problem drinking (AIDSTAR-One, USAID, 2009). However, the government has not yet used this evidence to scale this intervention (Proudlock, 2014, p. 181).

Another example is diversion programs for child offenders that are required to be funded under section 56 of the Child Justice Act. Despite this statutory mandate and a 2001 study that showed evidence of diversion programming reducing re-offending rates, there has been a decline in the use of diversion programs for child offenders (Proudlock, 2014, p. 181; Muntingh, 2001). The publication *Youth Violence: Sources and Solutions in South Africa* notes that "local diversion initiatives lack an evidence-based approach to programming and tend not to have explicit theories of the change process they seek to bring about" (Ward et al., 2012, p. 363). Lack of evidence-based planning is evident in a lack of measurement of programming effectiveness for services required under the Child Justice Act; "much needs to be done to ensure that the programmes on offer are of an acceptable standard and that they are based on evidence of what is likely to change the child's problematic behavior, and if possible, its causes" (Ward et al., 2012, p. 364).

A further issue is lack of information dissemination to service providers. In connection with implementation of the Children's Act, the DSD developed the *Information Guide on the Management of Statutory Services* that is designed to "promote uniform interpretation of the Act among social service professionals" (Proudlock, 2014, p. 195). The DSD also has produced a document titled *Norms, Standards and Practice Guidelines for the Children's Act* (2010). Both documents are not available on the DSD website at http://www.dsd.gov.za/. It is unclear to what extent the information in these guidelines has reached service providers (Proudlock, 2014, p. 195).

Generally, the biggest gap appears to be lack of reliable data and quality evaluation studies from which to plan, develop and scale services and programs in the child protection sector (Mathews et al., 2014, p. 47). In addition, DSD reports to the government's National Treasury "do not provide a sense of the quality or reach of services" (Mathews et al., 2014, p. 47).

I.   Access to justice; weaknesses of the criminal justice system

As noted earlier, currently 52 Thuthuzela Care Centres have been established throughout South Africa in priority communities where the incidence of reported rape is particularly high. There are plans to grow to 80 centres (Mafani, 2013). The Centers were created to address gaps in the system and work under an integrated model that "coordinates the activities of all role-players providing investigative, prosecutorial, medical and psychological services under one roof" and "provides access to important information (arrests, court dates, bail decisions, etc.); assistance in court preparation; and referral to other services that address family violence, drug rehabilitation, and HIV support" (Mafani, 2013).

Apart from the Thuthuzela Care Centres, other services connected with management of sexual offenses include:

(1)   A comprehensive review and reform on all aspects of laws surrounding gender based violence, establishment of an interdepartmental;
(2)   Policy framework for the management of sexual offenses; and
(3)   Establishment of specialized sexual offenses courts, adopting a victim-centered, court-directed approach (Mafani, 2013).

Importantly, the sexual offenses courts were phased out after 2005 because of budget constraints, and were reintroduced in 2013. Since then, 22 such courts have been established and the Department of Justice and Correctional Services plans to operationalize 12 more dedicated sexual offenses courts in the 2014/15 financial year (Sexual Offences Courts, 2014). Although this reflects significant progress, challenges persist, including limited numbers of trained prosecutors, police, or social workers to cover the case load. Ms. Pumeza Mafani, the National Coordinator for the Thuthuzela Care Centre Sexual Offences and Community Affairs Unit, National Prosecuting Authority, notes: "There is no overarching policy to hold stakeholders accountable to their commitment. But most importantly, there is a limited budget from the government to sustain the model into the future" (Mafani, 2013).

Approximately forty percent of South Africans live in poverty (Norton Rose Fulbright, 2012). This in turn means that for the same population, it is difficult if not impossible to access the system due to prohibitive costs of using the system and lack of affordable legal representation. In addition to poverty, President Jacob Zuma in 2011 noted lack of education and resources, particularly the "working conditions of judicial officers, which included poor and inadequate support services, a lack of chambers for judges and insufficient courtrooms" (Access to Justice, 2011). President Zuma also stated, "Many people do not know the law and do not

exercise their rights due to 'poverty-related lack of education and ignorance'" (Access to Justice, 2011).

In some cases, access to justice also is impeded by language barriers (in some instances, cases are lost due to incorrect interpretation by interpreters) and logistics related to transportation access to courts. The President called for "citizen education about the justice system," so that South Africans can learn their Constitutional rights and the court system (Access to Justice, 2011).

In 1969, South Africa guaranteed funding for legal aid through statutory authority, specifically, the Legal Aid Act of 1969, to establish Legal Aid South Africa (LASA). LASA was largely ineffective until the new democratic government extended its budget. Nonetheless, the "access has not expanded to meet the legal and quasi-legal needs of the majority poor, particularly in rural areas and generally with regard to civil claims" (Dugard and Drage, 2013).

Generally, with regard to court-related competencies, multiple challenges exist, including:

(1)   Failure to deliver judgments on time;
(2)   Unreasonable delays in finalizing cases;
(3)   Unwarranted and unsubstantiated court orders and judgments;
(4)   Lack of timely or adequate communication on cases; and
(5)   Court backlogs (Access to Justice, 2011).

VI.   Existing C4D Efforts and Best Practices

A.   Major campaigns
South Africa has a media-rich environment, with a substantial media infrastructure and a patchwork of C4D efforts already undertaken to address both VAC and VAW, which often overlap. The following is a brief review of previous and current C4D efforts to identify strategies and practices that have demonstrated effectiveness, or the lack thereof. Major campaigns sponsored by the South African government include:

(1)   The 16 Days of Activism for No Violence Against Women and Children campaign that occurs annually from November 25 (International Day for the Elimination of Violence Against Women) to 10 December (International Human Rights day), a period that includes Universal Children's Day and World AIDS Day;

(2)   Child Protection Week, hosted by DSD since 1998. This involves awareness-raising activities and mobilization. For 2015, as an example, DSD is urging South Africans to wear a green ribbon as a way to promote child rights and as a reminder of the problem;

(3)   Adoption in 2010 of a "Working Together to Protect Children" theme by the National Child Care and Protection Forum for 2011-2015. While the goal of this is to raise awareness and increase vigilance, it is not clear the degree to which this involves any coordinated C4D action;

(4)   Participation in the UN "UNITE to End Violence against Women" campaign, including violence against girls. This has included national and sub-regional launches and consultations involving policy-makers and media outlets. In South Africa, specific activities under this campaign include: (a) "Orange Days" – the 25th of each month, where youth activists mark the day with topical activities; (b) the Moraba Games, a mobile phone-based game to educate township youth on GBV (developed by the Afroes Foundation); and (c) GrassRoot Soccer, a program to empower young girls against violence and increase access to services (DSD, DWCPD, UNICEF, 2012).

The South African Integrated National Programme of Action Addressing Violence against Women and Children (2013-2018) includes one key objective to "prevent violence from occurring through a sustained strategy for transforming attitudes, practices and behaviours" (DSD, 2014, p. 25). Activities undertaken in support of this objective will be measured by the percentage of women who indicate they feel safe as measured by the Victim of Crime survey; the percentage of children who indicate that they feel safe as measured by the Victim of Crime survey; the percentage of men and boys who reject violence against women and children; and the number of people registered and aligned to the South African government's biometric system. Under the Integrated National Programme of Action Addressing Violence Against Women and Children, key interventions that can be categorized as C4D are:

(1)   Support for ongoing communication campaigns and community mobilization to address violence against women and children;

(2)   Scale up the "Everyday heroes prevention program" in 1,300 wards through community mobilization or a dialogues approach, and via community radio stations, with the support of the Government Communication and information System;

(3)   Increase awareness through community dialogues on harmful cultural and traditional practices, such as *ukuthwala;*

(4)   Carry out systematic and evidence-based awareness-raising and advocacy (examples include UNITE's Orange Day Campaign, and Soul City's television series) to address the underlying causes of violence against women and children, and to promote positive, respectful and non-violent behavior;

(5)   Roll out community dialogues and mobilization to engage local authorities and civil
        society organizations in promoting non-violent communities;
(6)   Sensitize journalists and other media professionals regarding violence against women
        and children through best practices guidelines and ongoing training, specifically on how
        to portray violence against women and children in the media without causing further
        harm to victims and contributing to levels of secondary victimization;
(7)   Establish a national police outreach program to be implemented in schools and local
        communities to encourage and assist survivors of violence to report incidents to the
        police;
(8)   Educate communities on inter-country diversity and an appreciation for human rights to
        prevent ethnocentricity of citizens;
(9)   Develop, strengthen and roll out positive parenting courses; and
(10)   Several school-based initiatives to promote human rights, gender equality and peaceful
        conflict resolution, as well as training programs for school staff/stakeholders on the
        prevention of bullying.

One of the listed key interventions is the development of a national prevention strategy linked
to a planned root cause analysis. In our view, such an analysis needs to be a first step in order
that the steps to follow are coherent and effective.

B.   NGO-implemented C4D efforts
A number of NGOs have implemented C4D efforts addressing VAC and VAW. While the focus
of this review is on VAC, some VAW information and examples will be included because the
two are often intermingled, and because VAW programs are sometimes cited as best
practices, even in discussions about the prevention of VAC.

Perhaps the most notable and widely recognized C4D efforts in South Africa are those
conducted by the Soul City Institute for Health & Development Communication. According to
Dr. Shereen Usdin, one of the Institute's founders and Senior Executive for Special Programs,
the core of Soul City's approach is the harnessing of popular culture and communication to
bring about social change, a process that is often called entertainment education or
"edutainment."

Soul City programs most relevant to VAC/VAW include:

(1)   The Soul City multimedia programs, a dramatic series for television, radio and with
        accompanying print materials. Each series of Soul City focuses on specific issues.

(2) *Phuza Wise campaign* – Conducted as Series 10 of the Soul City television program, with accompanying materials, Phuza Wise focused on the link between alcohol and violence, and is estimated to have reached more than 5 million viewers. It is currently active in Northern Cape and North West provinces, and elements of Phuza Wise have been incorporated in the Kwanda program.

(3) *Kwanda ("to grow")* – A reality TV show that focused on community mobilization and transformation, where teams from 5 locations across South Africa worked to make their communities "look better, feel better, and work better." Specific mobilization goals were HIV prevention, the reduction of alcohol use and associated violence, care for orphans and vulnerable children, and initiatives to generate income or provide food for families. Viewer comments appeared during the show (on a "strap line"), and winner was determined in the final show based on viewer's votes.

(4) *Soul Buddyz Television Series ("Tomorrow is Ours")* – A multi-media "edutainment" vehicle aimed at children ages 8-12, to promote health and well-being in a way that reflects real experience, and using television, radio, and print learner materials. A key goal was to address emotional and health problems in this age group before they became more entrenched.

(5) *Rise Young Women's Clubs* – Designed to mobilize and empower young women to take responsibility over their own lives and the communities they live in, with a focus on peer support and community action.

(6) *Families Matter!* – An evidence-based parent or guardian education program (for parents of 9-12 year old children) addressing communication and the prevention of sexual risk.

(7) *Advocacy* – Focused on the promotion of "healthy public policy" through research, media, lobbying, and social mobilization.

Soul City programs are well integrated with formative research, theory and evaluation. Evaluation results show some impacts, for example, with respect to the Soul Buddyz program and Soul City 4th program series that focused on gender violence (see below under "Best Practices").

The NGO RAPCAN, referenced earlier, engages in multiple activities addressing VAC, some of which involve C4D. The latter include:

(1)   *Children are Precious program*. This is a partnership between RAPCAN and the community of Lavender Hill (suburb of Cape Town, Western Cape with high rates of violence and gang activity) to implement an ecological, multi-dimensional program to prevent child abuse and neglect, including primary, secondary and tertiary prevention/intervention modalities (2009-2012). Primary and secondary prevention components include communication for social change and training of educators and parents. After 2012, RAPCAN turned the program over to the community and now serves as mentor and capacity builder.

(2)   *Positive Discipline.* RAPCAN developed resources for educators and parents on positive discipline techniques in response to the South African law abolishing corporal punishment everywhere outside the home. Understanding that the home remained a vulnerable site, RAPCAN also participated in an advocacy campaign to abolish this kind of punishment in the home as well. The positive discipline materials have been turned over to the Working Group for Positive Discipline.

A 2007 report by the Global Initiative to End All Corporal Punishment of Children and Save the Children Sweden cited the following C4D programs focusing on the prevention of corporal punishment:

(1)   The South Africa Human Rights Commission promotes full prohibition of corporal punishment in the home, and conducts education and awareness training workshops in schools and communities to promote non-violent forms of discipline.

(2)   The Community Law Centre at the University of Western Cape in Cape Town, as part of its Children's Rights Project, publishes a journal called *Article 19* (from Article 19 of the UN Convention on the Rights of the Child that protects children from all forms of violence) that seeks to promote positive forms of discipline and the abolition of corporal, humiliating and degrading punishment in South Africa and on the African continent. The journal reports on progress towards reform, the benefits of positive discipline and consequences of corporal punishment, interviews, and information on campaigns. See http://communitylawcentre.org.za/projects/childrens-rights-project/Publications/Article%2019.

(3)   The RAPCAN program on positive discipline (Global Initiative to End All Corporal Punishment of Children, 2007, pp. 56-57).

Sonke Gender Justice, an NGO with offices in Johannesburg and Cape Town, focuses on HIV/AIDS issues, gender equality and human rights, has implemented several C4D programs and campaigns, including the following:

(1)   Sonke is active in the annual 16 Days of Activism on Violence against Women and Children campaign, and engaging in street demonstrations and community mobilization together with other NGOs. In 2014, for example, their focus was a demand to President Jacob Zuma's administration that funds be allocated for a national GBV prevention and response strategy.

(2)   There are two key units within Sonke that engage in C4D. The first is the Community Education and Mobilization Unit that helps to form Community Action Teams, and supports those teams in utilizing a range of C4D strategies, including participatory workshops, digital stories, PhotoVoice, ambush theater, street soccer, murals, and community radio. The One Man Can Campaign and another effort called Brothers for Life have been implemented with such support. The second unit, the Communications and Strategic Information Unit, manages behavior change communication activities (multiple campaigns), using website, newsletter, social media, intranet, community radio, news stories, and other approaches.

(3)   The One Man Can Campaign – Training, capacity building, community mobilization and media encouraging men to be involved in promoting gender equality, preventing GBV, and responding to HIV/AIDS.

(4)   The Refugee Health and Rights Campaign seeks to challenge xenophobia, rights violations, and barriers to service access for refugees and migrants (including children). This campaign has been implemented thus far in Johannesburg, Tshwane, Cape Town, and Paarl.

LoveLife South Africa is a non-profit organization that has had significant funding from the Henry J. Kaiser Family Foundation, the Bill & Melinda Gates Foundation, UNFPA, and a number of other sources. Primarily addressing HIV/AIDS, their work intersects with VAC issues because they focus on broader social determinants of risk. The C4D related aspects of their work have included the following:

(1)   A corps of peer educators who work across South Africa in well over 5,000 schools, some 18 LoveLife Youth Centres, and in partnership with approximately 200 community-based organizations.

(2)   An integrated media campaign that includes television, radio, mobile devices, print and web.

(3)   Dialogues -- with parents and youth, community dialogues, school debates.

(4)   Cyber Ys and other modalities.

ActionAid South Africa is in international NGO that focuses on women's/girl's rights, and child and education rights – as well as other poverty-related issues including land and food rights, and mining issues, under the general aegis of Local Rights Programs. ActionAid South Africa employs multiple strategies, most of which involve C4D. These include information gathering and dissemination; sector coordination; lobbying and advocacy within spaces of power and civil society; mobilization; and movement building. The NGO situates its work within a long history of social mobilization in South Africa.

C.   Best practices

There is not yet a substantial body of evidence supporting the effectiveness of specific C4D programs and campaigns to prevent or improve treatment for VAC in South Africa. Two of the primary public awareness activities – DSD's Child Protection Week and the 16 Days of Activism for No Violence against Women and Children campaign – do not show any clear evidence of effectiveness (Van Niekerk & Makoae, 2014), and there has been no noticeable decline in rates and prevalence of VAC and VAW over the past two decades.

The following is a sampling of programs/campaigns cited by the U.S. Centers for Disease Control and Prevention (CDC, 2015) as offering some evidence:

(1)   *SASA!* Is a program to mobilize changes in norms through existing organizations, institutions and groups (e.g., urban communities, faith communities, refugee camps, villages) by empowering participants to be change agents within their community structures. This was evaluated with a randomized controlled trial (RCT). Results showed that men and women who participated experienced 52% less physical violence and expressed decreased social acceptance of violence (CDC, 2015; Pulerwitz, Martin, Mehta, Castillo, Kidanu, Verani & Tewolde, 2010; Raising Voices, 2013; Abramsky, Devries, Kiss, Nakuti, Kyegombe, Starmann, Cundill, Francisco, et al., 2014).

(2)   Despite the difficulty in evaluating gender norm change and parental campaigns, there is evidence that they can decrease the acceptability of violence against intimate partners and children (Promundo, 2012). Evaluation of the Soul City multi-media health intervention in South Africa showed a 14% increase in agreement with a statement that

no woman deserves to be beaten, and the same percentage increase in awareness about a national helpline (CDC, 2015; Usdin, Scheepers, Goldstein & Japhet, 2005).

The relevance of these programs, however, is unclear. Only Soul City is in South Africa, and all the interventions cited were primarily focused on GBV, even though presented as evidence regarding the prevention of VAC.

Soul City itself has conducted evaluations of all their programs, demonstrating evidence of success (http://www.soulcity.org.za/research/evaluations). Evaluation methodology has varied, with most evaluation reports including quantitative baseline-follow-up surveys, sometimes qualitative research, and other methods. Samples vary; for example, the 2007 Evaluation Report cites a nationally representative sample of 1500, and a survey conducted in multiple languages. The following summarizes selected information from these evaluations:

(1)   In general, Soul City's program reach is high. The Series 2 evaluation showed that 61% of all respondents to follow-up surveys (post program) were exposed to Soul City media; 57% of TV viewers saw the programs, 41% of radio listeners heard the radio programs, and 37% of newspaper readers saw print booklets. For series 7, approximately 87% of the adult population was exposed to one or more Soul City program materials, and that reach was high across urban and rural areas, and across education levels. In the Series 3 evaluation, it appears that the radio programs had a wider audience.

(2)   Some behavior change outcomes are documented. The Series 7 evaluation report (research conducted by MarkData (Pty.), Ltd. Strategic Research Solutions) reported that exposure to the radio programs was associated with a 35% increase in people helping a child in a caregiving situation as a result of AIDS illness or a death in the family. Radio and print materials seemed to prompt a greater change in self-reported HIV testing and condom use compared to the television program. Exposure to the television program, however, was associated with significant increases in people willing to help HIV/AIDS victims.

(3)   A 2008 evaluation report showed that 90.5% of parents – and a similar percentage of teachers -- exposed to Soul Buddyz materials "felt that Soul Buddyz made it easier for them to discuss sensitive and difficult issues with their children wards" (Soul Buddyz Television Series, n.d.).

VII.   Recommendations for a Staged C4D Strategy and Evaluation Plan

A.   <u>Cost parameters and categories of C4D interventions</u>

In compiling information for this report, we are aware of cost concerns regarding the implementation of a staged C4D strategy, and the importance of bearing in mind the cost of platforms and cost effectiveness. While our overall discussion of a strategy will not be based on cost, specific recommendations will include cost as a factor.

According to one typology (from the World Health Organization), interventions – including C4D – to address violence fall into one or more of the following three categories:

(1)   *Universal interventions*, focusing on the general population regardless of risk status. Broad media campaigns against VAC are in this category.
(2)   *Selected interventions*, focusing on population subgroups at highest risk. This may include interventions to mitigate risk factors or promote resilience against risk.
(3)   *Indicated interventions*, focusing on those who have already engaged in or been victims of violence.

This is a typology similar to the *primary, secondary* and *tertiary* prevention categories often used in a public health context.

From a social-ecological perspective, however, these categories may be insufficient with respect to a C4D strategy. When the complexity of factors contributing to or at least facilitating violence is considered, it also becomes necessary to think in terms of the *enabling environment.* This includes policies, funding, service capacity, and implementation barriers, the communications environment (e.g., digital media, television viewing, advertising, news broadcasts), as well as enabling social norms, socioeconomic and cultural factors, group and social structures (e.g., gangs) that engage in and promote violence. In addition to individuals, a C4D strategy must consider any of these domains as potential targets for intervention. If part of the problem is a lack of funding, capacity and training for child protective services, for example, then one potential audience is decision-makers and program planners who allocate funds and implement programmatic activities.

If one community-level enabling environment is poverty and lack of positive social or economic roles, prompting the evolution of violent, street-based drug and illegal markets, then a potential C4D target must also include individuals and organizations that have the capacity to improve the economic situation. Otherwise, a C4D strategy will be incomplete and ineffective – how can one promote alternative masculinities and behaviors, as one example, in a high-poverty,

violent community when there are no realistic alternatives? In short, an effective C4D strategy must account for and address linkages between contributing factors. This is, of course, easy to advocate, and more difficult to implement simply because of the comprehensive nature and scale of such a strategy. With this in mind, we will seek to identify strategies and best practices that can at least address *selected causal chains*.

We also understand C4D to include multiple channels and forms of communication, including mass media, social media, interpersonal channels, advocacy, community mobilization, school-based dialogues, traditional media and communications, and others. A C4D strategy will link to the social-ecological analysis and present a set of strategies that is varied, appropriate to the contributing factors, and typically conducted in stages reflective of behavior change as a *process.* The staged process will also consider C4D strategies aimed at *prevention* and those aimed at *intervention* with respect to violence that is already occurring. Thus, for example, attitude change and call-to-action messages are most likely to address prevention, while some more specific messages directed to care providers, practitioners, teachers and social service providers may be oriented more to intervention when they advocate changes in the way services or care-giving are provided. "Bystander messages" calling for witnesses and observers of violence to take action – as in the well-known "Ring the Bell" campaign mounted in India (described during the September 9, 2015, stakeholder workshop) also fall in this category.

B.   What does a C4D strategy include?
Adopting a social-ecological model, the C4D strategy will ultimately include the following components:

(1)   *Identifying goals.* These include goals related to change in attitudes or knowledge as well as behavior change goals. What do we want to see happen as a result of the campaign?

(2)   *Delineating target audiences.* Reaching different audiences with different messages is critical. Some of the potential audiences include policy makers for allocating greater resources and higher priority to the issue; journalists and media personnel to encourage greater and appropriate coverage of the issue; school administrators for better detection, prevention, and sanctions for maltreatment (including corporal punishment) of students by teachers and by students themselves; parents through appropriate role modeling; youth for empowering them to take stands against violence, report acts of violence, and exert their rights.

(3)   *Promoting normative change.* Behavior change is accelerated when supportive social norms also promote the change. This change, in turn, can be conceptualized as comprising both descriptive norms (prevalence of a behavior) and injunctive norms (acceptance of the behavior). Thus, C4D strategies will need to promote the idea that behaviors are beginning to change in the society at large and that tolerance for violence is fast becoming outdated and punishable at all levels, including in the home, school, and other locales. This effort must also highlight the fact that everyone in society can contribute in stamping out violence against children and also role model the specific positive steps being taken at all levels.

(4)   *Leveraging extant campaigns.* As noted earlier, a number of organizations are engaged in important work related to preventing violence against children, although this may not be their direct mission. Working with these organizations, as opposed to initiating a new campaign, has many advantages, including making better use of resources and capitalizing on important local knowledge and access to various programs.

(5)   *Evaluating programs and highlighting successes.* This review highlights the deficits in data pertaining to rigorous evaluations of programs to address violence against children, which has hampered efforts to assimilate a sound body of knowledge that summarizes the attributes of effective programs. This, in turn, has limited the scope of lessons that can be learned from efforts at multiple levels to combat violence. Hence, more resources need to be expended to conduct rigorous evaluations.

C.   A typology of VAC and implications for a C4D strategy

The data, supported by information from key informant interviews, clearly show that VAC in South Africa is not one generic problem, amenable to a single overarching C4D campaign. There are multiple forms of VAC, some of which occur in some contexts far more than others, shaped by localized aggregations of contributing factors. At the same time, there do appear to be forms of VAC, and certain contributing factors, that cut across jurisdictions and population segments. The following typology is an initial attempt to locate VAC forms and contributing factors as cross-cutting or localized, with the implication that general C4D strategies should address cross-cutting elements, while localized forms of VAC need to be addressed with localized approaches, with reference, as appropriate to common themes. South Africa is a rich media environment, and there have been multiple campaigns addressing at least some forms of VAC as well as VAW. However, there does appear to be a lack of coordination and careful linkages between different C4D activities and specific forms of VAC.

1.   Cross-cutting VAC forms and contributing factors

(1)   VAC resulting from the historical and cultural link between power/authority and violence; this includes corporal punishment;
(2)   VAC resulting from gender roles and relationships -- including traditional roles, and also including gender relationships affected by community violence and poverty;
(3)   VAC supported by widespread acceptance of violence as normative for generating multiple outcomes -- better behavior in children, maintaining gender roles, expressing anger and frustration, influencing behavior -- and a concomitant lack of experience with alternative choices.

2.   Specific or localized VAC forms and contributing factors

(1)   VAC resulting from specific scenarios of community violence -- including gangs, crime;
(2)   Violence exacerbated by substance abuse, especially alcohol;
(3)   Violence exacerbated by the economic stress of poverty and lack of resources to support families;
(4)   VAC in schools supported by long-time disciplinary practices;
(5)   VAC resulting from traditional practices;
(6)   VAC exacerbated or facilitated by lack of services, protective mechanisms, and knowledge as well as application of existing law;
(7)   Violence facilitated by availability of firearms;
(8)   VAC perpetrated by children against children supported by local/national role models, peer approval, social media, adults who do not intervene;
(9)   Violence resulting from family stressors and conflict.

D.   Effective channels of communication

Current C4D programs that appear effective have used television, radio and community radio, peer communication strategies, and community mobilization (working with community leaders, community teams). Expert respondents have provided highly useful input on effective channels, including the following:

(1)   *Community or national radio* is effective because it is inclusive, broadcast in the language of listeners, and provides a forum or galvanizing medium for discussion and foregrounding of issues. Community radio, however, is not, however, uniformly effective according to one expert respondent, because community radio stations are managed by non-profit organizations that differ in their goals and capabilities. Youth focus group participants also felt that radio is a channel for adults, not youth.

(2) *"Soapies,"* or soap operas, are viewed widely in South Africa and have been used with effectiveness by Soul City to address and dramatize difficult social issues, including gender-based violence.

(3) *Social media* is an important channel for youth, but it must be understood in context. Cell phone use is widespread (expert respondents shared that approximately 80% of youth have cell phones), but at the same time many cell phone users do not have data plans and thus, internet access from phones because that is expensive. What youth do, according to a second expert respondent, is to access such content through individuals in their peer group who do have data access. In other words, access is shared. This, however, according to one key respondent, may be changing with the advent of new means of accessing content and platforms (e.g., purchase of airtime and/or converting airtime to data bundles), thereby increasing the salience of this channel.

(4) *School activities* are a very important channel for engaging youth. Youth are already there, facilitating access. However, any school-based C4D event should not consist of adults "talking at or down" to youth, but should be youth-centered and youth-led. One expert respondent and educator, however, noted that there are multiple barriers to working through schools for a C4D campaign. One is that control of schools and curriculum is centered at the provincial level, presenting difficulties for any effort that is intended to be school-wide. In addition, curricula and activities that focus on social or "soft" issues are often given less priority than math and science, teachers are often conservative/resistant to change with respect to some violence forms such as corporal punishment, and common, everyday forms of student-on-student violence (including some sexual violence) are viewed as normative. On the other hand, there are some outstanding, school-related opportunities for widespread messaging. These include country-wide student soccer and choral competitions with widespread involvement -- on the order of 200,000 students or so, and the "winter schools" at the high school level.

(5) *Peer educator teams*, such as those formed in the loveLife campaigns, are very useful.

(6) *Interpersonal and community methods* are highly valued. As one expert respondent (from the media) stated, "People want to touch and see a person" disseminating a message.

(7)   *Use of "ambassadors."* One expert respondent suggested that well-known soccer or rugby players, or actors/actresses would be effective as spokespersons because they are widely followed.

(8)   *Print materials* based on input received at the September 9, 2015, stakeholder workshop; this may include billboards, posters, and flyers.

E.   Informing effective messaging strategies

From expert respondent interviews, focus groups and the stakeholder workshop, the following emerged as important messaging guidelines:

(1)   *General vs. specific.* There are themes that may be appropriate nationwide, but there needs to be a tier of messages targeted locally. These should be specific to the area, the community, and the language(s) in that area. Do not use an overbroad, "spray and pray" approach. Several expert respondents seconded this guidance.
-     Example: Modeling of behavioral options (other than violence) may be a common strategy, but the specific examples used should be locally relevant.

(2)   *Positive, action-focused.* Messages should be framed around positive themes -- instead of criticizing harsh disciplinary practices, for example, messages can recognize the difficulties faced by parents and educators and provide alternatives, along with information on the benefit of reducing violence to children's development. This was reinforced numerous times in focus group comments. In discussing themes a youth focus group participant, for example, stated that "I think a better way to approach this is not to slap everyone across the face with negative, you have to be positive about it."

(3)   *Empowerment.* Because apartheid led to widespread feelings of helplessness and frustration, make sure that messages focus on empowerment, on changing the belief that there is nothing to lose to a belief that "there is something to lose." We can refer to this kind of message as creating *a stake*. Additionally, one key expert recommended that the messaging emphasize that violence is *preventable*.
-     For youth, changing the violence norm could well be framed as an empowerment strategy, a way to be heard. The *Truth* campaign in the United States used an empowerment strategy to great effect with respect to tobacco use.

(4)   *Recognizing youth.* Youth want a sense that they matter, that they are visible. Messages that underscore that theme, and provide concrete actions and strategies for achieving this aim are important.

(5)   *Youth involvement and input.* Don't feature experts or those who "talk about" youth. Feature young people in messages, and importantly, include the input of children and youth in the formative research -- let youth identify messages. Along the same lines, an expert respondent and educator noted that youth do not remember things that are "told to them" as much as they do things that they develop themselves.

(6)   *Bold vs. careful.* One expert respondent expressed the view that C4D messages "have to be bold, even if [it is] offensive." To this, she added that it is important to go to those most likely to object at first. However, another respondent felt that if you offend with a message, the audience will simply block the message. She cited a well-known anti-rape "Real Men Don't Rape" ad campaign in 1999 featuring Charlize Theron as an example, which prompted a strong and emotional backlash (though it must be noted that the ad developers viewed this as success simply because it provoked a conversation).
    -   The continuum from bold to careful may well be a key consideration that varies by age. A media expert respondent felt, for example, that messages targeting 16-24 year old youth/young adults need to be edgy, in part because there is so much competition for attention in the media they access. At the same time, this would not necessarily be true for younger children or adults
    -   One expert respondent shared the view that sexual assault is considered the norm. She indicated the need for C4D messages to "reach potential perpetrators whose behavior is not considered abnormal and bring about a certain level of consciousness."

(7)   *Increase awareness of the law.* Many people, including teachers, don't actually know about laws pertaining to corporal punishment and gender violence, or about legal obligations to report violence.

(8)   *Increase awareness of child development and the negative impact of violence.* An expert respondent with broad multimedia experience stated that general knowledge of child development is low, impeding the connection between violence (including exposure) and negative consequences for children.

(9)   *Respect faith and culture.* At least one expert respondent said that messages need to be framed so that they do not offend religious sensitivities, and frame violence in a way that people can understand -- because popular understandings about what is/is not violence may differ from UNICEF, government or NGO definitions. In South Africa, the

inclusion of faith-based organizations in the planning of at least some messages is therefore important.

(10) *Languages.* There are 11 official languages in South Africa, but the most important from a broader media standpoint appear to be English, Sotho, Zulu, Afrikaans, and Xhosa.

(11) *Competition.* Youth in schools love competitions, according to an expert respondent/educator, and developing campaign activities and messages that involve competition may be effective. Note: This was not a unanimous view among expert respondents, though youth focus group participants seemed to view competition as a good strategy ("You should make it fun like say go to a school and say if you get so many pledges to stop violence and abuse and they win a prize…but don't give it [the prize] to the school because then they won't care").

(12) *Action models.* Some messages should model actions people can take in response to violence -- for example, what bystanders can do, and the importance of talking about violence, not keeping quiet.

(13) *Broadening the focus to frame the issue as "violence in childhood" rather than "violence against children."* This will allow messages to incorporate the problems of exposure to violence, child perpetration, and social media exposure, for example, under the same campaign.

F.   Segmentation and key target audiences
Based on the information gathered for this report, key target audiences should include:

- Policy makers (related to implementation, allocation of resources, thematic emphasis)
- Parents
- Teachers and educators
- Youth and children
- Media (guidance on covering VAC and the effort to reduce it)
- Practitioners, including police and social services
- Traditional leaders
- Faith-based organizations
- Young black African males

G.   Campaign staging and segmenting

A C4D campaign must be conceptualized as a coordinated effort, over time, employing multiple strategies appropriate to the theorized sequence of outcomes leading to behavior change, and to the multiple audiences that are part of the process. It goes without saying that entrenched behaviors such as violence do not change overnight – in fact, it is useful to think in terms of short-term changes as occurring in the first two years, intermediate changes by three-to-four years, and longer term behavior changes as occurring after that. Typically, a staged campaign begins with introduction of the main theme or themes (the campaign "brand"), followed by more specifically targeted messages and messages that provide information on how to apply, in day-to-day situations, the behavior change called for in the general theme. Often, later stages of a campaign focus on reinforcement or institutionalization of the behavior change (in general following the staged change progression described in Rogers' Diffusion of Innovations theory, or the Transtheoretical Model of Prochaska and DiClemente). The following stages are typical:

Phase One: Introductory theme/message, incorporated in multiple DSD-sponsored events, coordinated with television and radio messaging. This theme and message will have to be carefully chosen, but based on the information outlined in this report, it should broadly link the reduction of VAC to social progress, empowerment, a better future (or outcomes) for the children and youth of South Africa. This is the phase where "ambassadors" could be effectively deployed.

Phase Two: Specific versions of and messages derived from the overall theme, tailored to specific types of violence (e.g., corporal punishment, bullying, sexual violence, gang violence), and disseminated through targeted channels to communities, schools, parents, service providers/practitioners, etc.

Phase Three: Materials that actually provide training and skill-building for teachers, parents, youth, and others regarding alternative means of handling discipline, conflict, frustration, child development. This is the first point at which behavior change metrics might be relevant. This phase could also include behavior modeling in social media, television, and street theater efforts.

Phase Four: Reinforcement messages, including national strategies implemented through "soapies", social media, public events, and radio that highlight positive outcomes resulting from behavior change, emphasizing fulfillment of the overall theme of social progress, etc.

H.   Proposed sample campaigns (sequenced)

Based on the background information provided in this report, augmented by expert respondent interviews, focus groups, and the discussions had during the stakeholder workshop held on September 9, 2015, we propose the following sequence of campaigns to address key aspects of VAC in South Africa. At this point, we are proposing only Phase One and Phase Two activities as part of a staged C4D campaign process.

Phase One Introductory Campaign: In keeping with the sequencing plan described above, and following major themes reinforced in the background research and by consensus in the September 9, 2015, stakeholder workshop, we propose that the introductory call-to-action campaign link changes in attitude and practice regarding acceptance of violence and the practice of violence (e.g., at home, in the community, at school, between peers) as *essential to and part of the evolution away from the old, apartheid South Africa*. This imparts a positive and aspirational "brand identity" to reductions in violence, instead of a critical or negative tone. Importantly, *this theme is best positioned as a "movement,"* a social action form now very familiar in South Africa. Such a theme could involve youth and adults alike as activists, as agents of change, and be played out in multiple communications channels – through music and creative arts (by youth), community mobilization, community radio and dialogues, and television, as well as the kinds of events that DSD already sponsors. Not only was this general theme supported in the September 9, 2015, stakeholder workshop, but there is other evidence that this approach may find broad resonance. In the parent focus group, for example, one participant said, "You know the youth and children need something to work towards and I was thinking you know we talked about freedom…we talked about freedom right now, so maybe if they had freedom of choice, to choose the right in their life…to change their lives for the better," as an empowering message. At the same time, said another, one can have a dream, but "it's all about being practical." The "how" is of course important, and that is where the campaign would move in subsequent stages. One caveat regarding this theme may be its effectiveness with teachers, who in the focus group viewed themselves as "underpaid and overworked…just doing what no one else wants to do," and at least some of whom expressed fatigue for messages that call on them to "shape the country."

Phase Two/Targeted Messages: Following the overall theme, messages then need to be tailored for specific domains in which violence against (and by) children occurs. There was widespread agreement in focus groups and the stakeholder workshop that a primary domain of focus should be the home setting, with school and community noted as important.

Targeted Campaign One – Focus on harsh discipline/corporal punishment
Target Audience: Parents. In addition, a version of this campaign could be tailored to teachers.
Themes/Messages: Primary goals of this targeted campaign would be to support the call to action by changing parent perceptions that violent discipline is how all/most parents bring up good children, and to provide examples of alternative practices – framing these practices as aspirational. If data show that almost half of parents in South Africa do not hit their children, this campaign would seek to counter the widely held belief (descriptive norm) that hitting as discipline is common ("I am just doing what is normal"), and to provide modeling that illustrates what some of these non-violent practices are.
Channels: TV, radio

Targeted Campaign Two – Focus on increasing awareness about how violence victimization and exposure disrupts aspirational educational goals for children/youth

Two versions of this campaign are proposed below.

Version A
Target Audience: Parents, younger school-age children
Themes/Messages: Increasing awareness of how exposure to violence, in the home and community, has negative consequences for child development goals -- related to education. Again, this supports the overall theme positioning a reduction in violence as consonant with an emerging, new South Africa. Advertisements in this version would show a child holding a pencil, trying to do homework (in home, or outside), then hearing or seeing/hearing a violent scenario between adults at home, or between adults in the community. The child is shown as visibly affected, stopping work on his/her homework and breaking the pencil (from the emotional response). Important -- this general ad script could be tailored to multiple violence exposure settings.
Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

Version B
Target Audience: Parents, older school-age children (e.g., age 15)
Themes/Messages: Increasing awareness of how exposure to violence, in the home and community, has negative consequences for child development goals -- related to education. The advertisements would show a small group of young adolescent youth sitting at a table. One of the youth has a new scar, or in some way displays "disturbed emotions" from witnessing a violent scene the night before. The other youth look at each other knowingly and

ask, "How do you get your homework done?" Important -- this general ad script could be tailored to multiple violence exposure settings.
Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

Targeted Campaign Three – Address the link between masculine gender role stereotypes and violence
Target Audience: Older youth (15-17) who have already observed and likely incorporated male-gendered violence patterns.
Themes/Messages: Using techniques drawn from the Truth Campaign in the U.S., present a scenario (or several tailored scenarios) in which some youth, in a community setting, react to an example of a male exerting power through violence (pushing/hitting, aggressive behavior to get something) negatively, shaking heads, delegitimizing the behavior as representing a positive characteristic -- and importantly, framing it as the "old South Africa", not aligned with where aspirational young men want to be in the emerging South Africa, the country that is moving beyond apartheid and violence, with a new democracy, a new face to the world.
Channels: TV, and re-broadcast via social media, or use in community mobilization activities as a discussion starter.

I.   Monitoring and evaluation
One key issue with current media efforts is that there are few data showing effectiveness, providing no basis for identifying what works. The proposed campaign strategy will emphasize the importance of evaluation, and provide examples of how to incorporate this in campaign efforts. Data collection for evaluation should be phased to account for campaign phasing and expected outcomes by phase, and should include process (monitoring), outcome (short-term), and impact (long-term, behavior change) data collection, tied to proposed strategies and a logic model. In order to detect short and longer-term changes, baseline and follow-up or endline data must be collected from an appropriate sample of target audience members. Data can include survey data and systematic qualitative data (e.g., through focus groups). We recognize that such data collection can be costly and labor intensive, and recommend partnerships with a university or technical support organization – perhaps funded in part through private and public research resources.

A general guide for C4D monitoring and evaluation includes the following:

(1)   *Formative research:* Initial messages and materials drafts need to be co-developed, and tested, by key target audience members – e.g., youth, parents, teachers. Testing can be conducted in focus groups or even using social media or on-line modalities. The

results of this research should be incorporated in all campaign materials and documented.

(2)   *Process/monitoring data*: Once the messages, audiences and channels are determined and a staged campaign plan is developed, process data collection needs to be built in to all activities, based on the proposed campaign activities:

- Number of materials developed and distributed, including flyers, posters, billboards, in what languages, and to what regions/settings.
- Number of ads/talk shows/messages broadcast, via what media, how often, and at what times – together with reach data from media outlets.
- For website and social media messages: website hits, page hits, social media likes.
- For community mobilization and events: the number of events, collaborating partners, geographic location/setting of events, attendance.

(3)   *Short-term outcome data*: The short-term data collected should mirror the expected changes for shorter-term stages of the campaign. Usually this refers to message recall, awareness of messages, and knowledge/attitude changes. Such changes can only be determined, however, if baseline (pre-campaign) data are collected.

(4)   *Long-term impact data*: The long-term data collected should also mirror the expected long-term changes from the campaign. Typically, such changes will include actual behavior change as indicated by self-report, in statistics on incidence of violence, and in health data. They may also include changes in institutional practices/implementation of the law. Again, such changes can only be determined if baseline (pre-campaign) data are collected.

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Key Informant Interviews

1. Burton, Patrick. Executive Director, Centre for Justice and Crime Prevention. Interview. August 20, 2015.

2. Dube, Lettie. Radio 2000. Interview. August 4, 2015.

3. Kalideen, Savera. Senior Manager, Advocacy,Soul City Institute for Health and Development Communication. Interview. August 17, 2015.

4. Mannah, Shermain. Directorate of Social Cohesion & Gender Equity in Education, Government Dept. of Basic Education. Interview. August 13, 2015.

5. Nala, Dumisile. National Executive Officer, Childline South Africa. Interview. August 26, 2015.

6. Omar, Shadeda. Director of Clinical Services, Teddy Bear Clinic for Abused Children. Interview. August 5, 2015.

7. Rahfaldt, Michal. Executive Director, Children's Radio Foundation. Interview. July 31, 2015.

8. Van den Berg, Wessel. Child Rights and Positive Parenting Portfolio Manager and Co-Coordinator of the MenCare Global Fatherhood Campaign, Sonke Gender Justice. Interview. August 24, 2015.

9. Ward, Catherine. Head of Psychology Department, University of Cape Town. Interview. August 27, 2015.

Appendix B: C4D Strategies Addressing Violence Against Children
Continuum from Causal Factors to Communication

SITUATION

- South Africa is the 8th most violent country country in the world
- Unemployment high at 24.3%/inequality high (Gini coefficient of 65.0)
- 827 children murdered in 2012
- 21,575 children were assaulted in 2012
- 26,000 children were victims of sexual violence
- Family, friends + acquaintances commit 84% of child rape
- 102 rape homicides in 2009, almost exclusively female children
- 27% of child sex assault is committed by someone intoxicated
- High rates of corporal punishment
- Approximately half of school children are caned
- 13% of children of secondary school students report bullying
- Traditional forms of violence, mostly in rural areas

CONTRIBUTING FACTORS

Broad/Distal
- Legacies of apartheid
- Poverty, inequality and unemployment
- Gender norms

Targeted/Proximal
- Substance abuse (alcohol, drugs)
- Community violence exposure and victimization
- Family violence (corporal punishment, exposure to partner violence)
- School violence (corporal punishment, bullying , crime)
- Infanticide
- HIV/orphanhood
- Xenophobia
- Traditional practices
- Implementation gaps

THEMES + MESSAGES

- Positive, action focused messages/do not take critical tone
- Focus on empowerment – capability to reduce violence, behavioral models
- Involve youth in message development, recognize youth
- Tailor messages to region, language, group/respect faith and culture
- Increase awareness of the law, definitions of violence
- Increase awareness regarding impact of violence on child development
- Address violence **in** childhood, not just violence **against** children

COMMUNICATION CHANNELS

- Television (soapies)
- Social media
- Community radio
- School activities and competitions
- Peer educator teams
- Use of "ambassadors"
- Community mobilization
- Billboards, posters, flyers

TARGET AUDIENCES

- Parents
- Youth and children
- Teachers
- Policy-makers
- Media
- Practitioners
- Traditional leaders
- Faith-based organizations
- Young males

STAGED COMMUNICATION ACTIVITIES

PHASE 1: Multi-media campaign positioning the reduction of violence as a *movement* – linked to a new South Africa.

PHASE 2: Targeted campaigns

Targeted Campaign One -- To parents, framing non-violence as aspirational for children, changing perception of norm.

Targeted Campaign Two – Two different versions (for parents, younger children, and older children) showing impact of violence on children's educational aspirations.

Targeted Campaign Three – For adolescent males, de-linking violence from aspirations/social models of new South Africans.

Appendix C: Transcripts of In-Country Focus Group Sessions with Practitioners, Youth, Parents, and Teachers

PROJECT NAME:	VAC
FOCUS GROUP NUMBER:	3
DATE OF FOCUS GROUP:	1 September 2015
TIME OF FOCUS GROUP:	Practitioners
FOCUS GROUP CRITERIA:	Police Officers, Social Workers, NGO Personnel, etc
VENUE:	JDI
MODERATOR:	Mpumelelo
TRANSCRIBER:	MRRA
TRANSCRIBER NOTES:	*(Group clutter)* has been used in cases which either the Moderator or Respondents did not complete what they are saying, or were not heard due to interference. And *(Inaudible)* has been used in cases which either the Moderator's or Respondents words are supersonic

MRRA Transcripts Quality Control:

Transcriber to complete this checklist after transcript is completed by signing your name next to each point:

Checked spelling (English UK)	
Checked font (Arial 12pt)	
Checked spacing (Single spacing)	
Checked section layout (to match discussion guide, labeled accordingly with heading names)	
Checked that there is a page break between each new section	
Checked speaking layout: Moderator speak in bold, Respondent speak in normal font, Colon and Tab spacing between speaker and text	
Checked jargon/brand names (spelling and capitalization)	
Checked document setup (A4, 2cm margins)	
Approximate number of hours to complete this transcript:	

M: I think firstly let me thank you for coming through. I know you are busy people doing what you need to do but you have made the time and we really appreciate that. 8just to introduce myself the name is Mpumelelo. You can say Mpumi. It's a name I love a lot and I think my mother did a good job there. So yes that's me in a nutshell. Just to make sure that our cellphones re off completely that's because we are recording voice and video. But as much we are recording we keep them very confidential. It is just for the research that we are doing here. So you wont come out on TV or anything like that, unless you were hopping for it. So yes we do keep them confidential. Let me also say I know the topic we are going to talk about is a bit of a not so easy topic but I am really looking for your honest thoughts and opinions and experiences that you have had and I will explain what exactly we will be talking about but I am just encouraging that feel free you know to say what you think. Before we go there I am going to ask that you tell the person next to you whom you are and the organization that you come from and tell them the organization that you come from as well and if there are positions in that organization you will say what your position is in that. All right so you can introduce yourselves.

R: I would like to use a pen I think well when I write.

M: Oh you think better when you write. You most certainly can use a pen, you can use pencil.

R: Thank you.

M: So you can introduce each other and the organization you come from.

R: Are we going to start with you Mpumi?

M: You can talk to each other; the two of you can talk to each other.

R: I am Elise and I am from the police
R: So you are there?
R: Are you also from the Police?
R: No I am not. And what do you do there?
R: I am head of admin.
R: My name is Mosidi and I am a social worker by profession. I am actually in practice.
R: Oh nice interesting.

M: All right. Memory test. You will have to introduce that person. Just say yes I spoke to this person and this is the organization that they come from and this is what they do within that organization. Can we start with you?

R: Mpumelelo I am going to choke.

M: You are going to choke. Ok who is ready to go?

R: Ok I do.

M: Somebody is very clever they wrote this down.

R: My partner here is Elize. Her name is Elize. She is actually employed by SAP, South African Police and she is an admin clerk.

R: She is Mpusi, she is a social worker and she has got her own practice.

M: Ok she has got her own practice. All right.

R: My new partner is not only Elliot but also Constable Elliot.

M: Oh ok. It has got to have a constable.

R: I was still going to ask what that means but he just mentioned that he works a lot with accident records.

M: Oh ok.

R: And servicing the community.

M: And servicing the community as well. I hope you have written down two because they have got you on paper. So you can introduce her as well.

R: Its. K Mokhanya. She works with children.
R: Especially with disabilities.

M: She works with children especially with disabilities.

R: Ok this Constable Willie Mogaosi. He works at Orland SAPS in the client service center.

M: Ok in the client service center. All right you remember her constable.

R: My neighbor is constable Charmaine. She is working at the SAPS so she is dealing with the SAP 15, the claimers. So if you want to claim money she is the one

M: If you want your moneys you must come to her. Oh ok. Look we are going to be speaking a lot about violence against children. That's the topic we are going to be talking about. So we are going to talk a little bit about that so eventually I will take you to a communication strategy which is to say a plan that has been put together in dealing and talking about that subject just to see how you think and how you feel and how this plan has been put together. So we will talk about it generally initially and then eventually we will talk about this plan to see if you think it is a great plan, you need to change this, you need to do that, that kind of stuff. I am hoping the others will join us too because I really want to hear form them as well. And this is work that is done by UNICEF South Africa and a center that is called Centre For Well Social Wellbeing and Development in Washington DC so that's who doing this as well. All right. Let me ask this. For you when we say violence against children what are the things that form part of violence against children or what comes to mind?

R: Ok.

M: When I say VAC just know I am saying violence against children.

R: Ok can I maybe then give the definition of violence and of children because with children we don't classify them as in one age.

M: One group of age. Ok, what is the age that you classify as children?

R: Ok they differ. We have got 0 to 4, 5 to 9 and then 10 to 14 then we got the last one its going to be 15 to 18.

M: So in your case these are the groups that you would put them in?

R: yes.

M: Ok I understand. But maybe let me put my question this way. What actions do you say they are VAC. When what happens do you define that as VAC.

R: It is an intentionally action that a person does to harm another person. It can be emotionally.

M: so there is emotional abuse that forms part of it. what are others saying.

R: Physical.

M: So there is physical abuse.

R: Social.

M: There is social?

R: Yes.

M: Ok that is interesting.

R: And also economic there.

M: Ok so there is economic abuse as well.

R: And Psychological too.

M: Ok so there is psychological abuse. Just explain to me the economic that when you are thinking of that what do you mean by economic abuse?

R: Withholding food, shelter clothing, school, hospital services and things like that.

M: So it is when you do what?

R: When you don't provide.

M: Is that fine we call that neglect?

R: Yes.

R: It's more like neglect that one. I would say in terms of economic abuse you know issues like child trafficking were you actually use a child to get financial gain. Because at the end it is that adult who actually benefits at the expense of a child.

M: I like that because I am starting to get the picture.

R: And parents who use their children as sex objects for money.

M: Any other ones?

R: Child labour.

M: So it would be forced child labour. Are the any other ones that you can think of that come to mind?

R: Children that are used in crime. Because adults some times use the little ones to get through the windows and small spaces.

M: Oh ok. So using children for criminal activities. Ok. Are these largely what comes to mind?

R: And maybe with sexual abuse just to expand it a little bit to add child pornography.

M: Ok all those will fall under sexual abuse. Sorry somebody was saying something?

R: No I was just wanting to know if you want us to lump all economic factors or you want us to put them individually?

M: It doesn't matter. You can choose which one for you, you would want to probably expand on further.

R: Well physical, which also relates to as in physical abuse of the body or physical abuse of the emotion.

M: So its bodily harm.

R: That can be stabbing, slapping, kicking, burning you know. Then emotional.

R: It's like telling them they are bad.

R: Labeling.

M: Oh ok labeling. Bad words.

R: Withdrawing support.

M: and withdrawing support.

R: Yes.

M: Ok. So those are some of the things that would fall under emotional.

R: Social.

M: Yes I am interested to understand.

R: Discrimination.
R: sexism.

M: Right so that's what would come under social abuse.

R: Yes.

M: From the scale of 1 to 10 in your mind, how serious of a problem is this in South Africa?

R: Very big.
R: 9 to 10.

M: So it's quite high up there. So it is a big issue. It is a big problem. Look I am going to show some of the things we have also outlined as what we feel falls under VAC. I am just interested to see if you feel that we have described it very well or accurately and if you feel there is something that is missing or something that we have left out that should be part of this. Because remember we want to make sure that when we do the communication strategy it can cover all the angles that it needs to cover. So it is also the pages that you have in front of you. But if we go to page 5, you can also look on the screen.

M: One of them that we have piloted is homicide that's the murder of children. We do speak a little about how many were murdered in 2012 the sexual violence and abuse. We have put those in together as well. We have put in the corporal punishment and then there is bullying including cyber bullying as well, which is bullying on the Internet. And then we also went to further to put on traditional practices such as "ukuthwala" that is when girls are abducted and they would be married to men who are either older than them and that kind of stuff. And "ukuhlolwa" as well which is virginity testing, we have also put it under there. And look we will speak about it because I am interested to see what you think to see if there is anything missing and if we have described this accurately. And then we have got exposure to family and community violence. Under community violence it could be things like gangsterism that kind of stuff. Family is obvious either it is violence that happens within the family. Criminal and gang related violence. We have got sexual and labour exploitation where there is trafficking of children as you have highlighted it as one of the issues that we have. So on the ones that I have should you now and I will go back a little bit, do you think we have described this accurately. Do you feel there is something missing or how do you feel about the ones that we have on there.

R: I am impressed with what you have because you also have specifics and we have data. Now sadly the cultural aspects especially social aspect, when you talk trafficking its always assumed as using children for monetary gain across borders and across nations. When parents divorce and they fight over children, that is some form of trafficking, which is so lated such that parents take even long to realize that they are trafficking and battering children in between.

M: So we can highlight in that way as well when kids are being used in the feud between the parents. Oh ok.

R: it is very subtle but it is so strong.

M: I like that because now I know. I need to have that on there and highlight that as well. Are there any other ones?

R: In terms of children being abused remember guys we have got the protective measures that as we parents must play a role which are loving our kids you know. When our kids does something lets support them unlike discriminating them because of they end up going in to maybe entering in to a group maybe like a gang whereby this person is going to use them for his or her own benefit you know. That think it really makes a child not to be welcomed or feel neglected at all. Remember this child needs somebody who loves him or who loves her and then there you come as a parent and you don't support this child. What are you giving this other person who wants to use these children. That audacity to say I love you. You commit a crime for me. You go and do a house breaking or a car hijacking then that person when he is going to pay that child he is going to use the words such as "me I love you" you know,

M: oh ok. So what you are saying is it starts in the home as well. It is important. Even if your kids find something different you support them.

R: Then they wont look for acceptance somewhere else.
R: yes because they have got a sense of being loved from home.

M: But you that I have covered it nicely with the things that I have said?

R: Yes.
R: But what about the cultural practices I think you excluded male children. The traditional practice, what do you call it when the boys go for.

M: Male circumcision

R: Initiation.
R: I think when I am looking at this it is more on girls than male children.

M: Ok so we should have male circumcision as part of our description of VAC. Ok we have noted that. It sounds like to me that we have covered most of the things. Which for you is the most prevalent? And I know it maybe different in most places but I am interested form the SAPS what do you tend to see the most in terms VAC or child abuse? In terms of NGO what is coming through the most, what is the most prevalent of these actions we have mentioned.

R: I would say the one mentioned by Mosidi, most of the time is especially during winter there are some others that are abducting children maybe from the other side of Vaal the came this side. They do their school then they abduct the children without the permission of their parent. That is the most that we are experiencing during the winter holidays.

M: so comes wintertime that just comes a lot.

R: I think also December.

R: We can only say maybe when it is school holiday. Because they abduct children while they are at home. Not informing the parents what are they going to do with their children you know. And again what we are experiencing as SAPS is child negligence.

R: Very big.

M: Oh ok so child neglect is very big?

R: Very high.

R: When they leave small children alone.

M: And it would include what? I know you are saying it's when you just leave a child there.

R: Yes. nobody to take of them. Nobody to give food to them and I mean sometimes they are in shelters then a fire breakout those children are too small to get out of that place and nobody knows they are inside sometimes and there is nobody to protect them or to you know.

M: Oh ok. So you are seeing a lot of male circumcision cases but that happens seasonally. In winter and at December. But you say child neglect from SAPS you are seeing a lot. Which would include what besides abandonment?

R: Left without food or care for long periods.

R: Or they would be locked at home.

R: They go to drink alcohol.

R: And then on the aspect that you was talking about male circumcision, there is an element of murder that we actually did not include because during the abduction I think in terms of the ritual itself one particular child will be murdered, I don't to perform what ever that will fulfill that whole ceremony. So you find that if it's all of us here maybe you being singled so when we go back home you will be the one that is going to be sacrifice. So it has got that element.

M: So is it that element as well. That is interested because as much as we didn't pick up male circumcision we didn't pick up that there is even murder rates that come with that.

R: Because they justify it under culture.

M: Is neglect what you are seeing the most at the NGOs?

R: Yes it is because that is also linked to the social economic conditions in South Africa as a whole. Because socially the family structures are really destroyed in our country.

R: Yes almost non-existent.

R: We have a lot of children who raise children so the levels of neglect are linked to the breaking of those structures. And also the economy they, you know parents just leave their children.

M: Thanks for coming through . you can take a seat on that side. Not to put you on the spot we are soon going to ask you to introduce yourselves. I just need Khanya to finish her point.

R: I am still chewing.

M: Oh you are still chewing. So you were saying with children raising other children that is were the neglect comes in and also you were speaking about the economic factors can you talk about that further.

R: Because when you look at the unemployment rate increasing in our country and also when you look at the family structure that is already destroyed because children are raising other children, you find that out of desperation they therefore will neglect one another and neglect the children. Families will also neglect their children.

M: Sorry yes we are talking a lot about VAC. What we did was just speak about what are the actions, the actual actions that we feel fall under that. We picked on child trafficking, physical abuse, which will sexual abuse as well. We looked at emotional, psychological. The ones that you see on there. So I am going to ask if you can introduce and say who you are and probably talk about the organization you come from and what you do in that organization and then we will go forward from there.

R: My name is Nontsikelelo. I am an educational psychologist. So as an educational psychologist we work mostly with children. And I am a cofounder of an organization called Copesa, which is in Soweto. You know the aim is to prevent child abuse so what I used to do there was to see children who had been abused. And then it extended to parents and then we somehow changed a bit. We were looking at mothers and then we ended up the fathers coming in also complaining about being abused. So the main aim was prevention to avoid you know to cure.

R: My name is Mpho Sebiya. I am also working as an educational psychologist. But I am currently working at the department of public works as a service delivery coordinator. I am a teacher also. I do some psychological work on weekends.

M: It sounds like you work hard.

R: No I work smart.

M: That's great. Look were we were now was just talking about you know, because I just asked you know what do we feel is a big problem in South Africa they said look if it is out of 10, 9 and 10 it is really high up there as a problem or a challenge that we are facing in South Africa. Which is VAC. So were we were talking is what's prevalent in the space that you are in. at SAPS they were saying male circumcision in winter and in December you see more cases of that but you saying also neglect is the most prevalent VAC actions that you see a lot of. And even from the NGO side child neglect is really quite big and I think you were starting to get in to why it happens and what are some of the reasons. I don't know if you would like to share in your spare what tends to be prevalent. What do you tend to deal with the most in what can be part of VAC.

R: You know it is from my side child abuse as in sexual abuse. Because you know some of few of the cases you will find that mom is sick and the child has to take care of the dieing mom or the dieing parent. And during that time I remember one case whereby this gentlemen gave the child biscuits you know after abuse and some food and she would take to the mother so that mom can eat and have her ARVs. So although she know that this is coming from I don't even call him the sugar daddy because this little girl didn't know what was happening so mom had to eat them because she could not drink her tablets without food you know.

M: **So sexual abuse is what you tend to see most of what tends to be the case of what you deal with on your side. Ok.**

R: that's sexual abuse. And abuse from parent you know those who are especially those parent who are not prepared to go to work but are living on the children's grant. How they talk to their children, emotional abuse and even how they teach the kids you know the moral part of it. they way they talk to their children. You know I remember one parent was saying to a 4 year old "I don't have money but smell where you come from" you know taking a child and throwing her under. Now she did not regard that as abuse. It was like I am punishing her but the way she did it, it was abusive. And you know as a child what is it that will remain in your memory because the senses work more what ever you have seen, smelt, touched and tasted very sensitive.

M: **Senses are very important to kids. They kind of stick with them. Are you seeing those types of cases more as well on your side or does it tend to be different types of abuse.**

R: It is similar cases but also we find a lot of child neglect because of you know in the area that I work in the south of Johannesburg it is called Thinasonke informal but they have RDP houses, they have a lot of unemployment. So children are neglected you know. Children have to fend for themselves because at home often there is no food. Parents there is a lot of parents a re drinking a lot you know theirs is all of those things in the community. You find children fend for themselves and during that time you meet a lot of ills in the society. And even when they comeback parent don't have the time to check you know. And on Sunday we have a church around that area and we have a feeding that gives loaves of bread you know. Lots of children you know. From about 4 year olds to 10 year olds just for the breads you know and taking it home and that would be the meal for the day. You know sometimes you will find the parents passing a church just waving, children coming not washed you know. Such neglect. Parents don't really care.

M: **I like what you just brought up because we just mentioned neglect and we spoke about a number of things but I would just like to think it goes as far as not washing your kid in itself is another form of neglect. You touched on this one. But maybe to expand further what do you think are the causes, you have said initially economic pressures. What else do you think are the cause of all these VAC we see.**

R: Another things come in as a factor whereby parents are not educated. Mostly the parents who never went to school they don't raise their kids like us who can read and write you know. We living in a different environment unto them because of for them they cannot see what is wrong and what is write for their own kids. But as us

who went to school we can say you know what we need to this, we need to support our children, we need to take care of them, you know so sometimes they get in to that environment whereby they cannot be advised. It's not all of them. Someone can be something out of that environment and say you know what I don't want to like my mom or my dad.

M: **So its not being educated that at times it contributed to lack parent.**

R: But poo education also it also plays in a child, plays a big roll in to a child's life. Because of you know how kids are, kids are people who want to explore. If I am that women who believes in saying I will have maybe 10 boyfriends and give me money, 100% if I have got girls in the house they are going to live like that. They see it as a right thing you know. Hence it is not a right thing to do in front of the kids or in their environment.

M: **So the cause might not be educated but secondly its not being a role model to the kids that contributes to the violence against them as well.**

R: Yes.

R: And there is no protection. There is nobody to protect them. Once again, neglect. There is no one to protect them these kind of things that is happening to them.

M: **So we have said economic factors, not being educated.**

R: Lack of employment because most of the parents are not working. In the morning they go to drink. Sit in there drinking the whole day. They don't care about the children.

R: And they angry and frustrated and the first person that is suffering are the children when they get home.

R: And also I think at a very complex level. There is a dependency syndrome, politically motivated. I am saying this because this was draw from case studies even in America where a country you do not have employment, you do not create a literate society, you create a dependent society. So South Africa has grown gradually to depend so much on its own government such that the children that are born are obviously going to be of parents who do not know what is parent and therefore will subsequently be neglected. So at a macro level, political decisions have led a to a dependency society. Whose children will always be neglected. It might be a difficult truth to write but it must be written. Because countries that have advanced and have create employment are literate, France and in the European block do not have the extend of child abuse that we have. But you go to the states, which has also introduced a dependency culture girls make children. South African girls know I can have one or two children to get money to survive and yet we abuse these children.

M: **Oh ok.**

R: So at a macro level it needs to be articulated that it is not a healthy way of growing a society.

R: They just see that amount of money that they are going to get but they don't realize that, that amount of money is hardly enough to buy mil and nappies for the child they think it is money for them to survive and then both the mother and the child suffer.

R: they use it for their own benefits.

R: Especially if today is the first it would be a problem at night.

M: Oh when it is the first. So month end that is when most of these things even escalate maybe as well.

R: Violence, fights, alcohol abuse. Payday.

M: Let me do this we have sort of come up with what we believe are the cause. We have put them in 2 categories. We have what we call broader causes. And I think what you mentioned is also broader. It those things that affect a large number of people in spite of where they are so that's what the broader causes are. But we also have specific ones. And the specific ones tend to relate to either a specific area, specific age, specific people or that kid of stuff. So I just want to show you the broader ones that we have. Again like I have said before it is just to see if we have accurately describe the causes or if you feel there are some missing or how you feel about them. So what we have identified as the broader cause, which are also long term we said it the lasting effects of apartheid. Right because apartheid involved constant exposure to and involvement in violence. And because of that we said it normalized violence. It was normal that if you are not happy with something we throw stones; we do 1, 2, 3 and 4. Apartheid separated people from their families. That's migrant labour and created a significant racial and social divide and last to say it is a lasting anger and frustration. That is the first one. And the second one, we said economic factors. This is poverty inequality and unemployment and I think you mentioned that. So I am happy that, that one we have all identified. But we said poverty and social inequality means vulnerability and instability and a high likelihood of criminal activity to obtain resources therefore exposing children and women to increased violence. We said stress, frustration lack of self-esteem are common consequences of persistent unemployment and poverty. But further on to that we say directed to children in order to maintain authority and respect. You said something interesting; you said a mother is punishing the child that they just don't know how it should be. So it is that authority between mother and child. But we also then said social and cultural factors, that's gender roles where there is gender inequalities, cultures of male dominance and control over women associated with violence and rape as well. And then we say traditional authority roles and views of children as property without rights of their own. I think words that would have been used before is that a child is seen but not heard and that type of thing. We have taken these as we feel are the broader causes. Do you think we are missing something? Do you feel we have accurately captured this?

R: Under social/ cultural I like gender inequality. It is all-inclusive. How do we reflect that our religious indoctrinations have subtle ways of perpetuating abuse. Could it be tradition?

M: I hear what you are saying. So you are saying there is a role that some religious nuances also perpetuate and that we capture that in someway. I hear and I like the point you raise and we will find a way to say how do we capture that best. Worry not about whether your answer is right or not right.

I am just interested in how you see things. We will find a way to capture it and put it as part of that.

R: What I like also under social and cultural factors is domestic violence. Yes domestic violence is dominating in to our families into in our places where we live, where we stay, where we work. Remember for this child to be we must protect. I think here we are looking on the issue of protecting these innocent souls. But remember this child will be born as I was classifying those ages and then from that particular time will come from a family, we come from different families and our norms and rules are so different. We don't do the same things were we live. Then as a community also. Communities of nowadays we don't love each other. You know when we were raised I would stand with a boy in front of MaKhanya. That was so disrespectful. Not respecting the elderly. But now we neglect our own child whereby my neighbors child even if I can see her doing the wrong thing I cant say to that child you know what don't do that.

M: I think what I hear you saying is that parenting is not happening within the home and it is not happening within the community as well and therefore allows for all these ills to take place.

R: Break down of community values.

R: Because normally a community used to raise children together. Whether it's your child or not your child, if that child is hurt or scared or is crying and you go past. Whether you are that's child's parent or not you going to help that child. You contact a parent if necessary you know today nobody cares about no one any more.

R: I think it has moved to an individualistic type of society where it is me and my family only. Other people do not matter.

R: And people don't want to get involved.

R: So it affects even if I see her children suffering or going through something I stay away because I don't want to be involved because of the barriers that we put for ourselves.

R: Look at that woman that her husband was abusing her, she ran to the neighbors when he wanted to shoot her then their daughter ended up dead. Because he fired his firearm and the daughter was sitting on the bed. She was shot because he wanted to kill her and I can understand maybe then why people don't want to get involved. It is so sad because where must you go too if you need help. You can't even go and hide anywhere.

R: Another thing we experience is we have go that community that doesn't want to speak you know. Even if I can see that these people are having a problem I can detect that problem, but when I go and ask Elize to tell me how can I help you, maybe the hubby is so abusive to the kids to her also you know but then she will protect [her husband and the kids] so the domestic violence it reigns on a daily basis for the sake of maybe she can see because of he is a provider because if I speak up or go to the police or go to social development then what will happen.

M: So it does go back to economic factors. It does go back to not speaking up as well.

R: But you know with what she is mentioning also contributes to this is what you mentioned the frustration. Parents are sick especially when we talk about parent who have small children and some of them they envy those who are still fresh and

alive you know and they are suppressing all these feelings you know. And if you suppress something, I always say if a toilet is dirty and you closing it with a cover the smell will come out eventually. So these parent are suppressing a lot of the problems and pressures from society and also remember they are victims of violence. They are being violated out there so that is how they take things out as well. And a victim will always externalize the perpetrators character sot hey also like the perpetrators and it is easier to do it on their children. So thinking about how they themselves are feeling.

M: **Are you saying that what we have put in here does capture the issue outside of what you have added on?**

R: Yes.

M: **Let me close it with you.**

R: I would say the topic by Thabo Mbeki, moral deliberation is actually the cause of that. I read that as art of this.

R: And I don't think it is strong enough in the 3 major points.

M: **So moral degeneration.**

R: And destruction of communal values.

R: When we grew up as children the word sex, we never heard that word. We never even knew that it exists. It was not part of our upbringing. My parents never kissed or do anything like or spoke about anything like that. It wasn't in newspapers it wasn't in magazines it wasn't in TV. You wont allowed to see things like that. If it was on the TV it was very late and you know we never watched TV without supervision and I think those years those things weren't on the TV. And if they were talking about it they would always used to say the great "S" and they were talking as adults and we never used to know it is until we grew up. So and that I think is a big problem today. children think its normal and everybody is doing it and its nothing wrong with it because everybody is talking about it, they see at schools and everybody you know.

M: **So it is normalized and so it is moral degeneration.**

R: When we were kids if you got pregnant it was the biggest sin you could ever do if you got pregnant without being married. Staying together was out of this world. You wouldn't even think about it. and now if you get married or wait until you get married to have sex or to have babies people think there is something wrong with you. And actually our society is like this because we don't stand up for what is write. We say ok times have changes yes my friends are doing and because the friends are doing it you allow your child to do that.

R: and nobody is doing anything about it.

R: and now the whole place is going down and nobody is standing up for it.

M: **Ok let me do this as well, I said we have specific causes that we have outlined in this case we have substance abuse and I think Constable Willie you had spoke about that and you said substance is one very specific cause of VAC. We said exposure to community violence. So this violence even outside home that children get exposed to that. They become victims but**

they also become perpetrators because they learning that behavior. There is exposure to family violence, exposure to school violence. Stress of poverty, we have stretched that one and said leading to infanticide where a woman does not want this pregnancy and they abandon this child. HIV Aids, orphan hood, traditional practices. We also have Xenophobia there but lastly we have poor knowledge and implementation of services, laws and policies that protect children. What is your take on the specific cause that we put on there?

R: Can you explain the traditional practices? What do you mean when you traditional practices?

M: Ok we will come to that and we had spoken about them earlier on. We had spoken about ukuthwala were girls get abducted and get married to some older guy. We spoke about virginity testing and then I didn't have this but was raised in the room, that male circumcision was also get in to traditional practices because sometimes it is coupled with murder of someone who has become for a lack of a better word the sacrificial lamb of those ceremonies.

R: What if that boy does not want to go that circumcision. Is there anybody that can say but you know what I don't want my child to go or my child does not want to go. Who decides that they have to go or not? You know I don't know how it works but I think every child should decide and speak to their parents and say I you know what I don't want to do it. and they should have the right to say I don't want to do it.

M: Is there anything that you would want to add to these. I will go into each one of the juts quickly but just at face value any additional specific causes that you would want to put there?

R: You had hinted cyber influence in terms of short-term causes.

M: Ok. Do you get a lot of that? I know we have spoken about violence largely from adult to child but we also say you know there is child to child.

R: I think it is bullying.
R: Actually bullying at school as well is cyber bullying.
R: I think that another thing that we forget here is we forget the rich families where children and parents have lots of money and they think because they have got money they can do anything. They are above the law. And then because of they got lots of money they mostly able to use drugs and things and get involved with other kids and things they are not supposed to because this normal kids things are to low class for them. They are too rich. So they go for things that's actually not for children and their ages but because they have got money they think they are old enough and that there is no barriers and there is no limits for them.

M: Which do you think is the most prevalent and specific cause? In terms of VAC. The one you say in my experience you say is the main cause.

R: HIV and orphan hood.
R: We cannot underestimate stress of poverty.
R: Substance abuse.

M: **So those three play a big role as a cause.**

R: See now we have got "Nyaope" that raids our children's lives.

M: **Ok I am just going through them quickly.**
[Reads excerpt]
       What is interesting for me and again it is interesting because it is 2 other groups about this and for me corporal punishment has not come up a lot in this group. Is it because it is something that is too far from what you or you don't see it much or you do see it a lot and it is just not highlighted that much.

R: I can say in our environment were we mostly come from they don't do it because of remember if you beat a child then the department will take you. You will be suspended, as per you know, as soon as possible. So our teachers, our social workers, everybody who is involved working with a child. It is not hat we are scared to do it but then we are bound by the laws that will say to me if you do this then you will burn.

M: **I think and I hear what you are saying, you saying in terms of yourselves sitting hear but what I was asking is do you see a lot of those cases where kids are coming in because of corporal punishment?**

R: Yes most, well not most because it is not something that happens. I remember last it was when, like 2 weeks back were some school children were late and the teacher was standing at the gate with a stick so those school children they invited the journalist from Soweto TV so when those people of Soweto TV go to that school the teacher started fighting with the camera people there.
R: That was in Dali Wonga.
R: Yes Dal Wonga High School in Dube.
R: Apparently those teachers where arrested.

M: **Interested I was asking it in passing because it did not come out naturally. Like I would tell you when I was talking to parents it is the one thing that came out big.**

R: The other thing that is also a problem, this has a good side and a bad side. Because if you teach children to be punctual and be on time for school when they are adults and they start working they will be in time for work because they know it is important. Some of the things that is really necessary we don't teach our children. We don't teach our children that you have to have respect for people. You have to have respect for things that you have. It's your right to have a place to stay and claim but you also have a responsibility to look after that. You have got a right to go to school but you have got the responsibility to make sure that you on time and to study. They just want but nobody taught them that they have got [responsibility]. And that is one of the problems you know what its like our youth is getting out of hand and nobody is, I don't know.
R: The are abusing their rights.
R: I just wanted to add while you where talking about corporal punishment is that most of the schools especially in the townships are still using corporal punishment but it is because only now they are very cautious and they are not doing it in the

past. But then those teachers who sometimes loose it you know because injuring a child depends on the person's temperament so there are those teachers who will not even use a stick but will use fists you know to hit the kids. So it is about the morality also as a parent how far do you go.

R: You some people don't know the line between discipline and abuse.

R: They say there should be a minimum force when you are correcting a child sometimes people use this hard force then you can see that you know what this person was fighting with the child but then if you used a minimum force towards the kids even if they can take you to wherever they want it will prove that you know what I was just trying to correct what is wrong.

M: [reads from excerpt]
But we also have xenophobia there to say you know as an increasing problem it affects children in the groups of migrants or those refugees that have come in to the country if they have lost their father now it becomes the whole effect from that perspective. So I am not sure if you feel we have accurately captured that one. But we are also saying that we feel that there is low awareness about what the rights are you know what policies are and what services are available out there. I don't know if you feel that people do know what services you provide and are aware of them you know. They not necessarily.

R: You know what because of poverty and hunger in the society they only most of them prefer to go to services where they will be given food parcels but if it is about education and emotions then for them it is secondary.

R: Take the cases of sexual abuse. I should think that people at this stage should be knowing that if you observe that there is a child next door or whatever who is being sexually abused that you should report it but then it becomes very secondary.

M: So food parcels is what will work quicker as well is what people will run for than the other issues, ok.

R: But also you know linked to this if we were a society that applies policies and laws justly we could curb the degrees of abuse. But South Africa is perceived as a loose punitive society so that in itself, influences the extent of abuse. If men or women or youngsters knew that their act would lead to justice and punishment we would control. And as a notion and as a country I don't think we have tightened our justice application.

R: People get away with murder.

R: So you cant just say people are doing wrongs whereas as a country we have not been stringent in applying justice

M: So people feel that they can get away with it.

R: And they do.

R: Look at those boys who were at school I mean very young at that age and trying things on other girls, its because they knew the teachers wont beat them, the parents wont beat them, there is no parent at home and I mean we are in a free country.

R: And I mean where were the teachers at that stage. Where were they?

M: Ok I hear that. Let me do this now remember I said that we will talk about the strategy that we have come up with. We have called it a communication plan. Now we looked at what message are you going to go out with? Who are you going to go to, how are you going to relay this message and which media are you going to use? So largely we will talk about that. In your thinking what are the themes in terms of communication that we should be focusing on? Can you think of any themes that can be the ones we use for communication?

R: I would say the TV or movies and things like that. People are going to movies and most of the time if you have a good story with a strong message it will reach more people.

M: Oh so you saying that's what we should use as a channel. You know I like using wedding because wedding is where themes are still a big thing. They would say this wedding is about sophistication of the '90s then you know you have to dress in a certain way and you have to do certain things. That's what I mean by themes. Like what themes do you think we should come up with?

R: You know our kids are more you know they know Internet more than us. They Google a lot so that is were they get most of the information you know even if the child cannot ask you but they are always on the phone.

M: Ok let me show you the themes that I have or do you have one?

R: You know I was just thinking broadly I don't know whether it would be a theme you know in terms of safety. Because a lot of these cases and people do not report because they are unsure whether they will be protected you know if this comes out. So there should be a sort of a safety net so that when I bring out this information you know I will be protected or something will be done.

M: I like your thinking. I mean the safety net, the theme is the safety net and under that is where you speak you will be protected and makes sure the children are safe that kind of stuff.

R: Or happiness like, yellow and pink balloons. Most of the people when you walk on the streets or drive on the road everybody is so unhappy and so short tempered and people don't have happiness anymore and they don't laugh anymore. You need pictures of people laughing of families being together walking hand in hand. Mom and dad and the kids you know happiness. Happiness is what we are short in this country.

R: Again talking on top of that we do family days were we as parents go out with our own children. You know that is so important.

M: I think we should have a family day.

R: There is a family on the 26th of December.

R: Can I say something. We also neglect our own children because when I come back from home I will open up my laptop, we still neglect owe own. Its not those who don't have money also people who are educated they also neglect their

children. They don't ask how was school today. No such things. You should ask to know what your child is doing or what is he or she thinking.

R: Ok I propose the theme of love and hug a child. You know if a child feels from a psychological point of view you know that psychological safety you know just a hug can you know bring so much to a child.

R: Softness. Like when you think of Stasoft and you smell the jersey and you think of your mom's hugs.

R: You know what was coming to my mind I think it is what children need to do because there are these musicians you know the rappers. Instead of rapping whatever we are not listening to, if ever they can rap the message and influencing the musicians to do. We have got their t-shirts "Ama Kip-kip". I think I have seen one school buddies don't bully you know, if now the swag caps or what ever are written that. It would be so nice.

R: By singing, by clothing, by acting.

M: Let me show you some of the themes that we have. Remember when I say a theme that is not the message that we will be saying I am just saying that this is what we think we will be doing everything under it will direct what we do.
[Reading excerpt]
How do you feel about that as a theme?

R: What is it saying

M: Ok so that's what first comes to mind that what is it saying? Do you mean it is not clear enough?

R: Yes.
R: What are the new and better ways of being a leader?
R: What are the captions?

M: Ok make it clear and straightforward. All right then we have:
[reading excerpt]

R: You know what many marriages the wife stays in the marriage while her husband is beating up her or maybe her and the kids. But she is staying in the marriage because she thinks she wont be able to survive on the outside or she thinks she has got nowhere to go or no support. And that children the damage that is happening to that children even if they are small and when they are adults then we don't understand why these children are acting like this.

M: Are you saying that, that theme for you is right? We could go on with that theme.

R: It's a very strong message.
R: I still maintain we need. On my side I am saying you rather have a caption that would easily transmit what you want to do.

M: Remember I did say a theme is not what we want to say so we don't go on the idea and say in the long-term violence is damaging. We saying we use that as a theme. And what a theme does it says what message now you are going to use. if you focus on violence is damaging to the children it means

now when you come out on media you will say no bullying it damages. I am just saying that theme is what controls what now you do with your communication as well.

R: Maybe you using the word theme because from my understanding theme would be something short rather than sentences.

R: You know when you are having a year end function it would say we are having a Hawaiian theme and everybody would were skirts and flowers so that is what you mean by theme?

M: Yes so theme directs what is expressed, what is said. I don't know if I can or either expressed in clothes. Like I said if in a wedding if I say it is sophisticated '90s. That's a theme its not like you are going to say I and sophisticated' 90s, you will show it with your clothes you will show it with what we speak, things you do and say
Then we have many parents today in South Africa do not use violence as a way to discipline children. What do you think of that approach, of using that as a way of approaching this.

R: I think that is much better. Children need to be disciplined but because not all parent know the difference between discipline and abuse we should teach parents that there are other ways to discipline your children. You know let them stand in a corner you know. Withhold certain treats.

R: That one would link up with the first one where it talks about alternative ways of dealing with discipline

R: Again lets remember guys violence it goes hand in hand with trauma you know. Because sometimes these little people its something that happened ages ago. And because that child was raised in that family and there was no counseling and whatever it grows up with that person. Then when he or she is an elderly person maybe he comes violent because he saw he father beating his mother everyday.

R: We must break the cycle of this violence and trauma.

M: I take your point.

R: I want to say if we distinguish between violence and discipline. Because once you punish the punitive measure but if you disciple you are straightening.

M: I think I like what you say that maybe as a theme we go with something that identifies these 2. This is punishment, this is discipline and probably we clarify that and it becomes a bit better.

R: But the problem is today children don't want to be disciplined

M: Look its fine we will worry about them later all we are saying is that. When we say that children, youth are important and need to be recognized what do you think of that as a theme.

R: I don't think it suits me well because of if you say youth are important and need to be recognized they think they have got rights over the parent. You know disrespectful that's were it comes you know. Sometimes we need to clear the facts to say you know what this is what I want. And this is what you will deliver as Elize was saying that its my duty to take that child to school but it is her responsibility or

his responsibility to safe keep everything that I buy you know and make sure that he or she takes care of that. But when we say they are important they come to that thing of having rights.

R: Would it make a different if you say children and youth are important and need to be loved? Because you can expand what is true love and what is abusive love in your communication.

M: What do you think Elliot with that theme?

R: I think to always talk to you children is key.

M: So it is important to sit with your kids.

R: Maybe add validation to that. Like what Ntsiki was saying that the message that we can use children to convey to the greater society to say that I am great I am a rapper I am whatever so it will actually add to the validation part.

R: And what Elliot is mentioning that we need to talk to our children. You know when parents set the rules they don't include the children in those rules and now the children end up saying its my moms rules I was never part of it. it is like when you are working and there are these policies now they say you start at 8 it is no more 9 o'clock people will force to come at 9 because it is this managers rule we were never told about it. So that is very important as well to discuss and talk to our children.

M: We have then the theme awareness of laws policies and obligations around VAC needs to be increased. We think that is fine?

R: That's fine.

M: Ok that one is fine. Strong men and women don't need to be violent. Ok it sounds?

R: Yes.

M: All right so those are some of the themes we have on there. All right remember I said those are some of the themes you would have a specific message that you want to relay.

R: I would say real men and women.

R: Because when you are saying, and I was thinking that cool moms don't do this.

R: Yes and cool parents don't have to.

R: It's too academic.

R: Because it would be whether are you cool or not and will straighten you up a little bit.

R: And you know what I have got two boys.

M: You were saying you have two boys.

R: I always have to tell them that certain things you think it is manly to do but its not. And I try to tell them that not al things are cool and manly. You don't have to be built like this to be a real man. A real man can be normal and still do great things. You know you don't have to be violent, you don't to be rude, and you don't have to

be all of these things to be real man. A real man is somebody that is loving and that caring and you don't have to abuse alcohol, you don't have to slap a woman to show that you are a man. That is a child that acts like that. A real man wont act like that.

M: Did you want to say something?

R: Not yet.

M: Ok let me take you through some of the messages we are thinking of. Now this is what we could go out there saying.
[reading excerpt]

R: Very nice

M: So We can go with that.
[reading excerpt]

R: This percentage do you think people will be convinced or will they listen to it. like I am just thinking. The percentage does not make sense that much and they can end up arguing that they are not part of the 47%.

M: It may give them room to dispute as well.

R: It's not important.
R: Some will say its normal because some are doing it. I fall in to that.
R: Or maybe you will say most of the parents in South Africa are good parents or cool.

M: [reading excerpt]

R: A teacher has got sometimes more influence than the parent because the teacher sometimes see the children more than the parent. That teacher can open a whole world for a child if they do it correctly.

M: So that as a message to the teacher is perfectly fine.

R: Perfect.
R: Excellent
R: Because sometimes when you are a kid you look up on a teacher and then you tell yourself that one day I want to be like Mrs. so and so or Mr. so and so. Likely they spend more hours with them and they can deliver the message ,more than the outside world.
R: When children are small their mom and dad are the only parents who know everything and as soon as they start school its, "my teacher say". Its like Google say and if Google say so then it's true.

M: We are looking at educators as well. In this case if we say educators we are thinking those who are in leadership as well in terms of education space.
[reading excerpt]

R: Will it not confuse them?

M:	**Ok where is the confusion.**

R:	In the education sector there is so much labeling and classification. Teachers like us now call themselves educators.

R:	So who is the educator and who is the teacher?

R:	so if you differentiate between authority, high seniority and teachers.

M:	**So that would need to be clearer as to who exactly and don't use educators.**

R:	It must be comprehensive because you are not only say teachers in class who interact with the learners but to say everyone in education has to know those laws.

R:	Every single on in education.

M:	**[reading excerpt]**
So just to try to influence the media to have more of those types stories.

R:	But what about women.

R:	Reporting schools is limiting the scope. Or was that deliberate

M:	**When you are saying?**

R:	Reporting examples of schools. What has happened to the broader society.

M:	**Ok you will put in the community as well?**

R:	Yes.

M:	**So report on schools, community and parents who take a stand against violence.**

R:	You know in the police we also have a women's network and we also got for the men "Men for Change". It is not for the men as so much as to change because most of them are excellent examples of husbands and parents but they must be an example for other men to change. For example for the boys so that they know how to be real men and real fathers you know.

M:	**So we would need to expand it a bit more.**

R:	Make it a bigger thing. Expand it more.

M:	**I think you gave me very good examples of what we can do for adolescents. Because we said we want to do messages that are edgy and bold because there are a lot of competing messages out there when it comes to children at that level. And generally to just say don't ignore VAC report it, talk about it as a general message that is not specific to anyone.**

R:	With this one I want to mention it with aggression communicated in all spoken and unspoken. This way as is the tendency is to leave out the deaf community. If you can deliberately include it at the beginning as well.

M: I think actually you raising something interesting, which I think in this communication we probably didn't go in to it as well. To say even with disabled children there is a lot of violence against them that they are experiencing.

R: We call them disadvantaged.

R: I will be very strict with editing as well as my contribution. When you will be including English, Sesotho, Xhosa, Zulu and Afrikaans comma and the deaf with capital "d". That is more emphatic and you classify them equally within those languages. And from the beginning your strategy is such that you will include them regardless.

M: It probably under reported that part of abuse against children.

R: Yes.

M: Alright in your thinking who should we target? Who should be our target audience with our messages and our communication?

R: Actors and singers.

M: Those are the people we should use in the communication. But who are looking to communicate to?

R: I always say parents are blamed not trained. And we always telling them they shouldn't do this but we don't tell them what they need to do. So that is also very important. I don't know what to report on you know but alternative ways of. because really some of them they don't know what to do. They don't know grounding means. Grounding comes from white society. My parents never said go to the bedroom and lock yourself and don't go anywhere. It was corporal punishment all the way and it is what I know that if you discipline that its corporal punishment. Grounding I learned it as I became a psychologist and a teacher to say ok there is grounding. So alternative ways of discipline our children.

R: I think our parent never new any other ways than corporal punishment.

M: Ok so who are we talking to. Who do you think we should?

R: The entire society.

M: Ok these are the people we think we should talk to. Largely they will be sitting in government at whatever level they are in. Parents, teachers and educators. We are thinking of traditional leaders as well. Since we spoke about some specific things that are prevalent in specific areas. Youth and children. We are targeting the media as well. Practitioners like yourselves as well to say some communication should be coming towards you. Do you think we need to add other?

R: Religious.

M: The religious sector.

R:	I was about to say you have got crosses there but I am not seeing anything from the religious side.

**M:	Oh ok.**

R:	Because the churches, some people when children say my teacher said this the parents will say my pastor my priest.

**M:	Oh ok I hear that. Now which media do you think we should use?**

R:	Movies, radio, TV.
R:	Theatre
R:	Especially the community radio stations.

**M:	I like that. Community radio as well. Is community radio big?**

R:	It reaches out .
R:	Like Jozi FM, Soweto TV, Alex FM.
R:	And you know what places and communities can start like little groups and dances that tell a story from their own communities that's giving them a message. That would be excellent.
R:	And also when you look at the preservation of rural communities you can also use parables because for them it still holds to use parables as a medium of communicating.

**M:	Ok what we are looking as media we can use.**
[reading excerpt]

R:	they are like stars because children are looking up to them. The big thing with that is those people must actually act the message that they send. They mustn't be sending out this message but doing something else. It is very important that they must practice what they preach.
R:	Can I raise a question?

**M:	Yes.**

R:	To what extent in South Africa have any of these been successful? I am asking because when we adapt strategies of communication as with other societies and impose on our own local context sometimes it is a misfit. The reason why I am talking about parables as well is that in the rural communities of South Africa such methods still work and yet we may super impose a radio or a community event, which may not even reach those people you are targeting. So I am just asking as a reflective question.

**M:	It also helps, you actually half speaking to a question that I had because I also wanted to ask which media do you think will be specific to which audience. Just looking at that who do you think soapies will be specific to, radio, what do you think?**

R:	I don't really know if children watch soapies. Some do I know a few children but I don't think most children really watch soapies I think it is the parents who watch soapies.

M: So if it is information towards parents we can go with soapies.

R: But children like going to the movies, 3D movie they will go.

M: Community events, who do you think would be the audience there?

R: I would say the parents and the children especially if it is like a rugby star or a TV star or something like that.

R: Or maybe like organizing some traditional dancers.

M: Do you think that will pull both men and women?

R: Yes both men and women.

R: And families can attend this and spend some family time together. It will have a broader effect on everyone.

M: Let me just quickly take you through I just completing this I just want to take you through how we will phase out this process.

[reading excerpt]

How do you see or how do you feel about how we are looking to implement this communication plan?

R: Do you have the luxury of evaluating the out come?

M: So we would need to evaluate the outcome.

R: Especially because we are really changing South African dynamics. If you have the funds it would be important.

R: Because that by itself will then reinforce true change effect.

M: Ok so we can come out from the evaluation we can come out with concrete evidence of phase 4 this is what has changed because of the change of behavior. Ok sorry you wanted to say.

R: You know what I want to say now is what I was carrying from yesterday because o am looking now on some television show it was airing I think it was quarter to 12. For me the target audience was the children who are still school going. How to choose subjects and what not. So sometime we can say no we even showed it on media and yet it happened at quarter to 12.

M: So time is important.

R: Time is important. We should say when you are monitoring it that it went on TV it was on air. What time was it? If you are talking to kids and kids are at school then who are you targeting.

M: Let me ask this as a last question. What in your thinking are the things that we could look at as having been successful with this process? I am looking for indicators. You know something that tells you ok you know when this is happening you have been successful. What are the things that you think are

the indicators we can look at to tell us whether we have succeeded or to tell us that we have done well?

R: I would say first of all for us we would see it in our cases that we get in. if the amount of cases fall it will come down.

M: **So it is a reduction of cases that are being reported.**

R: But then remember as she said are you going to be doing monitoring and evaluation, you need to do the pre and the post. What was the statistics or then what is happening now. Are both qualitative and quantitative.

M: **Are you saying we must look at stats as well?**

R: Yes.

M: **What else can we look at that says to us this is working.**

R: Relationship changes.

M: **That's interesting for me because if you can measure that you are measuring what is the core of the bigger problem.**

R: I would say the overall behavior maybe of people if they look like I say if people start looking more happier they are less aggressive and things like that because I think that is also part of the problem. People are too aggressive. They get up in the morning they are in the traffic they get road rage in the traffic then they get tot eh office and something is wrong and they, so its like the whole time by the time that you get home tonight you are so fed up and frustrated and shame who is getting the thing at the end of the day when you are really blowing your horn it's the poor child coming in there and ask a question or say you know I waited for you to come and watch my game and you never came. And then instead of saying sorry to your child you lash out.

R: I have got a job to do you know such things.

R: So we must be more involved in to parenting.

R: And sometimes we sell our souls for money. Our values our families everything.

R: You know I was wondering if you will be looking at the broader society or will you have also a sample society. I am looking at whatever Zola where parents are maybe most abusive towards the kids and you are sure that these children are expose to violence and later on getting those parents to be involved I your project or program and checking to see if these kids are still saying that's is why I was saying qualitative and quantitative because you will be able to ask these children questions after that. How are you feeling. Is the situation at home still the same. So maybe you can choose your community as well.

R: Maybe if you have like soccer once a week. Like men for change, they can bring together a soccer team and you can see the children that's coming there. How their behavior changes with their parents with the father and the kids come together and the mother eventually you can see like when a family when there is stress and frustration and when they come again you can see when people are relaxed with each other.

R: maybe level of awareness when people start reporting the differences that you are talking about.

M: So you can measure the level of awareness that is one of the ways to figure out. Do you think the issue being spoken about could be one of the ways, which we could measure to see if really we are succeeding?

R: Yes.

R: because remember earlier we said people don't express their views but the more people begin to talk the more they are free to express what us happening then you will see there is an interest.

R: I wanted to make a comment in general in terms of you r communication. Slide 15 while I know you have tried to be very integrating that image just talks to African violence, school violence, it might dissuade the reader whereas we are talking about a national problem. Maybe a mixed.

M: Mix of pictures there. All right. Give me a minute we are on the home run. I will be with you just now.
I cannot thank you enough for coming. Really this is going to help with shaping this thing and putting it together nicely, monitoring and evaluation to say it is important to do that part as well and my prayer really is we really want this thing and I know it sounds daunting and too much and let me say you are doing a great job with what you are doing. I know sometimes it is thankless and sometimes it ways on the heart but it is a great service.

R: Thank you for involving us.

M: It's a pleasure. And please don't take you coming here for granted it really.

[END OF INTERVIEW]

PROJECT NAME:	VAC
FOCUS GROUP NUMBER:	4
DATE OF FOCUS GROUP:	1 September 2015
TIME OF FOCUS GROUP:	6:30PM
FOCUS GROUP CRITERIA:	Youth, Scholars
VENUE:	JDI
MODERATOR:	Mpumelelo
TRANSCRIBER:	MRRA
TRANSCRIBER NOTES:	*(Group clutter)* has been used in cases which either the Moderator or Respondents did not complete what they are saying, or were not heard due to interference. And *(Inaudible)* has been used in cases which either the Moderator's or Respondents words are supersonic

MRRA Transcripts Quality Control:

Transcriber to complete this checklist after transcript is completed by signing your name next to each point:

Checked spelling (English UK)	
Checked font (Arial 12pt)	
Checked spacing (Single spacing)	
Checked section layout (to match discussion guide, labeled accordingly with heading names)	
Checked that there is a page break between each new section	
Checked speaking layout: Moderator speak in bold, Respondent speak in normal font, Colon and Tab spacing between speaker and text	
Checked jargon/brand names (spelling and capitalization)	
Checked document setup (A4, 2cm margins)	
Approximate number of hours to complete this transcript:	

M: Guts thank you for coming I really appreciate your coming through. Let me just introduce myself. The name is Mpumelelo you can say Mpumi. It as a name I enjoy a lot. I think my mother did good there by giving that name. I am just going to ask if our phones can be off completely because we are doing a recording. It is a voice recording and a video recording. But we keep this recording confidential. You are not going to be famous in anyway, we are not putting this on TV or on radio, it is just for the purposes of this research that we do our recording. We are going to talk about a bit of a heavy topic today but I know we are going to keep it nice and easy as we go through it, I will tell you what we are going to be talking about. What I am going to as is please feel free to say what you think and how you feel about things. I am not looking for certain answers. So there is no wrong answer or right answer it is more about your opinions. All right, ok. What I am going to ask you to do is you are going to tell the person next to you who you are which school you go to and the grad that you are in. so you will talk to her she will talk to you like, like that and so forth. who you are , which school you in and the grade that you are in as well. Lets go.
Ok let's see how strong the memory is. You are going to have to introduce that person. You are going to have to say who they are, which school they come from and what grade. Oh now you are trying to remember.

R: Everybody this is Lisa. She is in grade 11 from Randpark High

M: Randpark High that is somewhere close to Honeydew.

R: Randpark ridge.

M: Oh ok. On this of the highway or that side of the highway. You know that Randpark Ridge goes this side and that side of the highway?

R: By Lifestyle.

M: Oh so its that side of the highway. Who is she, which school dos she go to?

R: Hi. Her name is Ntokozo and she is in grade 8 and she goes to Parktown Girls.

M: Parktown Girls. On the other side of the world. Ok let her introduce and we will come back to you.

R: Her name is Natasha and she goes to Randpark High, she is in grade 11.

M: all right.

R: And this is Amo and the school name is very hard to pronounce. Sandringham High School.

M: What grade is Amo in?

R: Grade 9

M: Ok soon you guys are going to be seniors in school. Are you looking forward to that?

R: We are already seniors.

R: We are in matric next year.

M: Yes that's what I am saying. Next year or does it start grade 11 you start being seniors then?

R: Grade 10.

M: Grade 10. Wow. We had to wait until grade 12 to become seniors.

R: This is Joshua. He is in grade 6. He goes to Linksfield Primary School.

M: Linksfield?

R: Yes.

M: Oh ok.

R: I have a question. Are they people behind that mirror.

M: Taking notes. You see that lady that was here. She is quickly typing that is why talking 1 at a time is very helpful for her because she is literally typing as quickly as we speak.

R: This is [unclear] he is in grade 8. He goes to Delta Park.

M: Randburg?

R: Delta Park.

M: Oh ok you must speak all right so that I her you nicely.

R: This is Thulani. He goes to Sir John Adams Adamson and he is in grade 10.

M: Ok.

R: This is Daniel he is in grade 10 I think he goes to Edenvale.

M: Oh ok.

R: This is Khanyi Ndlovu and she goes to Robertsham.

R: What grade?

R: I missed that.

M: You forgot the grade. You missed that one.

R: This is Tinyiko he is in grade 12 and he goes to Alan Glen.

M: So you almost done with High School. You almost there. Round about there. As like I said thank you very much you can help yourself to the food there's drinks, there's water. Yes you can help yourself to that. Look we are going to

be talking a lot about just you know VAC, child abuse and that kind of stuff. But I am more interested to here it from the perspective of being in school, being in the community that you are in or in the spaces that you are in. what do you get to see most of or what tend to happen and that kind of stuff. We are also going to speak about what do you think is creating or is the cause of these actions that are child abuse or VAC. And then we will speak a little bit about what we are planning to do about it in terms of the communication and I just want to hear how you guys see the communication and what you guys think of it. Do you think we are on the money and do you think we are on the right direction. So in your mind. if we just say child abuse, whether its adults to children or children to children what are the things for you that are part of that? Actions and things that are done that you feel are part of child abuse or VAC.

R: I think social media.

R: I think grades in school like matric's towards the grade 8, they will be more intimidating or something like that.

M: Oh so it is matter of what grade some of the people in the school are in as well. So that can be intimidating. I am trying to think because that also has to do with social. Which other ones in your mind you feel that this is child abuse.

R: does it really have to be appointed because children these days have things like social media so cyber bullying. I don't know.

M: Yep it is cyber bullying. Which other ones. Is it only cyber bullying that happens that you see?

R: Well I think most of the times that's what we will only know about because in our age.

M: Is there actual bullying which is not cyber.

R: Physical.

M: Is there some of that?

R: Emotional.

M: Is there emotional as well?

R: Yes.

M: So emotional abuse. Like what would happen that you would say is emotional abuse?

R: Teasing.

M: So teasing will be emotional abuse. Are those largely the only ones. Are there other ones? Those are the ones you can think about that come to mind. sorry you were saying Thulani?

R: I am thinking. [unclear]

M: **They asking that we speak up so that she can type and hear what we saying so if we can just raise our voices just a little bit. So what you are seeing mostly is social media or cyber bullying. There is social abuse which is some are senior than use and therefore they will treat us in a certain way. There is actual bullying which is physical and there is also emotional abuse, which will be teasing someone. So largely for you those are some of what you will call VAC or child abuse. Can you think of any other ones further?**

R: Well there is also the parental abuse you know. Like your parents could abuse you.

M: **And for you when what happens is abuse from parents?**

R: Neglect.
R: Like they want to do something you don't want to do. Like if they like you have to be a lawyer and you are like I don't want to be a lawyer and then they hit you because you are not doing what they want.

M: **Ok they asking you to be a lawyer but you don't necessarily want to do that. So you said neglect as well. There is one you mentioned now. I am trying to remember. Ok you spoke about neglect. So when you saying parent would want you to do a certain career which you may not want to necessarily want to do. is that is from parents?**

R: There is lots. There could physical abuse emotional abuse.

M: **You must speak up Thulani. What I want to do is to show you some actions we have put under child abuse or VAC.**

R: Sorry can I please add something. I know this is kind of big like gang rape.

M: **Oh ok. All right we can put that as well. Will this be in communities or will this be in schools?**

R: Schools
R: And communities.
R: everywhere.

M: **Was it you Thulani who was saying actually no place is safe. Ok. Look like I said please feel free just say them I will put them on there then we will cover them just a little bit. Is cyber bullying big in school Josh? Do you find it or its not there? Or is it more teasing than anything?**

R: Yes more teasing.

M: **Oh ok.**

R: In y school it's big. Like you would go on Instagram and someone would post a picture than within 5 minutes it would be in all your friends groups there will be like 100 comments of everyone just going at it.

M: **Just teasing and going at a person.**

R: And fake profiles. People make fake profiles.

M: **Fake profiles as well. You were saying Thulani?**

R: There are like levels on social media because like if you are this guy at school then so many people are going to like you and then so many people are going to like your page on Instagram or anywhere. So that determines if you post something about someone everybody in the school is going to talk about it and it going to be a big hit. And that's what goes on in our school.

M: **Are you find it the same Tinyiko on your side?**

R: Yes.

M: **And yourselves.**

R: It's mostly common in high school.

M: **It's mostly common in high school. Does it mean since they is more cyber bullying the actual physical bullying is not happening as much anymore?**

R: Oh no it is.
R: It still is.
R: I think that is the leading thing.
R: it starts social and goes to physical

M: **it starts social then it leads to physical bullying.**

R: From what is being said.

M: **So fights are coming from that. You said something about I will see you when the class is done?**

R: [laughter]

M: **After school is after school. Yes you wanted to say?**

R: Drug abuse.

M: **Drug abuse as well. Ok. I will just put substance abuse. So in primary school it is largely teasing. That's all they do they are just teasing each other. I have some of the ones we have highlighted some of what we think forms and is part of VAC or child abuse. We have put there hitting and beating children in the home or at school. We have put there when someone cause serious injuries to children. We have put what you spoke about things like rape is on there as well and forcing girls to prove they have not had sex. You know**

you ask them to prove themselves and that kind of stuff. Forcing children to got to work. It doe not seem like that one has come out a lot. I am not sure if.

R: It's not that common.

R: I think that comes with teenage pregnancy. Like if you fall pregnant go to work.

M: Is there that pressure in schools were part of the pressure is to either engage in sex or you know prove yourself?

R: It's like that or else you feel left out.

M: So the pressure is more like you are going to be left out. You are going to be the odd one out.

R: Peer pressure.

M: You were saying Thulani?

R: Like it is the new cool thing to have sex.

M: Oh it's the new cool thing. What do you say Daniel?

R: About?

M: All that we have spoken about in your school what are the experiences, what are the things that happen?

R: Well I guess the cyber bullying is a big thing. Because people get in to groups and if they don't like a particular person then they come to that group they would exclude that person completely like they wont befriend them at all.

M: Oh ok. So it also being excluded as person maybe for whatever reason in itself that's what happens a lot and a person can feel abused in that way. Ok. How big is a problem though in your thinking if we had a scale of 1 up to 10. Whether it is cyber bullying and physical bullying, peer pressure that kind of stuff. How big is it a problem? Is it quite big?

R: 10 out of 10

R: yes because I think your whole high school everyone thinks that you have to fit in, you have to do this and its not because high school is just a period of your life. You are not going to be there forever. You are not going to be friends with half the people in your school yet you are getting pressurized to do all these things. Its just you as a person have got to think.

R: But I think those kids that are not getting bullied are not taking it serious because you it is like you are being desensitized of the whole thing because we growing up watching bullies on TV and everything else so it becomes normal to you. You only like hear it happening like ok it is happening you used to this and you become used to it so its not that big of a deal also.

M: I like the word that you used, you become desensitized because you have seen it before and you have seen it so many times so it doesn't really mean

much especially if it is not happening to you. You were saying something Tinyiko.

R: About television.

M: What about it.

R: That's were it starts off, where you pick it up when growing up you see it on television. That's the only world we know.

M: Yes. it's the only world we know. For yourself Khanyi?

R: I think it is bad.

M: Ok you think it is bad. So it is quite high up there.

R: So you end up doing things you don't want to do to be in that group.

M: Ok I think they are going to ask us to speak up. All right but you are saying there is a lot of pressure as well at school were sometimes a person would end up doing what they didn't want to do in the first place. Oh ok I hear that. I think those are mostly the ones I have highlighted. Some of the other ones are robbing children when somebody gets robbed of their lunch tins.

R: Oh no its part of bullying.
R: It's not the food.

M: It's not the what?

R: They do take tablets from our school kids but I don't think stealing and robbing each other is that big any more.

M: Stealing and robbing is not that big but you saying it may happen that they will take your tablets.

R: But they are not going to take it like if it is just in your pocket. They are going to see like oh this guy left their tablet here. Then they are going to wait for you not to look, then they are going to take it then. But they are not going to come with the intention to just take it. its just going to come at that moment there like let me take this. Its not something that they plan because its is not that big. Robbing kids in school it not that big.

M: You were saying?

R: Another thing I have realized is sexual harassment at school nowadays is actually at a high rate.

M: Like what would happen? Is it names?

R: No like boys like touching girls even though they are not like supposed to.
R: but I think that flipped around because boys don't touch girls anymore because they are scared, the girls actually start touching the boys.

M: So there is a lot of incorrect touching that is happening from both sides of the fence. From the girls and the boys as well. And you bringing up you know one of the reasons why we are doing this and why I was saying look it is important to speak about it is because we are trying o see what would be the best way to go about addressing these issues and talk about them when we get to school. So you pretty much you know helping that process all along. That is why I am saying that it is very important that when you raise those issues because it means we need to do something about it. we nee dot talk about it, we need to address it and so forth.

R: But talking is not going to help anything. I think kids nowadays want to see action happen. If you just talk they just going to stand there and just laugh at you. We have had so many motivational talks at our school nothing has changed. The drug rate has actually increased so.

M: So you are saying the drug rate has increased as well. So you are saying don't talk about do some action, something that involves, you see that is helping me as well because I go back and say ok what action do we do now and not just talk. Because you are saying that does not help that much. We had things like intimidation. We did speak about it earlier on. We have put it on there. You said how often words or pictures that posted on the Internet you have mentioned that. You have spoken about gangs hurting children and just seeing people being violent in the home in the community at school even when children are not necessarily being hurt but are seeing it and they are exposed to it.

R: Sorry can I add again on intimidation. Its just not on, not only on grades I think its even like the pretty girls that are prettier than the others you make them feel all you know, downgrade them.

M: Oh ok so it is not just the older grades.

R: It's not like how big you are now. Its how actually how big bot the big of you its how big you are to the school and how cool you are. That intimidates people. Its not like physical anymore its like what can I do to destroy your reputation in school. That's what they destroy now.

M: Ok so the cool boys and the cool girls either intimidate others or people try to bring them down by just

R: As you get on top you take one down.

M: All right I seem to be hearing Thulani out there and Lisa, I want to here from the rest of you as well. I am interested to see what happens in schools because can you imaging if we can really find ways to deal with this stuff or how best or how better the environment can be you know.

R: I think to e quite honest if you want to take away like abuse and all of these things people need to know how because they know all of this is happening but they don't know were to go they don't know what to do. so I think if you want all of this

to go away you need to educate the people to know were to go and what to do in situations.

M: **please keep that thought because I want us to speak about that at a later stage as well. Do you feel that what we have put on there is what we classify or describe as the problem of VAC is pretty accurate or are there things that you say look we think that one not o much, you need to change that, you need to change this.**

R: I don't know about the work thing.

M: **Ok that for you is not too common. Its not there. Ok and the other ones that we have on there.**

R: The first point sorry is more in like religious stuff.

M: **Ok.**

R: Yes we actually had a talk about that at school.
R: Hitting and beating kids I don't think its that common now because it is not.
R: But you don't know that because people who do get beaten at home don't speak about it, because they feel like they are going to get in to trouble because they don't know were to go.

M: **So there are those that are fearful to speak about it. so you are saying like I said when I started you are not wrong. all you are saying is in the space you are in you are not seeing it that much. And she is also, all she is saying is it may just be that it is hidden.**

R: That is also a problem because you are not getting beaten up so they are not scared any more. Maybe that also a problem.

M: **So it becomes a problem.**

R: it is good and bad so like it is an oxymoron.

M: **it's an oxymoron, it's a good that's bad or a bad that good. I hear you. You wanted to say something.**

R: Ok it is not really. It's a very sad story.

M: **Sorry you were saying something Amo.**

R: I have a friend at school her name is Margaret. She fell pregnant like she is 16 and apparently her mom had some friends at her house and some guys raped her.

M: **oh ok.**

R: It was really sad. So right now she has not been to school since last term and haven't seen her since then. And she says her mom abuses her everyday like she hits her for no reason. She pays people to come and rape her its like hectic. We have told her before to like report it but she says she is scared her mom is going to

get angry or her mom is going to kill her or something. So its one of those things like she is fearful to report it.

M: **So there is a lot of fear that comes with all these things.**

R: You confuse fear with loyalty.

M: **Let me hear you Caleb.**

R: With the beating each other like at school my school has like a few fight like a lot and normally it's the same guys starting fights and I really think it's because of like at home they get beaten at home.

M: **Oh ok.**

R: They take their frustrations out.

M: **So you thinking it's starting at home that why they are like that when they get to school as well.**

R: And it is normally the same guys.
R: It a cycle like starts with the parents but like the parents could be being abused at work, that goes to the children, from the children to other children which could eventually lead to like suicide and stuff like that.

M: **Oh ok so its starts creating other problems as well outside just the actual abuse itself it leads to drug abuse as well. I think we are already talking about my next question because I was going to ask what do you think is causing all these things? You saying it might be coming from home that maybe the cause. What other things?**

R: Self doubt.

M: **What do you mean by self doubt?**

R: Kids that lack confidence are trying to like take it out on other kids.

M: **Guys speak out loud I need to hear you.**

R: I think like reputation as well. Some people think it is cool to fight so they just do it because everyone is like oh they are the big guys.

M: **Oh so there is a reputation thing as well, they feel as they will be seen as the big guys if they are fighting and that kind of stuff. You were saying it is a self esteem thing, say what you were just saying.**

R: Self esteem like they have no confidence in themselves so they trying to build up their confidence when they actually like throwing themselves deeper in the lack of confidence role, that's what I think it is.

M: **What do you think s causing all these? Why is there so much cyber bullying where is this coming from? Why does it happen in your thinking.**

R: I don't know but I think that some leaners from school want to be cool. For stealing I think it is because of starvation, poverty and yes.

M: So lack as well, poverty may have.

R: Because from my school well a lot of children are not so, they don't come from good homes so I think that's why things get lost because they tend to steal other peoples belongings.

M: So poverty may contribute to this problem as well. Al right. But I am hearing being cool seems to be the thing that is a driver as well. I am going to become cool if I.

R: Sometimes its jealousy trying to prove yourself to others.

M: Let him speak. I want him to speak oh you are giving him a high five. It's when others are trying to be?

R: Prove themselves. Some of the other people getting angrier.

M: its when they trying to improve themselves. Daniel?

R: You know with the being cool stuff a lot of fights and a lot of the way they start I think is also the way that they almost like pride I think, I don't know they think that they are better than everyone else and if something happens to them then they think how can he do that to me I am better that him so then he starts to retaliate with that. He doesn't let it go. Things like.

R: I don't think it has anything to do with being cool. Because being cool does not mean you have to be a bully or abuse other people. Because you can be cool in different type of things. People can think you cool for different type of things. It doesn't mean beating up other kids so like being you just have to choose which side of being cool you want to go with. There is right and there is wrong like, Because if you want to be cool you have to ask which one but you don't have to like put other people in doubt with themselves like ok I am not going to talk about me.

R: Sorry the cool part I think it is the opposite of like your academic work. Most school people are dumb.

M: So for you being cool is when you are doing your school work.

R: No not doing it. its when you not doing it, its usually that way.

M: in your experience when you are not doing your school work that's when you are cool. Is that how?

R: That how it is now. Well that's how I see it.

M: Let me go to you Natasha then I will come to you Daniel. Don't forget what you said because I will come to you as well.

R: Ok I don't know if it is just my school. But in my school you know the whole not doing your work and being cool they are like the select few but in our school it is like opposite like we all know ok our school work is important but obviously we got like the pretty people, like I don't know that is not an issue in our school.

M: Which is interesting for me, which is why we called you from different schools, which tells me that in certain schools things are more prevalent than other schools. Because in your school being the pretty and not the pretty is a big thing. In your school not doing school work is a big thing. In your school if you think you are bigger then somebody else you want to show them.

R: Well with that thing when you take other people stuff like I was in a fight once because someone stole my earphones.

M: And is there a reason why you got in a fight with them or is it because they were not responding to you asking them back?

R: First he said can I borrow your earphones and then I said sure. Then I wanted it back at break and he said oh I don't have them someone took them. Meanwhile it was in his pocket and before that he took 50 rand form me and I didn't know. So then I punched him because I was angry.

M: Does it feel difficult to go to teachers when something of that nature happens? Do you find that they are not responding?

R: Sometimes like I go to my teachers and they say Lesego or whoever took it, do you have his earphones and then they say no I don't have it. so I wanted to take action because I like those earphones

M: You were saying about teaches?

R: You have to take action. We about teachers don't care.

M: Are you saying teachers don't care.

R: Yes.

M: You feel teachers don't care.

R: Yes. they say well they are teachers obviously they like want the best for us, you stuff is your stuff, if it is gone sorry for you.

M: Yep Josh.

R: Also with people they go to other people and say do my home work and if they say no they beat the m up.

M: Oh. You are mentioning a very interesting point because it has not been said before because that type of bullying happens. Were somebody wants you to do their homework for them.

R: I also think jealousy. Like when people are jealous of like them being because you know you get those popular people and the other people are like oh yes and they just make up some reason. That's how people fight. For stupid things but its not that its because they are jealous.

R: Also people spreading rumors about other people.

M: Sorry Khanyi.

R: Like some people like they bully you they say like give me your lunch money because like some of them are under privileged and then they hit you if you don't want to.

M: Oh ok so they say give me your lunch money.

R: Or your money.

M: Look I know I have asked this question but it is because I keep asking in my head is it because you cant go to somebody and say look this person is taking my money. is there any room to do that?

R: We got a psychologist.

R: There is not much fighting in our school because we have got cameras in our school everywhere.

R: But there are still fights but the cameras are there.

M: They have crashed the cameras in your school.

R: I think there is no point in telling people, because I am going to tell a teacher you are doing this. If you do it again I am going to feel like what is the use of me going telling a teacher. What did the teacher do to that person.

M: Ok so there was no outcomes there was no action.

R: Teachers are also defensive so when you go to a teacher and tell the teacher the situation she or he will ask you how do you know that this person took you earphones that's the problem.

R: Like they will protect the suspect.

M: They will protect the suspect I like you using the legal words.

R: We even have to write statements on that kind of stuff at school.

R: like they call you in and they make you sit separately and the you write all the witnesses and then they see what happens.

M: Oh so you write statements.

R: And we have got grade tutors so we don't go to like our teachers we have to go to our grade tutors.

R: and also when people when they are playing a game at break like touch, and someone touches them and they get angry then they start a fight.

M: Oh ok so the little things like that when you are playing a game they would. Alright let me do this like I said to you we are thinking of ways in which to deal with all these issues. I like what you said earlier on to say look don't just talk about it do something you know that would help a lot and you know we taking that to mind and it is going to be very helpful. So we want to do a whole plan like stop violence against children by using communication like your television, the Internet, flyers and events as well. You wanted to say something.

R: I think taking action at school is going to be quite impossible because the principal always protects their learners. There were learners caught with drugs in our school. They were suspended for quite a while, they came back they still do drugs in school so I don't think there is anything principals can do because its always about this, I don't if its because you cant expel a kid during the year but like end of the year you can expel them but they are going to keep doing the drugs for the rest of the year and getting other kids to do the drugs with them.

M: So you were saying in this case the kids were expelled but they were back again. So it means the principal might have decide to take them out of school but some reason they are back.

R: And it's an everyday thing. And there was also this matric boy who was caught selling weed. I don't know there was a case and they said he was only going to only write after 5 years and he came back like 2 weeks after and did not understand like what that was about because I don't think they are setting an example showing kids like if you do this, this is what is going to happen to you so kids see that and they do that its like I am going to have 2 free weeks of school so they think there is no problem with that and they just do.

R: But that is a problem in every school. Even in out school, today we had a drug raid today actually and they bring a sniffer dogs and they smell the class rooms. The problem is I think they cant be they select certain classes but they literally miss all the classes.

R: They didn't search out class today. we have like 3 people in out class.

M: So the do not go in to every class. They choose which one they go to. Oh ok. Sorry you were saying Amo?

R: Just on the abuse, the beating and stuff and there are learners that hit their teachers nowadays. It's actually a big thing.

M: The what?

R: The hit their teachers.

R: Yes in our school the other day this chick was standing by the tuck shop ladies car she was like move then this chick Caitlyn was like no. so she took her phone the tuck shop lady because she wanted to pull away from the car but the chick Caitlyn caught her arm the tuck shop lady and scratched her all the way down. And she is still at our school.

M: Ok I hear you. Al right let me do this I want to share with you some of the ways in which we think at a communication level. Remember we are going to talk but we are going to do action as well. But I just want to see that at the

communication level what do you think about the ways in which we thinking about talking about this. Whether you feel there is something that is missing that we should add that we should put on there that kind of stuff that's what I am looking for. So some of the thing we want to say. The suggestions we have so far the message we can use is.
[reading excerpt]
What do you think of that that statement as one of the ways or themes that we can use for part of our communication.

R: Well for that one well you do get leaders who are like who everyone likes who doesn't hurt anyone who doesn't make fun of anyone its like you do get those people and its like everyone respects them.

M: So you are saying if you had that type of person this could work?

R: Yes.

M: The rest of you what do you think of it?

R: Its actually going to promote kids to be themselves like you don't have to be that bad, you don't have to do that because being a bully is now like its overrated. You don't have to be a bully you can be something of your own. Be and start your own things and be a pioneer of what you want to do. be you that what I think.

M: So that theme could go with that. It would work best that way. What do you make of it? do you think it is a good theme to use?

R: Yes.
R: It actually setting a very good example.
R: it just depends on how you pitch it because you are dealing with people that are first of all don't care and you can't teach something to someone who doesn't care. So it has to be done in an attractive way.
R: With the leader thing. They are going to think like you are leading them to something. So you are going to need a different approach for them to think that they are actually getting themselves somewhere because if you saying like be this its going to be like you are leading them somewhere and they want to be the leaders on their own. So you need to put it in some other type of way.

M: Oh ok. So put it in a way that is attractive for them to want to be that than saying be this. Ok.

R: Just the way that they feel like the can benefit from it.

M: Ok so they can benefit from it in some way. They next one we have is
[reading excerpt]
if we went with that as a theme?

R: I don't think only youth and children. I think everybody.
R: I don't think that would work though?

M: You are saying it must not say?

R: It should say all violence affect everyone.

M: **Oh all violence affects anyone. That's what it should say.**

R: Not only youth and children.

M: **Even teachers getting beat up as well.**

R: I don't think that would work because all violence, something about violence affecting has already been used and it doesn't work. So I think it must be like compare the things like what if it was you getting bullied or somebody you love. Like use that in that type of approach. Because if you put like so many people know that violence affects so many people, they are not stopping it is actually growing. So I think it is better if you just compare them like what if this as you getting beat up.

R: because you cant sugar coat it because people don't listen to that because you need graphic.

R: This guy was a bully and then he saw his sister was getting bullied so then he stopped bullying.

M: **I like what you are saying Josh because it says if somebody also know how what they are doing is affecting others it may make them stop because he was now feeling it at home. Like it was happening to somebody who was close to him and he didn't like that. Then we have one that says:**
[reading excerpt]
        What do you think of that one as a theme.

R: I think since we have rights like as youngsters if our parents want to beat us up we cannot threaten we tell them you cant do this because I have rights and I will report you and obviously your parents are going to get arrested for that.

M: **You are saying you are going to see you parents getting arrested because of that, is that what you said last. I didn't hear the last bit.**

R: No they can get arrested for it because they are violating your rights.

M: **Do you think that that is a good statement to go out with as part of our communication.**

R: Sometimes its not.

R: I feel like it is a subheading.

M: **It's a subheading. There must be something before. Ok let me come to you Lisa and I will come to you Caleb. You were saying Lisa?**

R: I think it is also a problem because if parents don't disciple their children like if you child does something really bad you obviously going to smack them but not hard. So then when parents don't smack their children they are like I got away its ok I will do it again. The more I do it I wont get disciplined.

M: **Josh? Oh you forgot your thought.**

R: I was going to say like with me and Joshua like we are not that far apart with age so we normally do devious things together.

M: Who puts who up to these devious things?
[laughter]
R: Normally with my dad he would shout at us when we were young like he would smack us with a belt and we used to cry because it was so sore. Then with my mom she would just shout at us so then when my dad is not around my and Joshua would do stuff like worse. We would carry on being naughty with our mom but when my dads around we will behave better. So that is really important.
R: Not serious things.

M: I believe you Josh.

R: Well if you had to go out with taking action with these sort of things you have got to teach certain people about it I think it would be a good idea to approach parents and then teach them the necessary use of discipline.

M: So that for you would go to the parents but over and above that teach them other ways of discipline.

R: Can I argue that?

M: Hold your thought.

R: I don't think that when parents violate children, I think when parents violate children I think the children take their anger out on other children as well so I don't think it is a good thing.

M: So we should go out with that statement. All right. Make your argument.

R: The whole point just highlights and promotes violence, because we are talking about a problem of abuse and we are saying that many parents don't use violence so actually we are promoting and we are holding it back. So it doesn't cause sense because we are also promoting violence. So I don't think it would be a good idea.

M: You say the more you talk about drug abuse the more its happening. Oh ok.

R: At the same time it actually good to beat your children because they will.
R: But not like beat.
R: Just a smack.
R: yes to learn from what they did.

M: Yes. to learn from what they did.

R: some people don't tell the policeman that their parents are abusing them because they don't want to got jail.

M: So kids may not say that their parents are abusing them because they are afraid they will take them to jail.

R: I think with the whole going to police now in our society, police are like seen as bad because like if you look on Facebook you just see al this bad things about police and you just like I am not going to go to them what will they do. like when we got robbed they came like an hour later. Its like they don't really care so.

M: So it's also a sense that the police are not going to help much either.

R: Even after the incident after Khuli Chana were the police shot him mistakenly, it was just a blast out from most people that we are not going to trust the policemen and stuff like that.

M: Oh ok let me end it with you Josh lets move to the next one after you.

R: Some people who are abuse how would they like it if they were abused.

R: I think beating your kids is not going to make a difference. Like I got me I am in trouble now o got my phone taken away from me so I think that kept me on my feet because I used to go out so now I know I am disciplined I know I am not going to do this. If they beat me up I was going to think that you know what its not that bad because it heals but when they have something of mine then ok that painful. Because there is things in there that I want.

R: With that like sometimes when I play on my phone too much my parents do take it away and really, and sometimes when I like I like to watch TV shows on my computer as well and sometimes like I just watch and watch and it get confiscated and really that really didn't affect me because I got it back like after a week. And then I just said and then I am like you know what now I know how they work so I can do it and keep in secret and they wont know.

M: I hear you. The next one says:
[reading excerpt]
How do you feel about that?

R: Again with the children and youth. I think everyone.

M: Well I guys I think we were trying to deal with the specific area and the specific issue that's why we keep saying youth and children.

R: I think that's a good one because most like youth they feel inferior. And they feel like neglected and they want attention and everything so I think that its more that the parents need to and the other youth need to realize that you guys are equally and you need to give people not attention but you get what I am trying to say.

M: Recognize them that they are people too. Daniel.

R: I think it is very important to recognize the youth as important because we need to treat them, well treat us I guess in a certain way since we are the future of this country. We need this generation to be good enough to hold the future well enough so.

R: I think it is one of the best points of all of these because it actually highlights the youth showing them that you are the future and this is what is expected of you so I think that is what is also going to like decelerate the crime rate and everything that is happening because they are going to start thinking forward like if I do this now. What am I affecting later on in life so I think that one of the best ones.

R: Even when we were talking about abuse children are being abused at school and parents are not noticing. And they are neglecting the children and noticing that they are hurting. They need to be recognized.

M: Oh ok. They need to be recognized because parent are also not realizing that my child is going through some tough situations in school.

R: Its like me like you with us. If you are talking here and we al decide to ignore you, you are going to feel bad and you are going to do something extremely bad so we can all focus on you. Or if we actually show you that you are important we going to be good and like treat all of us with respect and everything.

M: I hear you. Let me end with the 2 of you so I go to the next one.

R: Well I don't think it is just around us. Even in our homes as she mentioned our parents recognizing us. If you have like a lot of siblings at home you don't usually get the attention.

R: It comes down to attention.

M: It comes down to attention you say. And then it says:
[reading excerpt]
**   Do you think that is a good theme to use?**

R: It is but I also feel like it is a sub heading.

R: Can I argue the abuses.

R: there is always an excess.

R: If I say don't drink and I leave a bottle of whiskey here and I go out you going to drink. It is proven if I say don't drink you are going to drink so the more you talk about it the more you are going to do it. if I am like don't do that you going ask why does this person want me not to do this.

M: So it raises curiosity. You know earlier on I was talking about themes right. You know a theme is something that you would use to give direction to whatever other action you would take out of that. If there is a certain theme at school in terms of what you dress like. Lets say they say you are going o dress like the '70s Friday. That the theme but then you will decide how you will dress to show the '70s or how you will comb your hair that kind of stuff. If this is the message that which we go out with on to the media and actually say to the youth and say:
[reading excerpt]
**   what do you think of that as a message?**

R: It is a bit cliché.

R: It is cliché but I think you have to actually think about it.

M: You are saying you have heard this before. Do you think it's worked?

R: It's not getting there.

M: Why do you think it is not working?

R: Because you have heard it too many times and if you hear something over and over again then you are like.

M: Daniel?

R: There is not enough motivation inside the message.

M: There is not enough motivation. There is no action in it. there is no let do this.

R: It's just talking

M: I like what you guys are saying you saying look even you talk you are saying look put some action if you say lets do this as part of communicating about these things and it is a much better approach to this. You were saying something? No. to the parents we thinking about going out with a message that says:
[reading excerpt]

R: I think that is very long and when some people see statistics it get very boring.

M: Om statistics might be the boring part of this.

R: but it is for the parents. We wont look at this.
R: Parents are stubborn you need something they actually want to know.
R: You have to create curiosity.

M: You wanted to say something Josh.

R: Some parents don't care about their children.

M: So you think they would not care about that statement either.

R: Yes.

M: Oh ok. What do you think? Do you think that would be a good stamen to say to parents if we talking to them?

R: Its pretty long and too boring so.

M: And I understand that but what I am trying to saying is if you catch the sentiment if you catch what they are trying to say with that statement, do you think it is a good thing to say?

R: For example the things the that say here's how I don't know about you can do it but here's how and examples yes you should do that.

M: Message to teachers:
[reading excerpt]

R: Yes.

R: Yes that is so true.

R: You must believe in them.

M: So you must have something that says you must believe in them.

R: I feel like that is cliché but that's my opinion.

M: What do you think of that statement for teachers.

R: I feel like it's supposed to be more for students than teachers.

R: The rest of the statement should just be you are the key to a better South Africa.

M: You are the key to a better South Africa and that it for you Tinyiko.

R: I think the don't beat them down should be towards parents. Because it is more parents then teachers.

R: Because teachers don't really abuse you and call you names they just teach and if you don't listen.

R: Some teachers do tease you.

M: Well Natasha seems to think differently. Let me hear one person.

R: Teachers don't know where they stand with student because one thing they want to be in your business, the next day they don't want. When you need them they don't want to be there. When you don't need them they always there. So thy must choose a side.

M: Ok you were saying something?

R: No.

M: Oh you are just in agreement with that statement. So largely you say these messages if you had this task to do what do you think would work. If you had to deal with this, you know youth because you are youth. What do you think would be effective and would work. What type of action and what type of things.

R: What people think about the leaders. If you change how the leaders feel about everything I think you can change anything.

M: Change how people feel about the leader.

R: No change the leader. If the leader changes everybody is going to follow the leader.

M: Would that be true in schools as well if you got he leadership of school whether its I don't if you guys still have prefects?

R: Yes.

R: We do but.

R: our leaders are like the same age as us so when they are like do this we are like you are the same age.

M: **So its like who are you. We are both 12 here what are you talking about?**

R: They don't become leaders they become dictators. That's the problem. In my school we choose the prefect for ourselves like cause all our prefects I can say are pretty cool. They can tell you ok this is that I know this is what you like but just for now please abide by these rules because this is what is expected from us. If they lead you that is cool but if they dictate you that's not going to be cool because if you are going to tell me to tie my shoe laces while you are wearing green shoelaces it doesn't make no sense.

R: it's a hierocracy at the same time.

R: and also happens that when you are choosing prefect they will choose me or else I will beat you up.

M: **Oh does it even happen with that.**

R: When the students are choosing the prefect.

M: **So what you are sayings get the leader to change but if I am hearing you right you are saying the leader tends to be more for a lack of a better word, listened to would be more your head master, head mistress then it would be your prefect?**

R: Yes. because they have more authority. You are going to listen to the person with more authority

R: And older than you.

M: **And older than you ok.**

R: But when it comes to the principal you only have like when you see the children they only listen to some of the things the principal says. If it's not like in their way and if it is not like important for like say for school work then they wont listen to the principal. The principal wont be checking up on them.

M: **So this is to the educators**
[reading excerpt]
      do you think that is a good message to go out to the leaders in schools.

R: Yes I think so because if they don't they are going to get fired.

M: **You want to say something Caleb.**

R: Well yes it is a good message for people who are religious like the people who aren't religious and don't really care about that, that's not really their thing and they are not going to pay attention.

M: **Ok they are not going to pay attention. All right Daniel.**

R: well it is a good message but I don't think it will encompass all the leaders because not all the leaders are actually hit the children. They may like maybe the message should help them to care about the students more. Like how earlier we were saying they don't care about certain things.

M:	**So it a message that should encourage them to care more about their students. Khanyi?**

R:	I disagree because educators do not I children at school. It is the other way round.

M:	**To the media, this is TV, radio and others we want to say:**
[reading excerpt]
	this is what we want to encourage the media to do. would we be on the right direction there?

R:	Well its good and bad because if you expose them to that they might just copy it but in another way but they could also just realize what's happening and see how bad it really is. So its kind of a in lose.

R:	I think it is the same as saying the media is the one that puts violence on blast. Like that is when you first see it. you get used to it. then all of a sudden you don't care. So if you don't see it that much whet it gets you its going to be like its going to be something serious and you are going to take immediate effect. But if you keep seeing it over and over you will think it is a daily routine.

M:	**Ok you will think it is daily routine if you seeing it from media all the time.**

R:	What does report on men who have increased their involvement in parenting.

M:	**What that says is just find men who are really involved in raising up their kids ands talking to them and write those stories and publish those stories and put more of those stories in media. That's what that sentence means.**

R:	That's more of a positive.

M:	**It's more of a positive statement.**

R:	I think a better way to approach this is not to slap everyone across the face with negative, you have to be positive about it.

M:	**So you have to have a positive approach to this in how you speak about it. who do you think these messages should focus on. Who should these VAC messages talk to.**

R:	Children.

M:	**Parents, Communities.**

R:	Everyone
R:	I think society.

M:	**Society in general.**

R:	The one that get bullied not the bully

M:	**these are the people we think we should speak to.**
[reading excerpt]

R: Policy makers they sound they have a lot of power to control media outlets so tell them to keep quite maybe just a year. It takes time. You will listen you are not saying anything about violence or rape for the whole year.

M: Who is this? The policy makers are not saying anything?

R: I am talking about the power they have. I don't know who has the power. These people that drive the media outlets.

M: Oh you feel they are the ones who should be talking.

R: Quite. No don't say anything about that.

M: Why not.

R: There is not going to be awareness at all people wont think it is going on anymore.
R: I think it's going to increase even worse.
R: awareness brings bad and good. I understand what you are saying.
R: If I do this you are going to do it better. So if you don't know what I am doing you don't know what you want to do better.
R: reverse psychology.
R: But when they do it to you, you wont know what it is.

M: I hear both side of the fence. You are not aware and this thing happens you don't even know how to define it of how to even interpret it because you have never hear of it before. But you saying if you hear more of something you might end up just wanting to do more of something.

R: And worse.
R: And also people with power like the president.

M: We should talk to them about this.
[reading excerpt]
is there anybody else that you think we should be on there as well. We should talk to them.

R: People in competition. If we want to prove something to each other if I can change the way I see then you are also going to want to change because you want to be better than me. If I do this better than you and I change my who view of life you are going to want to take the other view that I have taken and you are going to want to do better at it than me.

M: Oh ok.

R: I think bullying can also come from being stereotypical. Because some people are like only girls get raped but its also men. And when they say oh she is stupid because she is a blond. Not that you are. You are not. I am saying a stereotype, then you are targeting the blonds and that makes them offended.

M: So there are stereotypes as well that may lead to abuse or VAC. Alright which media do you think we should. In your thinking what media would work best.

R: Television
R: There is social media as well
R: I think Facebook. Everyone can just share
R: you should make a competition out of it. you should make it fun like say go to a school and say it you get so many pledges to stop violence and abuse and they he wins a prize but don't give it to the school then they wont care.

M: What are prizes that you think will be very interesting?

R: money.

M: Oh ok. What other prizes. I a school outing a good prize.

R: Yes.
R: Trips.
R: Camping.

M: Going with your friends.

R: Maybe like lunch.

M: alright I am now showing you. Alright we are getting their hang in there. I terms of channels we are thinking of:
[reading excerpt]

R: I think I agree with the last one. Because people like singers or anyone soccer players have a lot of influence on these people.
R: I think not really soapies because that is why there is bullying. So there is TV shows out there that show bullying and you are going to put ones that don't then it just confuses.
R: but at the same time there are some positives and its actually good because they set an example on it. like you should do this you should do the right thing.

M: Ok alright. What do you think of, do you think radio stations where local or national will work.

R: No radio stations are just for music.
R: like people who normally listen to radio a re like parents or people who are going from and to work.

M: So it is parents who tend to listen to radio. Are you saying old age Josh.

R: I think attractive billboards.

M: What is an attractive billboard.

R: Just when you look at it, it catches your eye.

R: I think pamphlets and flyers are not necessary because we hardly even read those.

R: On buses like you those with clothes shops.

R: Lots of people use transport.

R: I think peer educator teams are very useless because when they come to our school its just like free lesson. We don't really care. And there is people who sit in the back and sleep and they don't care.

M: So you guys just take it as a free lesson like we are not doing anything in the next 30 minutes.

R: Yes.

R: But with the peer education things it might be because the people that come to educate the peers aren't making it interesting enough. Because everyone just gets bored.

M: What do they do? do they just stand there?

R: And they talk about their life.

R: Like what they have done. Like past experiences.

M: Ok they speak about their past experiences. Is that what make it boring?

R: Sometimes.

R: it is actually motivating but at the same time it is boring.

R: it has to be like a good story.

R: Can I give you an example because this one guy cam t our school and he was a drug addict but he really was not a drug addict. Because he told us his story and were all like, ok. Were you actually a drug addict or it could be like the other way round did you actually get abused because you know.

M: Why was he not believable.

R: Well not that he was not believable it was just his story I think it comes to the thing that we are desensitized to what happened. Like it didn't seem as bad.

R: Like the way they tell their stories like when they just sit there and just talk like about their stories. So like whatever man. Like when they are doing stuff or walking around or drawing pictures at least you focus.

R: Get people involved.

R: I think it should be like leaders that are your age because they understand more than an older person

M: Ok.

R: I think it depends who you bring. Because if you just bring anybody who is just going to listen to an anybody. I don't know your story. But if I know this is what on social media they have been pooping and this is what they have been talking about then I know when this person actually comes we are all going to listen. We are all going to want to know the story. But if I don't know you. You don't know me I don't know your story like I am going to be busy with something else.

R: Some teachers are too soft.

R: I think what he said was right. Like we had a spurt in history where we were learning about the holocaust and we had a guy who actually survive the holocaust and he gave us a talk about and we were very interest because like he spoke about, were learning about it. if we are learning about something and then he comes and talks about something else then we are not going to really care.

M: **I hear what you are saying it goes a bit to what Thulani was saying. If you know your story and you come talk to us we are a bit more interested. We relate better to that. I like this. Ok you said definitely popular people we must have theme there. You were saying a lot about if you do this it does not work if you do that it works and that kind of stuff, for you how would we know if something has worked? If we have done all that we are doing actions bringing people and celebrities and all that you name it, what are the things that you would say if you see that then you know it is working?**

R: At school I think it would be the marks. It depends on the grades.

M: **Sorry speak out louder.**

R: The grades. If the kids are actually getting higher grades then I think it would work because they have shifted their focus.

M: **So you would look at school results and see who the kids are doing**

R: Like the substance abuse decreases. It will decrease because you are motivating us.

M: **When that actually decreases.**

R: I think in this sense because you are coming to speak to us or you are going to do what ever it is you are going to do the way to see if you have actually captivate the people is by actually looking at their faces while you are talking to them. Because if you see like when you are talking to me and I am speaking to Lisa and I will look at you and pretend that I am listening then I carry on and if you hear people talking and stuff that means no they are not listening it is just going over everyone's head.8but if you actually like grab their attention and they re like looking at you with like real intent then you know you have got it.

M: **So read peoples body language will tell you if you are on the money or not.**

R: I think also like if we knew he was bullying me and you come talk to us the next time you come me and him are friends now like how you connect the people together. If every one is connected I think that would work because if we are now all friend and we are not scared of anything we can open up to each other than you know that it worked.

R: And if you come to the school the next day and you see they are no fights.

M: **that's a simple on. There was fights and now there are less.**

R: I think definitely coming back. Repetition but not too much because if you repeat it too much.

M: **So have some continuity, not a lot but have some continuity. Come back again.**

R: Don't be predictable
R: And change it up.

M: **What else would you suggest Daniel.**

R: just coming back to the point of like coming back it just reminded me of something I learnt somewhere that if you are teaching something to leave with like a proposal, leave with like a goal for them. Tell them a goal. It is better for them it is a better way of teaching.

M: **How do you think we can deal with cyber bullying. What do you think we can do in that space.**

R: I don't even know. There are way to many things that can happen. Ok like if I was lets say having a fight with one of my friends I could literally find them on the Internet anywhere, Instagram, Facebook whatever friend of friend ad you could just find out who they are and then. It is too easy. There is too much access to information and people just let their information out which also a problem.

M: **Let me ask if all whatever it maybe twitter handle, Facebook page whatever group if it were linked to authority whether be it the headmaster, the police such that if you Instagram and if you cyber bully somebody it becomes easily visible to other people as well who are not in that group who are older. Do you think that might solve the issue.**

R: But that also violate your privacy.
R: it does but recently in our school we had a very huge cyber bullying thing happening were one person made a fake account were literally everyone was following what was being commented on this one picture and then eventually it ended up with retaining orders.

M: **So what do you think we could do then? I have brought in my suggestion on the table.**

R: Leave social media out of it. don't hack in to my account, don't.

M: **No its not hacking it is you knowing that if I am part of this school and I am doing Facebook. All Facebook's are linked to the police.**

R: But that violates my privacy. Some things I don't want my school teachers to know about you know.

M: **I am not saying that's what we doing I am just asking you and we putting it on the table and saying we do this. Not so much so that they are following but they have got words that computer picks up that the moment you say I am going to find you tonight. Then all of a sudden we pick it. and if we see that this has been used now 10 times then there is an issue now here.**

R: Yes that is ok because they do actually have that with certain words in the world.

R: like in Dubai if you swear you get arrested.

M: Give me your suggestions.

R: I agree with you but I think there is a point to were that should be extended.
R: They already have access to out information if you think about it.

M: They already do but I am just asking if it was deliberately done so that you know if I join Sandringham high I must know that that the day I walk in to those gates this is how they deal with cyber bullying.

R: That still is violating privacy because what if like you swear because some people joke around with friend, you swear then and stuff but if certain mean something and then its like big problem.
R: it's hard to deal with cyber bullying. Like I am not saying I am clean or anything.

M: Come up with suggestions. I have got my own ones but I want o hear your idea.

R: You can set your things on private.
R: you have a choice.
R: Only your friend can have access to your information

M: look I am the one now coming up with suggestions because I was hopping for your ones. If we set up a Facebook page that is a report cyber bullying Facebook page for each school such that if somebody feels that they are being cyber bullied they can forward that to that Facebook page and then all of a sudden it is not something that is necessarily private because somebody who is feeling victimized has forwarded to this page an action has been taken there. Could that work.

R: I think its too exposing. Because on Facebook if you share something it go, if I share your status it could come on Natasha's feed and then she is like oh what did she share and then she goes in to it and exposes to other people. That is why Facebook is so bad because it is so exposing.

M: Oh ok.

R: Social is so bad.
R: The best thing is to teach the kids confidence. Make them grow confidant of who they are. Because if I tease them about this if you are confident enough you going to make a joke about it yourself. You are going to make it a joke not a tease. We I think if you are confident enough about yourself it is just going to be a joke. You know it's not serious. But if the kids are not confident and I say something about it, it's going to kill them. So I think if you teach them confidence that the main idea.

M: Is it possible to be confident but have something that goes so far as an insult that however confident you maybe it is just to much of an insult to let it be. Somebody insulting my mother. Yes I am confident but don't insult my mother.

R: Everyone is so desensitized to that.

M: Look we are there I'm just wanted to here what else you guys might suggest look I think with peer educated teens you suggested a lot of nice stuff.

R: I think a focus group like all different people who have been bullied could like have an anonymous talk amongst each other and it can be anonymous and that could also build. But it is also difficult to build confidence amongst each other if that person goes home and their parents a bullying them they are uplifted but when they go home they just get put down again.

R: but if they are more confident they are going to be able to talk to their parents because kids that cant talk to their parents are the ones that are being abused by their parents. Like I can talk to my mom that this is this and that is that. I know like she can hear my out but sometimes I know ok I am also in the wrong. But if I talk to my mom then I am not going to get abused by here because she understand my point of view and if I am not going to talk to here every time she is going to think like why is this kid like this and she is going to keep pestering on me.

R: but some people are scared.

M: Right I think we can wrap up. I cannot hank you enough I really appreciate you openness. You contribution. Don't think I was not taking any of it, even if you felt different to anybody else it was ok with me. Look we are going to be sitting seeing how we are going to come up with different ways to think about this. But some of the things that I have picked up is that most of it comes from home, that were you build confidence you know and that you change meaning to certain things. You change meaning to being cool.

R: But you can't forget about television. What do you mean home. Homes always have television. Media.

M: I am summarizing. Media as well will be important in terms of what you expose children to as well. And that if you are going to do talks at school do it in ways that are relevant and that makes it interesting for the kids to listen to.

R: And get them involved.

M: Do you think if we had sessions were people get to, ok I am just throwing out ideas. Is it possible that sometimes these things happen because we don't know were somebody is coming from. Like so many people may have not known about your friends situation and she maybe acting in certain ways and they will misinterpret that and bully her because of that, but if you understand the difficulty the pain the challenge that, that person is coming from you might act differently to them. Do you think something of that nature could work. To know people better. To know more about were this person comes from.

R: I wanted to say that you need to find out more about the person. What the person needs to clear the situation. I think that cold be best.

M: Give me a minute. We are on the home run. We are finished.

[END OF INTERVIEW]

TRANSCRIBING TEMPLATE

PROJECT NAME:	VAC
GROUP NUMBER:	2
DATE OF GROUP:	31 August 2015
TIME OF GROUP:	6:30pm
RESPONDENT:	Parents
VENUE:	JDI
MODERATOR:	Mpumelelo
TRANSCRIBER:	MRRA

TRANSCRIBER NOTES:

TRANSCRIPTS QUALITY CONTROL

Transcriber to complete this checklist after transcript is completed by signing your name next to each point.		
Checked Spelling	English UK	
Checked Font	Arial 12pt	
Checked Spacing	Single Spacing	
Checked Font	Arial 12pt	
Checked Section Layout	Layout to match discussion guide.	
	Layout labeled accordingly with heading names. Heading names to be in CAPITAL letters and bold.	
	Layout must include page break between each new section.	
Checked Speaking Layout	Moderator Speaking : Bold Font	
	Respondent Speaking : Normal Font Respondent Names: Bold Font	
	Punctuation: Colon and Tab spacing between speaker and text.	
Checked Jargon/Brand Names	Spelling and capitalization.	
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	2cm margins – all.	
Approximate number of hours to complete this transcript:		

M: Ladies and gentlemen, thank you ever so much for coming through. Really, really, appreciate your time. Our phones are off already, right? 'Cause I would have started there. Ok, let me introduce myself. The name is Mpumelelo, you can say Mpumi. I've always believed it's the best name a mother can give to a child, but anyway… I will not get into that. Just a couple of things, we are doing a voice and video recording, it's one of the reasons why we ask that phones be switched off completely. But as much as we do that, we keep them very confidential. It's only for the purposes of this conversation, so it won't be on TV, it won't be on radio. If you were hoping for it, it would have to be some other time. But also let me just encourage you that I really am looking for your honest thoughts and opinions. There's not necessarily a right answer or a wrong answer, it really is about how you see things, how you've experienced them, if there is such more than anything. Yeah, well speak one at a time just so that in our recording we will get to hear everybody quite nicely. I'll explain further later on what we'll be doing, or what we going be talking about, all I'm going ask is if you can introduce yourself; just say who you are and what… ok ja, I think… who you are, and your number of children and their ages. But what you're going to do is you're going to tell it to the person next to you and to those who are three, you'll talk to each other, you'll decide who gets to hear what. Alright! So who you are, the number of children and their ages.

R: Ok, so I guess I'll be speaking to you then 'cause you don't have much.

[Mumbling]

M: Ok, now that you have introduced yourselves to each other, you'll have to say who is sitting next to you, the number of their children they have and their ages, as well. Would you start, Sello?

R: Oh wow! I think I remember…

[LAUGHS]

R: Alright, ehh... I'm sitting next to Panethia.

M:	**You're sitting next to Panethia…alright, yes….?**

R:	Panethia is a mother of a seven month old son…

M:	**Oh, ok, seven month old son? New baby? Nice one…. Sorry, sorry – can I get to hear that?**

R:	I'm sitting next to Sello.

M:	**He has three kids… yeah!**

R:	The oldest being 13, girl, the middle which is a boy and he is 7, and then the youngest, a girl, which is three

M:	**She heard you right??**

[Laughs]

R:	I'm sitting next to Patricia and she's got an 8 year old son..

M:	**Oh ok that made your life simple hey? Just one son..**

[Laughs]

R:	This one's hard; she's Sharon, she's got a 20 year old, 17 year old – no, 18 year old…

M:	**Yeah…**

R:	And then a 13 year old, and then 8

M:	**And 8 as well… ok, you got there. You got it there.**

R:	I'm sitting next to Charity...

M:	**Yes… sorry, sorry…**

R: Charity has a 13 year old son

M: **Oh, ok 13 year old son. It made your life easier, you just one son and that's it…**

R: Well I'm sitting next to Sharon..

M: **Yeah**…

R: She's got 5 kids, all-in-all…

M: **Ok, I think you've introduced Sharon.. right? So who has introduced you? Ok, you were not introduced**..

R: It can go the other way..

M: A**lright, you can go…well come back to you..**

R: I'm sitting next to Xolani

M: **Yes**

R: He's got two kids, err… 13 and..

R: 15 and 2…

[Laughs]

M: **You had lessen the three from the 3 from the 15, I can understand…yes…**

[Laughs]

R: I'm sitting next to Molly. She's got three kids. A 23 year old son, 16 year old, and a 13 year old girl..

M: **And a 13 year old girl? You were always good with numbers ne?**

[Laughs]

M: **Sorry Anthony, you're going to have to say for yourself. I think someone forgot you..**

R: I've got a 7 month old son

R: You've got a 7 month old son.. so you are the parents?

[Laughs]

M: **Alright, please feel free, you can help yourselves to drink, to the food…you know? You most welcome to do so. Look, today we are going to speak about quite a challenging topic, but I think we will get through it quite nicely. What's happening here it's the work that's being done by UNICEF, as well as one of the centers in America. It's called centers for wellbeing. And largely we are going to be talking about violence against children. So that's what we going to talk about. Like I said, please be as honest and as open as possible in terms of how you think, how you feel... you may have experience, have not, its fine. Just from your perspective, how you are going to see the different things we are going to be talking about. And what largely this is about, is a communication strategy and plan that they have put in place and a communication plan is about who do you speak to, what do you say to them and where are you going to say it and at some stage, well talk about that as well, and largely this is what this conversation is about; to see how you feel and make you input as well into that communication strategy. Alright, you've introduced yourselves, just talking about violence against children, in your thinking, in your mind, what are the things that form or are part of violence against children. What are some of the things you can mention that could be termed or could be violence against children… bullying, so bullying is definitely violence against children… what else?**

R: Physical abuse..

M: **Physical abuse… yeah. hmm**

R: Rape…

M: Yeah…

R: Emotional abuse…

M: **There would be emotional abuse… Yeah!**

R: Neglect…

M: **Neglect! Interesting that, that sometimes you would not think of it as under child abuse… neglect, Yeah…**

R: Corporal punishment…

M: **Corporal punishment…**

R: I could say verbal abuse…

M: **Ok, verbal abuse, yeah... Any other…**

R: Sexual abuse…

M: **Sexual abuse I guess that could go with that**…

R: That's rape…Yeah!

M: **Ok…. Sorry, whenever I write V A C, just know that's Violence against Children… so, in your mind, in your thinking, this would be the things that would fall under violence against children. Can you explain the neglect a little bit? I know that I said its one of those we wouldn't necessarily, but what do we mean by neglect?**

R: By neglect I mean I saw a movie, I was watching a movie actually on Sunday…

M: **Yes**…

R: There was a lady who wanted to adopt a child…. *low tone* hello…

[Disturbance... someone asking about enough seats…]

M: Yes, we got enough seats… I got one more seat that side…

R**:**   well, there was a lady who wanted to adopt a child and take it away from a home because the family was not looking after him

M: Oh okay…

R: So yeah…that's my theory…

M: So by neglect we would mean not taking care or looking after the child?

R: Yeah, and my sister in law had also adopted a boy, whose parents weren't looking after him. They didn't care about him. They left him alone at home… they didn't feed him… they didn't care what he wore…

M: Yes…

R: They didn't iron his clothes… they didn't put him in school..

M: Oh, okay… so that is what we would mean by neglect. Sorry, we had introduced ourselves, so you can say who you are, the number of children you have and their ages as well…

R: I have six children..

M: Ok…. Do you remember all their ages?

R: I do…

[Laughs]

M: **Oh, ok, ok – alright…**

R: It's quite easy: its 8. 10, 12, 14, 16, 17

M: **Oh, ok. Alright! Not alright…**

[Laughs]

M: **Trust a lady to remember all the children's ages. That's good. Alright…we just already started but I did say we talking a bit of a heavy subject, but look, you'll see, well go through it very nice. We are talking violence against children, so we mentioned things that come to mind or form part of violence against children. Ok, we've mentioned ones that we have put there. Ok, on a scale from 1 to 10, in your thinking, how big a problem or issue do you think it is ion South Africa?**

[Mumbling]

M: **You think it's big?**

R: Yes…

M: **You'd give it a what?**

R: 8. 8 and half, 9…

M: **You'd give it a 9, 8 and half…**

R: I'd give it a 10

M: **You'd even give it a 10.**

R: Yeah, there's no scale for it…

M: **Ok, so the general feeling is that it is quite a serious challenge that we have…. For yourself Sharon**

R: I don't know how serious it is… id give it a 7

M: Ok, you'd give it a 7 on your side… alright, let me show what we've put under the term Violence Against Children. I'm interested to see if you agree with how we've defined it. So, if you look at the pages in front of you, but I've also, we following it on the TV screen as well… ja, that one, you can just turn it around. If you could just look from page 5, it starts listing some of the things we have put under the term violence against children. Oops, did they mix up those pages?

R: Yes… I think so, yes …

M: They have… they have been mixed up. If you're lost there, it's also on the TV screen, okay…. So under violence against children, we obviously have homicide, which is the murder of children, we have sexual violence and abuse, we have corporal punishment, we have bullying which also includes cyber bullying, alright… and then there is traditional practices such as "ukuthwala" (forced marriages), so in other cultures, you'd find that a girl gets abducted and they get married to some other man out there. And "ukuhlolwa" (forced marriages), which is virginity testing... and then there is exposure to family and community violence. Community violence may be things like crime, that kind of stuff. Family is obvious, maybe between the parents and so forth. And we have also put sexual and labor exploitation, where traffic as well, will fall under; those are the ones we have put under violence against children. Some are obviously specific to certain areas; hence I would say abduction of girls would happen at particular areas and so forth. Just looking at the ones we have mentioned, do you think we have captured and described the problem correctly? Is there anything that you think is missing and should be part of how we have defined the problem. Maybe.. You've raised neglect, which I think is not necessarily there, but should be there as well. Is there any other ones which you feel should be there…?

R: I think that pretty much sums it up…

M: Ok…

R: Well, I think some of them would actually come as a resultant of.. I mean some of these things come as a resultant of lack of maintenance..

M: **Sure**…

R: I mean you've got kids that aren't with the mother and father, the mother and father have actually parted ways, the father isn't paying maintenance….

M: **Oh….**

R: And, Boom!

M: **You see, I think we've missed that one**

R: It comes in that form and ja. Some of them actually end up stealing and resorting to ill-ways just to make survival.

M: **So as part of neglect you can speak about not maintaining children. Ok, ok, I like that one because it happens and we don't put it under that umbrella. Are there any other ones that we think should be under there?**

R: That one sounds like parental responsibilities...

M: **Oh okay, the one of not paying maintenance?**

R: That would be neglect. It's basically neglect. Even neglect is part of parental responsibilities and it could result in a lot of things…

M: **Oh, it could lead to a lot of things…**

R: Sorry, I've got one in mind but I'm not really sure under which category I could classify it as, it was actually on the news when the couple was fighting over something, and the man took the child and threw the child to the woman and the child died later on.. And it was a baby

M: **So its kids being caught in the fight of the parents or adults**

R: I think its exposure to family and community violence

M: **Yeah, its exposure to community and family violence. It's part of that. Ok, which do you feel is the most prevalent? Especially in your space. Either ion your community or in your surroundings, or just in your sense, which one do you think is the one that's most prevalent, that happens the most**

R: I would say it's actually sexual abuse...

M: **Ok…**

R: Because to a greater extent, if you think in … 20, 30 years or even 40 years ago, it's something that's actually been there, but in one way of another, it's something that we have tried to hide it, because you would find that most of the tine, it happened within your family circles. Where a young girl gets sexually molested by an uncle, within the relative… but that within its sense, once we actually find out about it, the uncle won't be put in public for shame,. We actually try and cover it up, just because of the relation that we have, but it's actually been there forever and a day…

M: **Anthony, what do you say?**

R: I think its neglect, because parental responsibility doesn't just come. I think we lib in an age now, especially as young parents, we are so consumed about making money and sustaining ourselves and living a better life. Neglect also comes emotionally. We could have emotional abuse. But I think emotional abuse should have just that triangle where it's emotional abuse, but what kind of emotional abuse? Because it is mentally related, so if you're not there, if you're there financially, I know guys who run corporate, like billionaires, but they are never there emotionally, physically… affection, it they just sponsor the child financially,. And you get a guy who is just working normal 8 to 5, but who is there and has a good relationship with their child. So I think, with me, neglect is easy and is found almost... I've got friends... I've never… I'm not saying I'm not exposed to the rape

and sexual abuse, but like in my community, maybe people don't talk about it, it's not there, it's not as common as neglect.

M: **Ok, so for you the neglect of children is what you see being the most prevalent simply because parents are ever so busy?**

R: Yes, because also with neglect, there's… with sexual abuse, there's a scale bar as to when you do this, it is sexual abuse. With neglect, just when you think you are doing enough for your child, you aren't. and you think you are, but your child… like, she was reading something very special to me earlier this morning where the child was asking the father, like it was a sad little note on social media, the son was saying to the father, dad, how much do you make an hour and the dad was saying I make a hundred dollars an hour, and then the child said to the dad can you please give me 50 dollars and the dad said no, why should I give you that, whatever… and then go to your room if you want the money for nonsense, toys or whatever, I'm not going to give you the money. Go to your room and think about what you've done and whatever. And then after a couple of minutes, he thinks about he just said to his son and thinks maybe I was too harsh on this child; maybe this child wants the 50 dollars for something. Then he goes to the room, knocks, boy, what do you wants this money for. What happens is…

R: Gives him the money

R: He gives him the money and says here's the 50 dollars you want and then the child then says thank you and takes out more cash. He gets angry again and says you've got more money, why do you want this money, and then he says I needed this money to add to whatever I want, and the father is like what for? And the child was like now I have a hundred dollars and can I have an hour of your time? Know what I mean?

[Group Mumbles]

R: So just when you think leaving with your child is not enough…

M: I guess what you're saying is neglect is the easier to do without even noticing that you are actually starting to neglect your child

R: To support what he said… to add to that, most of my friends we grew up without fathers. It's become a norm because lately school girls are getting pregnant, and the child is growing up without a father. That's another way, that's another thing; because you are going to end up getting raised by grandmothers, you know stuff like that. And it's too common, especially amongst the black community. It's too common and its quite sad

M: You've brought a very interesting fact and we are going to talk about it a bit later on, because you are saying this things is coming from way back before and its continuing with the next generation of people so it's a result of that. Ok, think you have mentioned what you would put on there. Let's get on to the point; what do you think are the cause of violence against children, in your mind, what causes that? I'll come to you, Charity

R: With sexual abusive, obviously it's a problem that's been around a long, and I think its drastically on the rise because of pornography. People, and youth, and children and teenagers, and men, and women, are still to view this and many of them on a kore regular basis. Creates the sight, creates the thought, creates ideas… and the child abuse will be in the rise because of that.

M: Ok, so for you, what we are exposed to now also causes or adds to the issue. Yeah, Charity, sorry I stopped you…

R: Sorry, could you please rephrase the question…

M: The question is what you think are the causes for violence against children…

R: Please can I pass… it slipped my mind…

[Laughs]

M: Oh ok, sure…

R: I think stress and family life as well. You know issues that happen in families, the stress that families go under to earn money… and to… I don't know, I think that kind of pressure can, if you don't have your family grounded on certain value; they just get lost and do what they want. But when you have family core values and you have something that your family has been working towards, you can handle that stress, you can handle issues that come up if you actually have grounding, moral ways

M: Sorry, I don't mean to stretch you in some way, but maybe as parents, you've felt there's… what's creating this stress? Why are there stresses in families?

R: Work…the hours at work sometimes

M: The hours at work…

R: I think work is number one

R: Because now what happens is you work, it's not even to 5 anymore, because by 5 you're up. I mean I've got a 2 year old. I sleep like 4 hours, because I have to wake up in between those hours…and wake up, have to prepare for him, and then I've got a teenager, who also needs attention because he can't feel neglected. So you try to squeeze that. And then he mentioned something that most of us today, we are young parents and being young parents, both me and my wife go to work. Before, it used to be different were most of our mothers used to be home mothers, house wives, now the pressure of the lifestyle, and you still want to, because you are young, you still want to have that lifestyle, that's why some kids, that's another way of neglect, they end being neglected, they end up being brought up by nannies, not grandparents. And the nanny becomes closer to the child than the parents. You go home every day, but by the time you get home, you're tired. You sit down, because you never get… weekends there's more meetings, there's this, there's soccer, there's that. Because you still have the lifestyle,]. So it's very challenging. And it's not like you're doing it because you don't care, sometimes it's the demands of life…. But what I always tell my friends, especially the ones who are not married, if you know you can't stand for it, don't do it because it's not easy, and what's even more important, don't go around making babies before getting married because

even that can be a challenge as well because its good when people they meet, and it happens that they have a child and they continue together. But…

M: **But more often it doesn't turn up like that?**

R: I definitely feel that it is a lack of family values. If you have family values and you love one another in your home. That family abuse won't happen if you all have those family values that ground you, that say I do love you, I do care about you, I do have respect, u appreciate you… you know.. all those kind of things. And I think if all families actually have some family values that they work towards, that they believe in,

M: **Yes…**

R: That's… yeah…

M: Oh… ok...

R: She's actually making an interesting point...

M: **So in sense of what's important in the family is important to us, if appreciating one another is important to us, it becomes a family value?**

R: Yeah well… as a family, you need to have a legacy that you are building and you know that your kids must actually live towards maintaining and it actually goes back to the point that she's actually… Sharon is making, because once you raise up kids that are going to be conscious of dealing with other kids, solely because of the environment they experience at home., it's easier for them to go out there and deal and treat other kids, within the way they are actually being brought up. Even when they get exposed to certain things which are out of way, it's easier for them, to come back and assay I don't want to associate with so and so …because this is the kind of behavior that you actually… I'm actually going to tell you a story that my daughter actually showed me yesterday, after that 13 year old that doesn't stay with me, she's from my previous relationship and I actually see her every weekend. Interestingly so, yesterday I went with, took my other two kids, went to church, went

to go see her, and as we were with her, she's telling me that so and so in the bus said this. And she's 13, and you know teens and talking about boyfriends... and all that. It's like you know, me I don't deal with these things, because…

M: Okay...

R: I know that you spoke about me, you spoke to me about dealing with this, and already you can get to see that, you know what, she's trying to tell me that my peers are already talking about this but... I cannot engage into this because of what we've actually had and discussed

M: I guess it goes back to what Sharon was saying earlier on…she said if affects their values; it also affects their behavior when they are out there. And what they see and what they learn,

R: Any lack of communication. You know if you don't communicate with your kids, even when they are being abused at school, they will be scared to come and talk to you about it. So communication is key

M: Ok, communication becomes very important. Ok, let me do this…we've got a whole list of what we've put together as the causes of children against violence, I just want to show you those so you and see whether you think we are on the money there or if there's something that we are missing. But we've put them in two ways, there are the broader causes. Broader causes means they affect a great number of people across boundaries, across you name it, but the specific ones tend to be related to age, to something specific, area and so forth. Let me start with the broader ones. On the pages in front of you, it would be on page 9. There are three broader causes of violence against children that we've highlighted. The first one is the lasting effect of apartheid, in the sense that obviously violence became normalizing, whether fighting against the state or the state against the people, and also migrant labor, in that it's a system that introduced man ,moving away from their families and going to leave elsewhere, and therefore breaking families that way. And also the anger and frustration that came with that. Secondly the economic factors being poverty, inequality and unemployment… To say these things create

instability, high likelihood of criminal activity so one can get resources, stress and frustrations that comes with being in need, or lack and therefore affecting self esteem as well. And then we've also noted social, cultural factors – this is gender roles, men and women how they relate to each other, and also traditional authority roles, the view where children now… children are to be seen but not heard… so we think all those are the broader causes that,… you know… on what I've put there, do you feel that this is an accurate description of what might be causing these problems? Is there one where you say I'm not sure about that… or maybe also that?

R: Yeah… especially economic factors. Cause that's where you're working longer hours because you need sustain that lifestyle. That's where it comes in. and the stress obviously from that

M: So especially the economic factors?

R: Yeah…

R: The lasting effects of apartheid…there's one point I'd like to deviate away from. This reads that apartheid separated people from their families in terms of migrant laboring. Look, its… it would do with apartheid, but I mean, 21 years after the new dispensation, we are still experiencing this. Let me tell how, especially in mining. Mining, big as an industry as it is in South Africa, you find mining companies; let me give you a classic example…which everyone knows: Lonmin. Lonmin is not more than 21 years old. But what actually happens, go there and look as to who are the employees there. 70% of them there actually come from the Eastern Cape

M: The eastern cape… ok, hold that thought….

[Moderator excuses himself]

R: So basically, migrant laboring is actually not just associated with apartheid...

M: Oh, so what you are saying is its still happening even now?

R: It's still happening even now. I mean, where you find a mining town being a new mine being opened, you find that there is a lot of migrant people who actually moved from one province into that particular province, and the erection of dormitories, within the mine in itself. Where people… would actually house whoever the laborers' are and it actually still leads to the separation of families

R: To support his point, it's actually not just mines alone. Think about this. We've got 9 major cities in SA, we've got 9 provinces, but we've got almost 9 major cities in south Africa, Johannesburg being the hub of almost the whole of Africa. You go to Cape Town, you get Cape Town, you go to the townships of Caper Town, and you find people who are from the Eastern Cape, who came to work, because where they come from, it's just farms. Its homelands, so it's not really just a matter of apartheid, it's a matter of development… and lack of. And sometimes, homelands are homelands; you find homelands in the UK. That will never change. People from those areas, will have to go to the cities to work.

M: **For yourself, Patricia, what do you think of these causes we have outlined? Are they the right ones? Do you think we've missed it? Is there something that**…

R: No, no… there isn't anything you've missed...

M: **Ok, there's nothing we've missed on there, but what I'm hearing is that the economic factors and also the movement of people does affect families and family make-ups, and that kind of stuff. For you, which would you say is the most…? I must the ladies as well; the guys will say JA, ja… I must hear the ladies as well…**

[Laughs]

M: **Which for you, which for you do you think in your mind, look, like I said, it's not like I'm looking for the wrong or right answer, in your mind, which do you think is higher there? The most prevalent ones, when it comes to broader causes?**

R: Social culture factors… you know when a male dominates because the woman is unemployed, it also causes b=violence at home

M: So it's the power…

R: Some men also turn to rape their own kids and the mothers are scared to talk because if they talk, the person who is bringing the bacon is going to go to jail and there will be no one supporting the kids…

M: Ok, so for you that's the most prevalent one?

R: Sorry, I would still say its economic factors because as she mentioned just now. If there's hunger or poverty at home, that causes fights and everything, so for me, economic factors play a major role.

M: Ok, plays a major, major, role?

R: I would say that all that I said and done, there's still really no excuse or explanation for someone to behave in that way against a child. It doesn't matter if you're hungry, that doesn't mean that you should go and hurt a child because you're hungry or angry.

M: And look, I agree with you, that's why I'm doing this work… so we could get to where you are. I feel in the process what we are saying is that we are trying to identify if the reason is valid or not, and what those reasons are, so that we may speak to those when we doing our communication. Maybe it is that when we are done here, look what you are saying is not valid, and that is what we take out as a communication.

R: I agree with what he said, but I also think that the effects of apartheid. First, I concede that violence has become normal, but I think we should be able to rise above that. But the second point where the families are separated, that can have a elastic effect because children will grow up without fathers, and for the proper development, a child needs a father, and if a father is not there, they will have problems, issues, wara-wara.and it can lead to… big problems

M: **It can lead to bigger problems…**

R: That is why it's still prevailing. That is why young men, they still think it's ok to go and impregnate a young girl and just walks away. The root is from where they grew up. Where they grew up without a father, obviously as a human being, you have to know a right from a wrong, sometimes when a wrong is made, you take from it and you refuse to make to repeat that, but unfortunately we are not made the same way and things like that they do continue and they are still continuing. I still believe, social, cultural factor has got a… because of stuff like that where people are separated, where people are dominant and stuff like that, because from social cultural factors, in terms of us being authoritative over women, things like stress, frustration, and lack of self esteem, will come out of that. You still find couples, who are super couples, where both have got their own money, but you find the man because he still feels the role, you find that the woman is still being abused. Sometimes it's not about poverty, it's about how you relate. Hence it will always boil down to us as parents, how we behave in front of the kids

M: **I think it goes back to the values. It always comes back to that, as to how you were brought up.**

R: Unfortunately there's not much you can do at the end of the day. We live in a world where there's turmoil, there's good and bad, and it definitely comes down to values at the end of the day. But still, we've got issues that affect us

M: **So, let me close this one with Catherine, cause we want to go to the specific phones that we've identified…**

R: On this topic of families needing to be strong, my husband about a year or two ago had to make as video for, I think Botswana, they had a lot of war in their country, and families were being broken down. And they government has passed a very strict law. They are trying to promote families and build stronger families. I think that can solve future violent crimes

M: **Ok, alright, I guess we had broader causes, but we also have specific ones. Alright, the ones that we've highlighted are substance abuse, mostly alcohol,**

but obviously there's ones, there's exposure to community violence, exposure to family violence, like you said parents could be fighting in front of kids, they learn that you can fight, or they get beaten and in both instances, exposure to school violence, stress of poverty, this one we also specified saying leading to infantilize. This is when mothers have been pregnant either get rid of their children because of the worry of not being able to take care of them and then kind of stuff, or it's an unwanted pregnancy. And also the HIV/AIDS heard, there are traditional practices, xenophobia, and poor knowledge and implementation of services and policies that protect children. Just looking at those, what do you think? What's your feel? Do you also think we've got it right there? I'll go into each one of them, but just at phase value...

R: What's the question?

M: My question is do you think this is an accurate understanding of the case? How do you feel about them? Are there ones you think ah-I don't think that one yes definitely there…

R: It's quite interesting because most of those points go back to family.

R: But then they say when one's mind is affected, the family is affected. And when the family is affected, whole community is affected. Hence you find school violence. Because that school violence it's a bully, who sees the father beating the mother, so he doesn't have the care of the father, so he needs attention in many ways. Substance abuse is that loneliness of needing that family value of attention. I mean all my life I have never seen so many girls falling pregnant. I mean 100 thousand, 15 between 15 and 12 years old, being pregnant one school year. That's a concern for the community. That thing has never happened even during the 50s… we don't have teenage pregnancy. Something like that never happened, and that's just school pregnancy, you get girls that don't go to school and stuff like that, because they need all the attention. What's even worse, I the 37 years old, I go ahead and impregnate a 14 year, because most of them it is like that it's not the boys we think it is…

R: And teachers and principals at school too…

R: It goes back to family values as well. How I grew up. I mean I won't go and impregnate a 15 year old when I have a 15 year old in the house, what am I teaching my daughter, and stuff like that

M: You say it's also teachers at schools and principals as well. Ok… what else? That's why I keep saying I want to hear from the ladies as well. I can hear where the guys are picking up and you know I can hear where they going with this, but I'm interested to hear from the ladies, what they are saying….

R: Social cultural factors…. You see…. It's the very cause…

[Laughs]

R: But you know it's quiet sad. You've got xenophobia, you know you meet guys from different backgrounds in Africa, and that's where now you teach people. Guys, you need to travel. Go to Mozambique. Go see how Mozambique looks today. Mozambique never enjoyed freedom. After independence, there was war between '98 and 2002. Things never got into the right place, hence there will always be illegal immigrants in South Africa. I mean SA is the only country in Africa where the oppressors never left. It goes back to the longer lasting effects of apartheid. Because, the reason… one guy was asking me why black people are like this, I said black people are the only human beings that were colonized. There's no other continent in the world that was colonized, hence the rest of the Africa is the way it is... Those were the longer lasting effects of Apartheid…

M: Alright…

R: I think they are all very valid and they all definitely contribute to violence

R: One leads to the other in a way

R: Yeah… Xenophobia... it all takes one person in the community to say something, then it spreads, and then everyone feels the same way. The children are also influenced, feel the same way, and then it goes on and on and on. Jam, the laws and policies that protect children. We talked a little about that, but I don't think it's

enough…because I know my daughter is like you can't smack me because you know it's illegal, you'll end up in jail…

[Laughs]

M: **That's another challenge as well, for us parents because now there is grey a line**

 R: I want the ladies to speak about this…

[Laughs]

M: **And I'm going to come back to you. Please don't lose the thought, I'm going to come back to it, it's just that I want to challenge the ladies a little bit when we talk about corporal punishment. Let's talk about that… we perfect… what's your take there?**

R: We try and be patient…

R: But… from when they are born, they want to see how far they can push. And will say no, no, no, no and the final no will be a smack, then they will know you are serious about that no.

M: **Oh, ok then they know you are serious about the no…**

R: Not a bad one… just, ok, move them upfront…

R: No… no… I said no!

M: **What do you think Charity?**

R: I turn to agree with Patricia…

M: **Oh, ok…**

R: Basically because sometimes, well I'm one of those parents that are guilty, I still use that. Like she said, sometimes they will push you to the point where you would say: listen, this is what I meant when I said no

M: **She's still 7 months right…**

R: My son is still given a reason to hit or anything, so he's still an angel in my eyes…

M: **He eats; he cries…he sleeps…. He's sorted...**

R: I was speaking to my wife the other day. I said… the day before yesterday actually, because that boy can be something else, and I begged her and I said this boy only understands he has when you smack him. He knows the no. like I've noticed when you say no, he knows and he will stand there and expect you to say no... but now my fear is I told her that when he turns six, it is now my turn. Because the book of life says, spare the rod, spoil the child. That means for many years, kids have always behaved in the same way, and you know as a parent if you're not doing anything about it, you will find spoilt brats who go around taking substance abuse. You go to the mall; you find 14 years old, kissing each other, doing stuff like that. You know, that's because of lack of parent… because my daughter till today doesn't understand why I will never…

R: But I also think that type of behavior from kids also comes from what you said about your daughter, people turn to take things out of context. When they say children to rights, it doesn't mean they shouldn't be disciplining the house. So people turn to rattle on the line in terms of what should be done and what shouldn't be done, because now if my kid is going to come to me and say the law says…

R: We've got the national and we've got the in-house law…

[Laughs]

M: **Let me do this, I'm just going to go through them quickly to say what we were saying and what we meant, but at face value you said this is valid and we have not missed anything**

M: In terms of substance abuse, that one is obvious. We were saying violence against children is linked to substance abuse both in the perpetrators and in the victims themselves. So in the children themselves, you'll find it could actually become a cause. Sorry, ill skip there…. And say that, even when parents and caregivers abuse substance they tend to compromise the care of the child. Alright, so the neglect we were talking about, ok, exposure to community violence, like I said earlier on, were thinking things like gangster violence, physical violence, if children are surrounded by that, they end up violated or they themselves become perpetrators. You say just generally, children are exposed more to violence, in terms of exposure to family violence. Interestingly with this one, is that most of the violence against children, what we have seen is that it's mostly family members, it's mostly people who are known to the child. Exposure to school violence, this is where bullying comes in a lot more, and cyber bullying as well. And interestingly, we were speaking about principals and teachers and high school, and so forth… to say the rape comes from them…fantasy side again, even though there is still wide access to contraceptive, unwanted pregnancies are still prevalent and because of that, children get abandoned. HIV/AIDS how speaking about is obviously because there's children that become orphans, they get exposed no one is there to look out for them or to even protect them, so they get observed. Traditional practices, like I said earlier on there's abduction of girls where they get married to older men. Virginity testing and even with male circumcision as well as just the traditional parenting and authority roles as well, and xenophobia is explained there. Even with those explanations, you'd think that this is accurate, which is not right. I have a sense and well speak about that as well. I have a sense that when we come to corporal punishment, there's really a lot of grey area, if I may call it like that. And… anything…

R: Virginity testing, I think there's more to that than just virginity testing. Because I think that other countries, they actually… I don't know how to say it... Because slice off sound rather graphic... But there's a practice where the female organs are... I won't say removed, but I'm not sure whether they cut off, but some –thing happens. I don't think that's virginity testing…

M: Oh... okay.

R: I think that one is called initiation…

M: You say that one is abuse as well? but it does not fall under virginity testing?

R: No, it is abuse because there was a lady…because its practiced by the whole community. It's like female circumcision, basically.

R: But when I do it I don't have a choice, right? I don't have a choice, right<

R: No, you dint have a choice…

R: Yeah, well that's where the problem lies….

R: She said she doesn't have the pleasure, if I understood. When I saw the one,

R: There was a document that was shot about two weeks, ago…

M: Oh, okay. So are you saying that should be highlighted as well…?

R: Yeah, definitely because its practice between the ages of 8 to as old as you can be. Even at birth sometimes

R: And if she gets and infection and dies, it means that she was a witch of something...

R: And I see the albino kids are not there as well, because in those communities where they believe that the albinos are evil. And stuff like that

R: That would also form part pf violence. I think that sometimes the parents you know parents die, and now the teenagers becomes the parent to the siblings. I think that's also violence to the other teenagers.

R: Yeah... it's almost like you can't expect a teenager to be a parent because of you not being there. It's unfair on their lives and it puts them in a positon where... you know… its very unfair. Even though they are trying their best and they are good at it, it's still very unfair…

R: Yeah, it's very stressful

M: So are you saying both in terms of defining the problem, in terms of what we've included under violence against children and what we saying are the cases for violence against children, you saying we pretty, much accurate but the two or the things you are saying we should add neglect, we should add, and under neglect there's not paying maintenance for children, there's not looking after them, sending them to school, that kind of stuff we can have under that. You were even saying that's the easiest one because…

R: It happens so easily.

R: There's no definition… sometimes you're not even aware…

R: And parents just give up…

M: Oh ok… and parents just give up as well. Ok, like I said earlier on, there's a whole communication strategy that has been done around this. Which has to do with now that we have in our own space, defined the problem and the causes as well, this is how we think we can do or communicate in trying to prevent this violence or bring about the change in things, so I'll take you through some of those just to see what you think, and whether you think we can make changes if you agree as well. But if we look at them as, you know when you are going to do a presentation, you come up with a theme first. A theme is pretty an overall big picture where you will then put a number of things under. We've probably experienced marriage ceremonies. They'll say there is sophistication and you define sophistication however you want to. They'll say it's Hawaiian and you do your Hawaiian thing and so forth. In your mind, are there theme we can do or look at when it comes to communication violence against children… just in your thinking, theme that you think would be a great thing to do…?

R: When you say to do, you mean as one of those women's day, or…

M: Yeah… it will then eventually under that have campaign that you do. Jam you're right…

R: I think that really it could be going to the government. In parliament talk about family values, try to instill some or other specific things that will come about change within that parents… that parents look at differently and realize that even though we've moved out of apartheid, we now need to change even more. And we need to be nicer, kinder, you know, those kinds of values. Try to instill them... You going to have family and home… you know... yeah…

M: So if I hear you correctly, for you, the theme would be family. That for you would be the message, and after that you could do the different messages just under family, okay...

R: When I grew up, there was a day every year which was our day as kids. 5th of November, we used to dress up, walk around, you'd dress up as a … where I grew up, I grew up in Pretoria, we used to call it "guy fawkes"... and I think the government now, it's not officially, but they consider the 5th of November as a children's day, It's not a public holiday, but I'm not sure if November is a children's month based on that. We can take it from there. You know, unfortunately the olden days are gone, we used to walk around in self made t-shirts, and people would give us gifts, you know. If thing like that can be brought back, unfortunately because of technology, my sin can play with a tablet more than I can, if you can try remove stuff like that, so that kids can… I think that as well can be an abuse to kids because its neglect because I've given him the cellphone to keep him busy so I can buy my stuff…

M: Yes, I hear you

R: so yeah if we can to try bring stuff like that around that, that theme would be awesome because mostly of use= know our fit and can teach our kids about it…

M: Ok, let me hear from you, Charity

R: Well this point that I'm going to raise might have a problem, religion. Like religious education at school. When I grew up, we used to do that and it has helped me a lot in becoming the person that I am today. I do think in a way it could also play a great role even though we've got different kinds of religion…

R: Unfortunately it won't work because already the religions have been removed from schools. On television when some says God, its blurred…

R: Well, you actually asked for a theme, and I would say seeing that we are actually tiring to target kids, maybe the theme would be to other two things: to target schools, and to sends message to the school which will actually benefit the bulk of those that are within the schooling system. You'll be having to go to those villages, to those communities, and spread the message and I solely seeing this because tend to overlook certain things., you know, we know that TV has actually grown quite substantially. The internet has grin quite substantially, we actually end up using it for wrong things, there's someone that made mention of the accessibility of porn. It's easier, you've got a phone? You can actually able to access it from your phone. I mean gone are the days where you had to find a VCR in order for you to get to watch porn on your phone. So, the government must make it a point that they go to those schools, as much as they can go out and campaign for elections, let them to do the same to make sure that they access those communities to make sure that each and every kid, at the most, got the message because should we actually instill that even in our kids as much as possible, we would have done a good job about it

R: I feel that the family aspect, if you take it to the communities, it will be accepted... and appreciated more because most communities, some people have single parents and you know, it's just families reaching out to other members that aren't home. So that could actually also…

M: Oh, ok... I hear you… we could have a whole theme under family as well… let me close it with you, Sharon

R: I was just thinking one thing. You know the youth and children need something to work towards and I was thinking you know we talked about freedom, we talked

about freedom from religion, we talked about freedom right now, so maybe if they had freedom of choice, to choose the right in their life... So no matter what happens around us, traditional practices… all these things we've spoken about they have the freedom of choice to chose the right from the wrong, they choose to change their lives for the better, that they empower themselves to choose that freedom by being… moral, not being able to fall pregnant. I choose to…

M: So the whole message around choice... I choose to, and we do a whole theme around that, I choose not to fall pregnant, I choose, I choose...

R: I choose to remain a kid until the right time

M: It's more an empowering type of theme

R: Yes, I have a free choice… the one thing we do have is free moral agency, so we have that free moral agency to choose what our lives becomes, what we are going to make of them '

M: Let me show you some of the same we do have. I just want to see what you make, how you feel about them the first thing is… this is just a bug thing that we will go out with and then other than that have specific messages that we mention. In the new South Africa, there are new and better ways to be a leader. A part of a teacher not involving violence, helping to connect non-violence to empowerment and change. What do you make of that, as a theme, Anthony

R: The first one…

[Not audible]

R: What do I think about that?

M: Yeah, as a theme…

R: The thing is you get a theme, and you get an opinion and you get a dream for me, how practical is it? Because that's we normally, even in politics, the DA or whoever will tell you, this is how we are going to strategize... and bring forth economic improvement but they never stipulate how. To me, it's all about being practical. So, maybe the was saying where kids would say we have a choice or whatever, you need to also asses before you can just come up with a theme that there is… it's like I watch a lot of animal channels. You get predator and prey. In this case, it's the adults that cause this. Because we run the country, not these little kids, because whatever we do, impacts how they react, because it's also not easy to raise or bring about a strong family because it's not systematic and we are not robots. These kids have a soul, they've got a brain and you can never this is how I'm going get a plan how my child we be. Another thing we turn to neglect and a lot of people tune not to talk about is sexuality. You find a lot of these kids, you find a lot of, I'll speak about because I have a lot of gay friends, I don't judge or whatever. You will find and when I engage with them, they will tell you they actually starting noticing they were gay at tender ages, they were never into sports, they were never into hanging… they always liked wearing their moms heels whenever they were not around that type of thing and some fathers realize this and it's like you're thinking, you're in denial. Ad when your child is now 18 and you've never seen then bring s girlfriend, that's how you react. So that's why to be its all about practicality… so it's about how you…

M: **So are you saying the first thing is not that practical to you in a nutshell…**

R: Because the thing is… the thing is….

M: **It's too vague you're saying… it raises the question how?**

M: **Oh, ok... I hear that. What else in the first theme comes up….how are you going to do that is a question that comes up... it's too vague… what else**…

R: I think for me, it's like they it's too vague. Can't we find something that's much simpler, shorter and catchy, because you're dealing with young minds? Just like the phrase Sharon just threw in, that I choose to, or something along those lines as a catch phase, because you are dealing with young minds that you actually need to

easily capture them and they can actually get to stick to the theme to whatever theme you are trying to direct them

M: **I agree with you, I just want us to all keep in mind between theme and messaging. We are going to get to messaging; messaging is what you say when…**

R: Those are not themes. All of those are not themes. Those are messages. In the new South Africa… think about this, just the previous weekend, there was a race of women. Beautiful, that's the theme, the theme is bout beauty, Mandela month, July, the theme is about? …

R: 67 minutes of what-what…

R: 67 minutes of doing something to enhance… that's theme

M: **So if I'm hearing you guys, these themes are not well put together…**

R: They are more messages that themes…

M: **Ok. You're saying they don't have that one focal point**

R: I'm okay with that, because when you say the message is going to be short and sweet. I like the word, new and better ways. But the rest

M: **Ok, you like the new and better ways. The second one in the long term violence is damaging for our children. We go out there as a theme, but under that theme, we have a message that we say, but it is all under the umbrella of in the long term, violence is damaging to our children… what do you think of that you, you like that, Sharon?**

R: hmmm, I think its long term and short term

R: I think it's both

R: I will use no to violence as theme for that message

R: Did you hear what she just said?

M: Can I put it like this, when you communicate, you don't go out with a theme. You go out with a message, so this is not what you will say when you're going out there. This is what will direct what you're going to say. Remember I used and example and I deliberately used this. When you're going to weddings, they say the theme is sophisticate 90s, but it's how you dress that going to communicate that. It's that hat you're going to put on sideways that's going to communicate that…

R: I disagree. When you go out there, this is what you're saying. If the theme is no violence, we are saying in the long term, violence is damaging to our children. That's the message. The theme it's... when you go out there, you're using a theme. And then during that campaign, that's the theme. Its different to what you're saying is about weddings and stuff. I think you used an irrelevant example...

M: Ok, I think we are fighting on cemeteries, but all I'm trying to say to you at the end of the day, that's not what we are going to say in our communications. That's what will direct us sitting internally when we decide on what we are going to go out with, under which umbrella, we are going out with. I don't know if that make sense. This helps, the theme helps you internally to decide that if I'm going to go with in the long term violence is damaging for our children, that's what we are going to focus on. It means my message must be no violence against children, but if I going with in the New south Africa, there are new and better ways to be a leader, my message changes. It means when I go out there, I'm going with there are better ways of doing things. I don't know if that makes sense. This controls you internally, what you would do externally with the message…

R: I don't agree… I think you've got it twisted….

M: Alright, let's continue….

R: That's why I'm saying…..

[Laughs]

M: Ok. The next one is many parents today in South Africa do not use violence as a way to discipline children, what do you think of that?

R: It's relative…

M: Is it relative?

R: I'm saying its relative because I mean about 70% of us, the people who are here, have actually made the fact that there seems to be a grey line when it comes to disciplining in our kids. I mean, when you think about it, you'd use that just to draw the line... to show them that look, this is what I don't want you to do, this is actually how I want you to do… it obviously does not apply to him when he's 2 years old, it doesn't apply to her on a 7 month old. But for me on my 13 year old, if she does something that he knows she's actually not supposed to do….

M: Sure, but if you sure that's the theme, then what is the message?

R: The message is…. No need…

M: Do not use violence…

R: No need to use violence in terms of discipline… or I can say there are other ways of discipline…

R: There are better parents look at them and be like them. I think that one…

R: Yeah, it carries that sense…

R: No, but that's not nice… there are better parents? You can't say that…

[Laughs]

M: **Don't fight on what she's saying. She's using an example…**

R: I'm one of those parents who, number one, because that statement being about debate because now we have to define violence. We need to avoid things that bring about debate, the message should be that straight, precise and clear, that this is what we stand for... because you can say do not use violence, but what's violence? Because if I'm disciplining using a belt for a 15 year old, that's not violence

R: I think that maybe the message that should come about is there needs to be consequences for bad behavior but not using violence. Because I often think you often have two types of parents, one who uses violence, because they think there's consequences and another parents who says there's no consequences and a child grownups to be a brat. If you need consequences, then it should need violence. For me, when my boys re younger, sometimes they would get a little smack, now that they are teenagers, I don't feel like smacking my boys or my girls when they are older, because that's... When you get angry, you're losing your temper, and then you're losing control. And you're teaching them that its ok not to be in control…

R: I suppose it also depends on the smacking as to their ages. You do it at a certain age, and then you find other measures to discipline them

M: **I guess what I'm getting here; you'll tell them if I'm sensing this right. There's also a great need to define these things. I think, like I said, there's a grey area. You say something, the message gets lost because there's no clear understanding of what the meaning is. Because you're thinking I'm spanking one, two three times, why do you call that violence? Then someone says three times? You're at violence level. Am I right to say that's where we are getting lost?**

R: But sometimes it depends what method of spanking you're suing. If you're using your own hands, then it becomes personal. You must either use a stick, or broom or a sjambok (rubber stick) or something, but when you do this, its personal…

R: Yeah, but one, not for the whole 5 minutes you're doing this….

[Discussion members laugh, not audible what is being said]

R: Let's hold it there because this one I think I'm going to close with it. I can hear that's it's very hot. Another theme we can use is that children are important and need to be recognized…

R: Yeah I like that…

R: Yeah, it's very good…

M: What do you like about it?

R: It states that they are Important. They are more than just children. They are our next leaders. Our CEO's; they are growing up to be more… exactly…

R: What I find the about that statement though, it doesn't apply… it's almost like its saying I'm not going to take responsibility for it. So, even though it says youth they are important and they need to be recognized, there's still a little bit of what are you going to do about it? You need to as apparent, think about what you're doing…

M: Which is fine because at a later stage, we are going to look at the implementation. Because you start with the theme, you go with what you're going to go with into the public... and then you say how I am going to do it. Which was nice for me because when you say it this way, it immediately leads to asking how we are going to do this….the next one is awareness of the laws, policies and obligations around violence against children needs to be increased. If we going with that theme, it will largely focus on making awareness of what the law says. So it will say "know the law" or something like that as a message but that theme is going more that direction. What do you think of that?

R: The government tried that before, they even introduced child line, and I was one of the ones who were intimidating with child line when my daughter was 8. She told me she knows the child number…

[Laughs]

R: There was a lot of drive behind child awareness. It's quite sad that after all that, silly these perpetrations actually increased. It's quite sad though but you never give up. So o think everything needs to be as he said, if we can go back to our schools… even the kindergarten crèches, it starts there.

M: Catharine?

R: I think obviously people need to know the laws. That's important, but I think that does not necessarily change behavior. I think the angle should be on how you should behave, not the consequences. People need to taught, not just say be scared you could get locked up. Rather, love your child…'

R: The focus becomes more on the positives and not negatives

M: So a more positive approach than a negative approaches…

R: For some people who are already doing it, instead of punishing, focus on teaching,

M: Then I have strong women, don't need to violent…

R: It's quite said that schools had modules or classes where they taught behavior. During the BET, there was a subject that was called Guidance. I was quite shocked that my history teacher was my guidance teacher when I was doing grade 20, he was my guidance teacher. I didn't know that. The only reason why I knew that was because he saw two books on my table, one was saying teenage pregnancy and the other one strong, smart and Streetwise. He was shocked I was reading this type of books, and I challenged him and I said yes, you have to be shocked because you're not teaching us what you're supposed to teach. You're a qualified school guidance teacher. You know his door inside says guidance. And every day, during his period, it was a free period. We did whatever we wanted to do. I think that's where we lost it.

R: That's when we say government; I cringe, because we cannot depend on our government.

M: Ok. I'll come back to that because still need to speak about target audience as well. In terms of messages one of them, which we can have is to say talk about the violence, don't let it be hidden.be part of the change in South Africa. Your voice counts, you count. That is a message. Now this is what you will see on whatever media we are using…

R: Think it's good because it is ... (not audible enough)

R: That means even family violence, they can talk about it, and my dad is hitting my mom. And stuff like that…

M: What do you think of it as a message Patricia...?

R: I've been in situations like this, actually, like you are saying Catherine, I believe that everything you focus ion, you magnify. So if people are constantly talking about violence and adding their energy to talking about violence, I think that that just feeds the whole thing. I'm not saying it's not okay to talk about, but if all people do as focused on the negativity, and then there is no room for the positive

R: It's like watching the news

R: Exactly, I don't watch the news because I don't need that type of English in my life because I know that you tend to pick up stress from things that you hear or see. Now there isn't anything wrong with talking about stuff right. , but now there's a quote that I read that mother Theresa was invited to one of those stop the violence and what she said was if you invite me to a peace rally, I'll gladly come. because if you want peace and love, start at home, so now if we constantly talk about violence and that's all you're doing instead of trying to find solutions,

M: So what you're saying is that in your messaging, take more from the positive

R: Yeah… do you get me? People get burnt up because there a whole lot of energy when you're angry. You feel your whole body vibrating

M: Catherine…

R: I think what could make me be included in there… that statement I think it's good… but there's nothing personal. I think it includes something there bout a person who has been to save like, save that person. That's not the right line, but something like that. Make. You're not just trying to solve violence, should also be trying to save a life,

M: Charity…

R: Yeah, I think I also like it but I feel like if we could just use something that, because its nit easy for a child to see that monster, the facial expression of the dad when he becomes angry, to the poor child. It's not going to be that easy because immediately when or she feel like she wants to tell someone, the poor child will imagine that face. So he or she becomes for frightened that it's not easy to talk about it all…

M: So that may not necessarily encourage them in a way?

R: No, you can say…but if you maybe use something that can make it like... easily for them. Not just say talk….

M: Ok, that was a message to the parents. 47% of the parents in South Africa don't hit their children anymore. Protecting your child from violence makes them healthier and stronger. You can do it, and here's how. And we will show examples….

R: So that's going to show us now that there's no grey area anymore…you do this, it's ok, and you do that, now it's going to be black and white

M: Are you saying you're happier with that? Are you happy with that?

R: One thing I want to ask if that you say 47% of the parents in south Africa don't smack their children any more, then you continue saying protecting your child from violence makes them healthier and stronger, so are you saying by smacking my child, I'm exposing them to violence and I'm making it weaker?

M: You don't like it?

R: Yeah! That's how it sounds…

M: Ok, you don't like it for yourself?

R: It's like we were saying, it's not smacking them all the time. It's like: please don't do this" …

R: Because this message also says that if you smack them a certain way, it makes them healthier and stronger. But in the first place, we don't want that form of violence and that form of discipline…..

R: I think violence is a really strong word

R: I think it depends on the audience. There are parents out there who don't really know how to be parents.

M: For teachers, we can say to them; we have the key to a better South Africa, build your student strength, and don't beat them down. How do you feel about that?

R: I like that…

M: Oh, ok… why is that?

R: Because we were hit at school, but now for me personally now that I have my own child, I don't think I like somebody else beating my child. But a stranger… the thing is teachers nowadays… I went to my sons school last week to pick up my son he wasn't feeling well. Now the teacher, I'm not sure if she's loud by nature, but she

was screaming was asking who took the pencil and you could tell they were shaking in their boots, and its actually not nice to see your child being exposed to that….the teacher is going to say bye-bye, and the child will be left with the trauma.

M: Ok, you were also agreeing with the… why is that?

R: Children are there to build a foundation as in in schooling, not to discipline, that where we as parents come in. we are not even supposed to have our kids go that far… to be violent at school or to bully at school. We as parents that's where it starts at home again

M: Ok, I hear you. What do you think?

R: I don't want my kids to be beaten up by stressed teachers at school because they are so stressed…

R: I like the statement she just made though… because that what parents have done today. They don't discipline their kids to school. What do you expect? Yes, 'I'm a parent that maybe it's not nice, but where does it start? My daughter is I a high school. sometimes I sit there and I'm like "boy, if this was my mother, the teacher talking to you and you replying like that, she would beat you up" because that's ow these kids are. Hence you don't find a lot of people going into teaching as much as they love it because of these children…

M: Ok, let me hear Charity…

R: I was going to just add to what they just said. I wouldn't like my son being beaten up at school. What I normally ... the value part is what matters the most to me. I always encourage my son to tell the truth. I always tell him I should be able to know whether you did this or not…without.

M: Is that were you were going Patricia…

R: Yeah, it's like with that teacher, like you said the discipline starts at home but then with these children's rights and everything, people take rights out of context. Some

people use things like that to suit them where it suits them. So if I child can say ah teacher you can't hit me like that, the law is in my favor. Then it becomes a problem…

R: But that's what's happening. You get parents who go to school, because teachers don't really… a lot of teachers don't hit the kids hence they end up shouting, you don't even see their diary because they tear out the pages. So, unfortunately when it comes to school, there's a lot of work that needs to be done.

M: Okay, for teachers we say   do you know that the law prohibits corporal punishment in school. Take the lead' your teachers will follow obviously educators we think more of people who are in leadership within the space. The media, report on the damaging consequences of violence to children. Report examples of school parents who take a stand against violence, report on men who have increased involvement in parenting. For the adolescents, the message would have to be edgy and bold, as there are many competing messages out there. We need to do something but it must be a bit different. In your mind, who do you think should be the targeted with this… in your mind, who do you think should be the target audience?

R: I think first you target the adults because you can take it to the schools and 5=tell kids, but kids don't put violence upon themselves. It's the elderly. And you give them also the responsibility… the responsibility gets spread through them which are wrong. Then we go to the kids. But currently it's the adults,

M: So you would target the adults… who else should be target…?

R: I think that children as well, they need to be…

R: I guess with children you need to tell them to speak out, before we get them to speak out, let's start by trying to stop. Let's try minimizing. You stop it by getting into the mind of the adults and saying dude, this is just a child.

M: So for you there's a nerve centre, you hit that nerve centre, it affects other areas?

R: It's like drugs, you keep arresting the person who sells the drugs, but you don't arrest the person who manufacturers the drugs. The drugs will never stop. The bold and strong message should go to the perpetrators of which most is the adults, both male and female…

R: And I think another tool which should be used is that, you know in America… I don't know if…it's... I watch a lot of… when I'm on you tube sometimes. It's more in amerced, they go onto the prisons and actually interview us that have done this, and you would be surprised how these guys talk. There's this guy who was talking so proudly about how he killed two cops, his cousin wanted to kill the third one, and he was like "nah, I'll shoot him!" they called the man and they asked if you were to be give another chance to do this again, would you do it all over? He said yeah, I will do it. So they were trying to show us that there are people who don't have a soul out there, who just do things. There was this guy, he was from Britain, he was interviewing, he went to Paul's Moore, and he was interviewing all these convicts, up until he interviewed the general who is within the prison. He was saying he anally rapes all new guys, and as guys, were watching this video in our room, imagine. Because he says... these guys are asking him, what do you do when they refuse? He is like I kill them!

[Laughs]

R: I kill them…

M: Why?

R: I kill them. I give them shots, I give them my food, I give them protection from other prisoners… and we watch them every 2 weeks.

[Laughs]

R: Goes back to regulation as well.

M: So you say adults are the nerve center? Look these are the target audiences we thinking about. We thinking peace makers, parents, teachers, educators,

we are looking at traditional leaders as well. You have youth and children and obviously there'll be media athletes that will target, encouraging them to bring out certain messages. And also your practitioners and those will be your SAPS and social workers… that type of stuff, social services. You feel this target audience is [not audible].

R: And you must take the message to the church leaders.

M: Church leaders as well… Put church leaders on there, I think that's a good one. That's another target audience we may have there. What media do you think we should use?

R: Every media in existence, because these kids are exposed to every media in existence

R: Yes, social media, Facebook.

M: Facebook.

R: TV, Twitter

R: Billboards

R: WhatsApp, Facebook

R: I think Twitter and Facebook is good because Twitter is an ongoing thing, I mean you constantly get trends and hash tags so people are always following trends and if you bring something up and it triggers one person that is maybe a socialite, that person will then re-tweet it and another person will re-tweet that. Facebook you re-post.

R: And we must also target kids that don't have social media

R: I still stick with my initial suggestion, go to the communities, that's where you are about to hit it. Let me give you a classic example and I don't mean to slit the

comment you just made now with regards to social media about evolving twitter and all that, I can tell you now, you track back 12 months down the line there was a hash tag that was sent out #BringBackTheGirls after the Boko Haram abducted little girls in Nigeria. What happened to them, did the girls ever come back? That tweet feed on its own was re-tweeted about a billion times within a short space of time but did they come back? No.

M: So it needs…

R: Yeah

M: So I guess what you mean is

R: One on one engagement!

M: So what you saying is twitter creates talk-ability and highlight an issue but there needs to be action.

R: Yes, it needs action. It highlights everything else but the biggest highlight is dealing with it.

R: These social media are lazy…

[Argument not audible]

M: So the channels that we have, we looking at community and national radio, we looking at schools including school competitions. So we could do competitions in school. We look at soapies, social media, pamphlets, flyers, posters. We've got billboards, peer educator teams. We look also at inter-personal and community methods, community events and community action teams. We also looking at ambassadors, people that either come from any of the spotting codes, actors and so forth… to be part of the process. Does that cover the base well?

R: Yes, go to companies where people work, the corporate offices, all these seminars.

R: Most of them have families so maybe have family days in these companies.

[Laughs]

R: You could be sitting next to a psychopath

R: Exactly and they might be the CEO to that company.

[Laughs]

M: Okay let me just quickly take you through how we will do this. We'll have four phases. The 1st phase will be introducing the theme or the message alright, and this will incorporate the events and also the media. So we start by doing the events then the media will link the reduction of violence against children to programs and would link it to empower men, we link it to a better future for children and that's phase 1. And this is the phase where we will include ambassadors, a lot of these soccer players, celebrities and all that. Phase 2 is where you have specific messages for specific areas and specific people, specifically about corporal punishment, bullying, sexual violence and so forth. You will do it through community, into the school, through parents and even practitioners, your social services and people that work in that space. That's phase 2, they are now going specific messaging to those people. Phase 3 you provide material for training, and skills building for teachers, parents, youth and others who… regarding alternative means of handling like discipline, conflict frustration and child development as well. So there you address specific behavior, because there's a lot of material and training you use as well. Phase 4 is just re-enforcement of the messages. You will do it through your soapies, your media, your radio, just highlighting the positive outcomes that are resolved of just emphasizing this message. This approach and these phases…. What do you make of them?

R: I like them especially phase 3 the training, because then obviously kids will be traumatized from this and it's good for them to speak to someone that knows how to speak to these kids in these situations, so that is actually key to all of this

M: **Yes, okay so for you phase 3 is key**

R: Yes

R: Sorry I also like the ones where you go to schools, like when they build schools. They made a little project and it will say "stop bullying" and the kids would write something about bullying and then draw a picture, and they put it on their boards which are nice really. It brings awareness to them even though it's hard sometimes to teach an adult.

M: **Okay**

R: The question raised on my side is the consistency of it.

M: **Okay there's must be consistency**

R: Because it would be very nice and would be very great that after we spoken to the parents that we tell these kids when they are young. We tell them how we feel being a better leader or man/woman should be like. For example maybe at the end of every term, because I know schools have 4 terms, we host something where somebody speaks to the kids like a public figure and maybe encourage these kids. Because me being who I am now, I still have childhood memories of people who would come to school and talk to us and you always remember that but you know this guy once said. For instance, I don't smoke, I've never smoked and I think one of the big reasons apart from the big influence from my mother was when this guy came to our school, who breaths with… he's got a whole here, and it was scary, because he was like I bath but if water goes in there, I will die. And it showed me that like dude, he showed us graphical images of this woman who was pregnant and she kept smoking and when the child was born the child could only survive through smoking. Then she wouldn't be able to hold the cigarette with… I don't know how they put the tobacco in her system. If she doesn't have the smoke in her system for a day or two, the child was a girl, she would die. So those type of things. I think sometimes we get exposed to…

M: **Alright lets…**

R: Why don't they have social workers in each and every school, so that when a child has a problem they can go to the social worker instead of going to the teachers? Teachers are there to teach, so the social workers can deal with things like these.

M: I hear you. Okay I think let's call it a day. Thank you we really, really, really appreciate it.

R: One last thing. I feel that there should be rewards as well. Say for instance, once in a while all these schools get together and there's a competition, and the specific school that does best is recognized.

R: Yes like win a matric dance fully paid.

M: Okay, give a minute I'll be with you just now.

M: I thank you kindly for coming through; we really, really, really appreciate it. This is going to be very helpful. You can imagine how it's going to contribute to how we shape this whole communication, because really at the end of the day we would like you to be as effective as possible.

R: So we are going to see our contribution on the billboards.

[Laughs]

M: So we know parenting is not for sissies, yeah and one thing I was told is that nobody will do the parenting on my behalf, no teacher, no social worker, no maid, no anyone.

R: It is not for sissies.

[Laughs]

M: We have finished so thank you.

TRANSCRIBING TEMPLATE

PROJECT NAME:	VAC
GROUP NUMBER:	1
DATE OF GROUP:	31 August 2015
TIME OF GROUP:	4:30pm
RESPONDENT:	Teachers
VENUE:	JDI
MODERATOR:	Mpumelelo
TRANSCRIBER:	MRRA

TRANSCRIBER NOTES:

TRANSCRIPTS QUALITY CONTROL

Transcriber to complete this checklist after transcript is completed by signing your name next to each point.		
Checked Spelling	English UK	
Checked Font	Arial 12pt	
Checked Spacing	Single Spacing	
Checked Font	Arial 12pt	
Checked Section Layout	Layout to match discussion guide.	
	Layout labeled accordingly with heading names. Heading names to be in CAPITAL letters and bold.	
	Layout must include page break between each new section.	
Checked Speaking Layout	Moderator Speaking : Bold Font	
	Respondent Speaking : Normal Font Respondent Names: Bold Font	
	Punctuation: Colon and Tab spacing between speaker and text.	
Checked Jargon/Brand Names	Spelling and capitalization.	
Checked Document Setup	Page – A4	
	2cm margins – all.	
Approximate number of hours to complete this transcript:		

INTRODUCTION

[Project V.A.C Group 1]

[Fidgeting]

M: **We are going to have to try to see how we can squeeze you in.**

R: Alright.

R: Alright.

M: **You want to sit that side?**

[Mumbles]

R: I can sit wherever.

M: **If you sit by the chats you will be too far, okay.**

 [Giggles]

M: **Okay, there it's fine. Let me first thank you for coming through, I really
          appreciated it. I know that with teachers there is a lot that you can do. My
          name is Mpumelelo, you can say Mpumi. It's a name that I enjoy very much
          and I think my mother did a great job there. First thing is first, can I ask that
          you switch off your cell phones completely we are doing a voice and video
          recording and when it vibrates it does affect the recording as well but as
          much as we are doing recordings we keep them confidential. You won't be on
          TV, you won't be on radio, if you are hoping for that then sorry.**

[Laughs]

M: **At some stages I am going to be moving fast it may seem like I am rude, it's
          not about that and also let me encourage you that there is no wrong answer**

or right answer. I need to know how you look at things and how you have experienced them and then at some stage we are going to be talking about some communication strategy which I will explain just now. Before we get going I would like you to introduce yourselves. Tell us who you are, the school that you teach at and the Grade as well but maybe we can do it in an interesting way, you talk to your neighbor right, tell them who you are and the school that you work at and the Grade that you teach while I am getting the drinks.

[Laughs]

[Respondents talk at the same time and introduce each other in the background]

M: Alright, let's do a memory taste, you will have to introduce the person next to you, the one that you spoke to. Alright you can go.

[Giggles]

R: Koketso.

M: Yes.

R: She is at Rise and Shine Toddlers.

M: Oh, okay.

R: Mmm.

M: She teaches toddlers?

R: Yes.

M: Koketso who is she?

R: Maggie.

M: Okay.

R: Yes.

M: Which nursery school is she teaching at?

R: Rise and Shine.

M: Okay.

R: She is Amanda, she teaches Grade 4.

M: Alright.

R: At a primary school.

M: Alright, which school?

[They laugh]

R: This is Lebo, she teaches Grade R at Rise and Shine in Kempton Park.

M: Kempton Park?

R: Yes.

M: Okay.

R: I don't know about pronunciation.

R: Sedukwe.

R: Her name is Sedukwe she teaches Grade 9 at the same school.

M: Okay.

R: Savanna, she is from Norkem Primary, she teaches many subjects that have to do with life .

[Laughter]

R: Yes so I would say Life Science.

M: She teaches Life Science?

R: Yes.

M: Okay.

R: Keegan, his name is spelt incorrectly.

[Laughs]

R: He is with these beautiful ladies over here in Kempton Park and she teaches Grade 7.

M: Alright guys thank you very much, please feel free to have some food and to have some drinks. The subject or the topic that we are going to be talking about today is probably one of the biggest challenges that we are facing in the country. We want to come up with some possible solutions about what can be done around this topic because we are going to be talking a lot about violence in children. This work is being done in conjunction with UNICEF as well as one of the centers in America it's called Care For Wellbeing and the whole idea is that they have done a communication strategy, that is what are we going to say? Who are we going to say it to and which channels are we going to use? When we say violence against children, what are some of the things that come up? In terms of actions that you can define as violence on children, anything that you feel is part of that.

R: Mmm.

M: Anything that you can call violence against children.

R: You can look at physical abuse I guess.

R: Yes.

R: Yes.

R: Corporal punishment.

R: Yes.

R: Yes.

M: Corporal punishment would be part of that.

R: Maths.

R: Negligence.

R: Yes, neglect.

[They laugh]

M: It's interesting how that is not defined, okay neglect.

R: Favoritism.

M: Is this part of the teachers' pet scheme?

R: Mmm.

R: Yes.

R: Yes.

M: **Okay.**

R: And discrimination.

R: A kid who is being neglected at home would suffer from being around other kids who are not being neglected.

M: **Okay any other one?**

R: You can look at the psychological effects within bullying.

M: **Okay so you are saying that it's not just physical, it does also have a psychological effect.**

R: Yes.

R: Psychological can also be verbal.

R: Yes.

M: **Verbal abuse.**

R: Mmm.

[Chuckles]

M: **Okay, any other ones that you can think of that comes into mind?**

[There is some silence]

M: **I think what we can do is to follow up on the screen, we will use these pages that I have printed out. It's going to be the same thing that is on the screen I just thought that it would be easier if I print these, please take 2 and pass along. I will tell you the pages that you can skip.**

R: Okay.

R: Okay.

M: **So far you can go through the second page and rather go to the fifth page.**

R: Okay.

[Fidgeting]

M: **We have put together what we believe makes part of violence against children. We have things like child abuse, sexual abuse, school violence, corporal punishment, gangs and school violence, bullying, cyber bullying, violence at home and at the end we have other and those are more like in rural areas where there is what you call "lifting" where girls are taken by force to be married. Those tend to be specific to areas. If you look at Page 5 in front of you, you will see that it has what I have spoken about and in Page 6 it's about the ones that I said were like specific, they are traditional and there's also virginity testing. So those are some of the things that we have put up as violence against children. Do you feel that this description is accurate?**

R: Yes.

R: Yes.

R: Sorry to jump in your mouth. I am looking at violence against children and you are going to virginity testing which leads me to believe that virginity testing is what a child doesn't want to do?

R: Yes.

M: **Yes.**

R: That's the one that the child doesn't want to do.

M: Interesting that you mentioned that because those are some of the things that we are trying to pick up and understand hence we have you as teachers because maybe your experience is different to what we have put on there. When we also talk criminal and gang related violence is that for you part of violence against children?

R: Yes.

R: Yes.

R: Yes.

M: I know the traditional ones might not be relevant to everyone but how do you guys feel about that?

R: We all think that it's something that happens in rural areas but I just found out that somewhere close to us it happened.

R: Yes.

R: Yes.

M: Okay.

R: And also just outside of Braakpan there is a rural area where it's happening.

M: Okay.

R: Can I ask something?

M: Yes.

R: Circumcision, why is it not up there?

M: Oh okay.

R: In terms of children that have been neglected and died.

M: So for you we should put circumcision as well?

R: Yes.

R: I think you should put it because some children they kidnap them. They take them without the permission from parents. They take them and the kids get sick and they die.

R: Yes, just like virginity testing with girls.

R: Yes.

R: Yes.

R: That should be there as well.

M: Another one that is of interest to me is cyber bullying, how do you feel about that?

R: As teachers we underestimate how big it is because it didn't happen when we were in school.

R: Mmm.

R: Mmm.

R: It's huge.

R: Huge.

M: So that one is big?

R: Yes.

M: Okay cyber bullying is a big one. Some of them we have discussed, do you feel like this is accurate and to include circumcision in there?

R: Yes.

R: Yes.

M: Alright.

R: Again to cut in, maybe in brackets the negatives of it.

R: Yes.

R: If you want to circumcision or virginity testing then it's a different subject all in all.

R: Mmm.

R: We are looking for violence against children so we can look at the negative side of it like a girl not comfortable with virginity testing and the boy not ready to go to the bush for circumcision.

M: So it's important to define it very well?

R: Yes.

R: Yes.

R: Yes like what do you mean when you say it's violence against children?

M: Okay and around corporal punishment?

R: Yes, I grew up in a house where my dad would punish me if I did something wrong but I wasn't abused. If you are going to have corporal punishment then you should look at other ways of punishing your child as opposed to beating them up or whatever. Overall I think corporal punishment is bad, you should look at other ways of disciplining your children.

R:	I think that is subjective because in other homes because being seen beating your child can be seen as very bad and in other homes they will bat you to a pulp and it's okay.

R:	Yes.

R:	Yes.

R:	Mmm.

R:	So it all depends on the environment that you are in and what people believe in.

M:	**Okay.**

R:	As a teacher you might see it as helping the child and the parents might see it as something that should not be done at all.

M:	**Okay.**

R:	Putting your child in the naughty corner, for example, my uncle is a teacher he told them at the crèche that he doesn't want his child to be put in a naughty corner. He doesn't believe in that so they can't do that to that child. So it's all subjective when it comes to the kids.

R:	Mmm.

R:	Yes and the environment.

M:	**Pardon.**

R:	It should be like that with any discipline. People would disagree on how to discipline a child.

R:	Yes.

R:	Yes.

R: That is why I am saying that it's subjective.

R: Mmm.

R: So I think corporal punishment should be there because of the lot, it's the one that is extreme.

M: Oh okay.

R: Every child is brought up differently.

[Chuckles]

M: Yes.

R: It's even different for teachers.

M: Tell me if I am interpreting this right, what I am picking up is that it what constitutes as going too far like with the circumcision and that is what is creating a bit of difficulty here.

R: Just to jump in, personally I don't see anything wrong with corporal punishment. The problem is to which extent people are taking it to.

[Moderator mumbles]

R: Yes.

R: Yes.

R: I grew up in a household like you were you spare the rod. I understand where the government was going with it. Some people were taking it a bit too far. I disagree it's not the most damaging. Bullying on it's own is bad for the development of the child.

M: In your environment, either you are at school because that is where you are mostly or maybe even in your immediate home or community, what do you find prevalent in terms of child abuse? What happens the most?

[There is some silence]

[They laugh]

R: I would say it's beating. I am not saying that you should beat a child to a pulp, you just have to smack a child but when other people see you do that they would take it as if you are abusing the child. In the area that we are staying it's like that. At our centres you cannot smack a child. If you beat a child the following day the mother would be there and angry. Something that people don't know is that when a child is young, they are naughty, very naughty so they scratch other kids and as a teacher you have to discipline that child at an early age so when they grow up they must know that I mustn't do that but when you do that the parents feel like you are abusive.

M   Are you finding that neglect is what you are experiencing a lot with kids you have come across?

 R: Yes.

R: Yes.

M: What dos neglect mean?

R: You cannot leave that child to be violent at an early age. If you leave him like that when they grow up they would be a bully. When they go to a primary school they will meet other children and they will think that since I did it before I can do it again.

M: I like this one you are big on discipline.

R: Yes.

[Laughter]

M: That is nursery school, what are you finding a lot in primary?

R: Bullying.

R: Mmm.

M: Bullying is a big thing?

R: Yes.

R: It's almost linked to the neglect.

R: Yes, bullying is like lead from neglect.

R: Yes.

R: It's a matter of nipping it in the bud.

R: Yes.

R: Yes.

M: The reason I am asking those questions is because once you are doing a communication strategy you should talk more about what to focus on.

R: One thing that we are seeing as teachers is that what you are doing it outsource parenting.

R: Yes.

R: So as much as they go back to their parents, you are the one that is doing more work.

R: Yes.

R: With a lot of kids as well. So whatever you teach them has to happen at the household as well.

R: Mmm.

R: Mmm.

R: If they act like this at home then they would want to do the same thing when they get to school.

M: Sure.

R: If the parents are not enforcing that same discipline at home then when they get to school they would be unruly.

R: Some of the parents are absent.

R: Yes.

R: Yes.

R: Unruly teens just didn't come about, they were unruly toddlers.

R: Yes.

R: Mmm.

R: At 10 years I don't need to smack you, you should know by now.

M: You mentioned something interesting because my next question was going to be "what do you think cause violence against children?" and I am not just talking about the adult to child violence but also between children violence and there is also community violence where a child is walking on the street so I am talking generally and you have mentioned that some parents are absent and that is what contributes to that.

R: It's very psychological as well and it's different with everyone. The way a child resolves some things also says a lot about their behaviour. If they can't communicate at home or with friends then violence is the easiest way because cyber bullying is just for you to feel superior. So if they can bully you and make you feel less of a person.

R: Mmm.

M: **Are there other causes that you think contribute?**

R: That is a big question because you ask yourself why are people so violent? Things like poverty come into play.

R: Yes.

R: Mmm.

R: All those frustrations that cause you to act in a particular way.

R: Just to add on that I think alcohol or drug abuse as well.

R: Yes.

M: **Those are some of the big causes.**

R: Yes and TV as well.

M: **How so?**

R: You are watching all the things happen and there is violence.

R: Yes.

[Respondents speak at the same time]

M: **Let me hear one person speak.**

R: I was saying the internet as well.

M: Yes.

R: You have access to absolutely everything. They are exposed to so much more than we were when we were growing up. What wasn't acceptable before is now acceptable.

R: Yes.

R: Mmm.

R: There is this game that the kids were playing where you make money by selling drugs.

R: Yes.

R: And our kids are playing that.

M: Remember when I said we have come up with this communication strategy, we have said there are broader causes for violence against children but there would be specific ones as well. The broader ones tend to be affecting a lot of people all at once where the specific tend to be related to an area, to an age, it has to be specific. With the broader ones, the ones that we have identified, if you look at page 9 we have apartheid because a lot of people were exposed to broader violence, whenever you felt that there were people who were spies they were dealt with in a certain way and the fact that it separated families as well. You will find that the mother won't be there, the father is in another country and the children would be left alone and the anger and the frustration that came from that is also part of the cause. The second one was economical factors, that is the one that you have mentioned more like poverty and then the other one was social cultural factors where you would find things like gender roles. If you look at Page 10 and again if you domestic violence then the kids are learning that and also children at some stage were viewed as property, do you agree with that? Do you feel we captured it right?

R: I think it is. It might not have been documented but I was watching a documentary and they were showing how Black people are treated in that environment. In high school you experience that and nobody wants to be treated as being less of a person. For example, I went to a high school and out of 110 students, there were 10 black girls so obviously you have to fight a bit more to be seen or what not.

M: Another thing that keeps on coming up is recognition of a person.

R: Yes.

R: Yes.

M: The more you are recognised is the lesser you are neglected.

R: Yes.

R: Yes.

M: But do you feel that we have captured the broader issues right?

R: Yes.

R: Yes.

[Silence]

M: Can you think of other broader ones besides the ones that we have mentioned?

[Silence]

R: Even with kids who come from the townships going into a private school, when those kids come home within their community they would think that they are better than the next child.

R: Yes.

R: Mmm.

R: That bit of privilege is a problem.

M: Because of that privilege they can get victimised by other kids?

R: Yes.

R: Yes.

M: Alright, I think that one is quite important to put down on our definition of this. Of the broader ones, which one do you feel is the most prevalent?

R: Poverty.

R: Yah.

R: Yah.

R: People are living hard.

R: The stress and frustrations.

M: So it's the stress and the frustrations?

R: Yah.

M: Do you feel that is what is contributing to most of the issues?

[Moderator chuckles]

R: Yes, even in Soweto there is poverty there. There is lot of poverty there.

R: Where I grew up I feel like it was gender roles and also social and cultural because you have your Zulus and your Afrikaans people who are into cultural backgrounds where it gets to that point where a female would say if he doesn't hit me then he doesn't love me.

R: Yah.

R: So I feel like the social and cultural one from where I am from is the cultural one.

M: You have no idea how helpful this is. It helps us shape the message.

R: I am in Kempton Park and our school suffers with poverty. There are kids who don't have money for lunch or to buy stationery.

M: Does that affect their behavior as well?

R: Yes.

R: Yes.

R: Nobody wants to feel like they are less than another person and whether you like it or not, children are children. It takes a toll on the kids because they have to ask all the time.

R: Yes.

M: Yes.

R: They can see it, it's more when you have this middle class thing.

M: Oh okay.

R: Yes.

R: I think I experienced that as well. It's cool sometimes you can have lunch and everything is fine and then you go through a dry season and everyone is like why do you want my food.

M: Okay.

R: Another thing that is to consider is that some schools are separated there are boy schools and girl schools. Even with gender roles, they are there at a girl's school.

R: It's funny you talk about schools. There are schools were like a Grade 6 is paying 85 000 I mean like really? My mom can drive a Discovery 4 and your mom can drive a Discovery 5 then suddenly you are yesterday's news. Like you have the iPhone 6 and I have the iPhone 6+ so it's the frustration.

R: Yes.

R: A lot of playground fights start from things like that.

R: Yes.

M: Okay.

R: Mmm.

M: That is very interesting. Then we mentioned specific ones which is quite interesting because you have already mentioned some of them. You have mentioned substance abuse and then there is community and gang violence, exposure to family violence, exposure to school violence, poverty you have mentioned, that is the one that came up the most.

R: My dad would tell me that if he didn't hit me I would be a gangster or something like that.

R: Yes.

R:	It's easy to just dismiss it.

R:	Yah.

R:	Like 20 people who are close to me all got smacked.

[They laugh]

R:	I think there has been a survey on corporal punishment.

R:	Mmm.

R:	Some people don't think of a spank as a hit.

R:	Mmm.

R:	Mmm.

**M:	If you look at these messages, they have tailored them for parents to say this is what might be most prevalent with parents which is corporal punishment so let's do a message on that. So you are saying to me that it might not be that believable and then you brought up the fact that you would not have turned out like this.**

R:	Yes.

R:	Some parents have been called into school like 7 or 8 times.

R:	You might find that this doesn't even talk to some people.

R:	Yes.

R:	Don't hit our kids.

**M:	Another one that I picked up a lot is that there is no clarity like are you talking about smacking or are you talking about hitting?**

R: Counsellors might tap into your parenting side and you might be 2 people. They will ask you if you hit your child and if you say that was a long time they can give you different methods and you know where to shove them.

R: You have to deal with the root problem.

R: I won't stop spanking, I grew up being spanked and my kids are going to be spanked but in terms of neglect I would work harder.

R: Yes.

R: Yes.

M: **I think this would be of interest to you. Message to teachers, you are the key to South Africa, build your students strength, don't beat them down.**

[They laugh]

R: Since I am the key then they must give me more.

R: Yah.

R: Just this morning my friend was like go out there and shape our country and I said I am sick of that, I am not shaping anything.

[Laughs]

R: Every time I hear about shape our country I would be like no thank you, that is not me.

M: **You are becoming an underpaid good parent, is that what you are saying?**

R: Underpaid overworked.

R: Yes.

R: Yah.

R: You are not shaping anything, you are just doing what no one else wants to do.

M: Can anybody think of what could be a good message to teachers?

R: They should increase our pay.

[Laughter]

R: I might be stepping out a bit but now especially if you look at things like technology

M: 47% of South African teachers don't beat their students anymore. Protecting your child from violence makes them stronger and healthier, you can do it.

R: I just saw an Afrikaans person.

[Laughter]

[Respondent speaks in Afrikaans]

[Laughter]

R: Even with that 47% you can say that it's not me.

R: Yes.

R: Again stats are stats no matter where you get them, 47% is just too dodgy. 20 people that I know who are close to me all good smashed so who is this percentage?

[Laughter]

M: Okay.

R: For me when a parent tells me that they don't hit then it's almost taboo.

M: Okay.

R: Don't hit.

R: I am assuming that the survey was about corporal punishment or violence or the wording could have been strong.

R: Yes.

R: Some people don't think of a spank a hit.

R: Mmm.

R: What are we talking about? Are we just focusing on hitting?

[Recording seems to be on loop]

M: If you look at these messages, they have tailored them for parents to say this is what might be most prevalent with parents which is corporal punishment so let's do a message on that. So you are saying to me that it might not be that believable and then you brought up the fact that you would not have turned out like this.

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[Laughs]

R: Every time I hear about shape our country I would be like no thank you, that is not me.

M: You are becoming an underpaid good parent, is that what you are saying?

R: Underpaid overworked.

R: Yes.

R: Yah.

R: You are not shaping anything, you are just doing what no one else wants to do.

M: Can anybody think of what could be a good message to teachers?

R: They should increase our pay.

[Laughter]

R: I might be stepping out a bit but now especially if you look at things like technology

M: 47% of South African teachers don't beat their students anymore. Protecting your child from violence makes them stronger and healthier, you can do it.

R: I just saw an Afrikaans person.

[Laughter]

[Respondent speaks in Afrikaans]

[Laughter]

R: Even with that 47% you can say that it's not me.

R: Yes.

R: Again stats are stats no matter where you get them, 47% is just too dodgy. 20 people that I know who are close to me all good smashed so who is this percentage?

[Laughter]

M: Okay.

R: For me when a parent tells me that they don't hit then it's almost taboo.

M: Okay.

R: Don't hit.

R: I am assuming that the survey was about corporal punishment or violence or the wording could have been strong.

R: Yes.

R: Some people don't think of a spank a hit.

R: Mmm.

R: What are we talking about? Are we just focusing on hitting?

[Recording seems to be on loop]

M: If you look at these messages, they have tailored them for parents to say this is what might be most prevalent with parents which is corporal punishment so let's do a message on that. So you are saying to me that it might not be that believable and then you brought up the fact that you would not have turned out like this.

R: Yes.

R: Some parents have been called into school like 7 or 8 times.

R: You might find that this doesn't even talk to some people.

R: Yes.

R: Don't hit our kids.

M: Another one that I picked up a lot is that there is no clarity like are you talking about smacking or are you talking about hitting?

R: Counsellors might tap into your parenting side and you might be 2 people. They will ask you if you hit your child and if you say that was a long time they can give you different methods and you know where to shove them.

R: You have to deal with the root problem.

R: I won't stop spanking, I grew up being spanked and my kids are going to be spanked but in terms of neglect I would work harder.

R: Yes.

R: Yes.

M: I think this would be of interest to you. Message to teachers, you are the key to South Africa, build your students strength, don't beat them down.

[They laugh]

R: Since I am the key then they must give me more.

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R: Even with that 47% you can say that it's not me.

R: Yes.

R: Again stats are stats no matter where you get them, 47% is just too dodgy.

R: They are dealing with a lot of stressed out teachers now. Some teachers feel like they don't belong and they are not needed anymore, people will ask you why you became a teacher.

M: A teacher, start there. Another one for teachers, do you know that the law prohibits corporal punishment in school?

R: I grew up being smashed in school, it wasn't a big thing.

R: Yah.

R: Yah.

R: Do you want us to call your parents in?

[They laugh]

R: So I would opt for a beating.

R: Yes.

R: Because my mom is going to give me one anyway. It's like they took something that had been working for many years. What are you replacing with that is equal if not better? Demerits do not work.

R: Yes.

R: Yes.

R: We had Saturday detention. Now my Friday was heavy and I have to be there with shades on. If your child is there for the Saturday detention then you have to fetch him, we are going to Kruger National Park.

R: With corporal punishment I got reprimanded but then I did my homework.

M: **Tell me if I am wrong, you are saying, you have disempowered us and left us with nothing in return.**

R: You have left something but that something is a marshmallow.

R: The parents have changed as well.

R: Yes.

R: My immediate punishment is that I you are not ready to be in this classroom leave. I don't think that teachers are stressed that they can't give a child a beating. They are stressed out because there I nothing that they can do.

R: Yes.

R: Yes.

M: In your mind, who do you think should be the target for this communication strategy? Who do you think are the people who should be spoken to when the communication comes out?

R: If you look at it from the top then it's the guys who make the policies.

M: Policy.

R: And then the parents.

M: Yes.

R: Another thing here is the involvement of the actual child.

R: Yes.

R: The child.

R: Mmm.

R: The child must be a part of it.

R: Are you going to create all these policies for me? Where does the child come in? When is it that I can pick up my hand and say something?

R: If the parents have that mentality of saying no one is going to tell me if I am doing right or wrong then the child is not going to get help.

R: What I do is that I sit down with the boys and we think of ways to punish them and they throw it at me like this is what works, this is what works and this I what works. You can see that some boys won't mind to be sent out. One said sir if I do something wrong then for me it's lashing. You can give me 50 lashes it wouldn't change my life too much.

[They laugh]

R: So it goes back to the child. Who do we talk to? We talk to the parents, our teachers, the policy and then you need to talk to the child as well.

M: These are some of the targets we have and it's interesting that you mentioned policy makers, parents, teachers, educators, traditional leaders, we are also looking at targeting the media as well as practitioners like your South African Police Service. Do you feel like that target is accurate?

R: Yes.

R: Mmm.

M: What's the best way to communicate though? Which media do you think will work?

R: Certainly not written.

R: No.

M: Not written?

R: No.

R: Can I be honest?

M: Yes.

R: TV does not work. When I switch on the TV, I am probably watching the news, I want to watch The Big Bang Theory, I don't want to know about you so it's very difficult.

M: Okay.

R: If you are going to go with TV then you have to think about things like time.

R: Yes.

R: Soul City vibes don't work after 18:30.

M: Okay.

R: People are just coming from work, they are not interested.

R: I think radio is alright though.

R: Mmm.

R: I know a lot of people who listen to the radio.

R: Yes you can use radio personalities, people listen more.

M: How should we communicate these messages? Will social media work?

R: It would work.

R: Yes.

R: The way things are right now a lot of things are influenced about what we may see on Instagram and who we look up to.

R: But then again what message, it's violence against children.

R: There were those models that got people talking.

R: This needs to get to the kids and the parents so we can find a way of how to implement it. I don't think having new age celebrities would work, my mom doesn't listen to T.Bo Touch.

M: So which is the way to get people talking if you want them talking?

R: I just want to ask, I just thought of it. Having your parents come to school.

R: Yes.

R: Yes.

R: Let them talk to each other.

M: What you are saying is that having that partnership works?

R: Yes.

R: Yes.

R: If the parents have a meeting then the child must sit the whole thing.

M: The other ones we had were community and national radio, we spoke about radio, we had schools, competitions and so forth, your soapies, social media that could help.

R: Sorry, going back to the soapies, are you hiding it in the soapie? I know with Generations and Isibaya they talk about it all the time, they talk about women abuse.

R: Yes.

R: When it's ad time I am going to go to the bathroom.

[They laugh]

R: They can have it at the end and have call centers.

R: They should have ways of disciplining the kids.

R: Yes.

R: And I think that the parents will relate as well.

R: Mmm.

R: And they will know how to deal with their kids.

M: We have spoken about ambassadors as well. You have community action teams where you put teams in the community and they just activate and so all kinds of things. You are saying all these would work you just need to put certain things in mind like when is it going to show, who is it? You have to be clever about getting people to listen.

R: Yes.

R: Yes.

M: Last but not least, I would like to take you through how this communication can be implemented. With phase 1 it's to introduce the theme, the message, incorporating events, they would be coordinated, TV and radio messages. These programs will be linked to progress and empowering a better future for children and the youth of South Africa and this phase is where the ambassadors could be effectively used. Phase 2 is when you will have specific versions of messages that would look at specific types of violence so phase 2 is not just broad, it's putting it directly, putting corporal punishment directly. This would be information for parents, schools, service provider, phase 3 would be materials that would be provided for skills training, for teachers, for parents, for youth and others regarding means of handling discipline. Phase 3 now goes into training and dealing with the issues. Phase 4 would be more reinforcements. You are just reinforcing the message. This would be national, you do it through soapies, social media, public events and radio. If you are doing a wrong behavior we will say that this is the result and if you change your behavior this is what will happen. What do you make of the implementation?

R: I just like that it won't be a passing thing.

R: Yes.

R: It's something that is ongoing.

M: **Okay so it has to be ongoing?**

R: Yes.

R: Yes.

M: **Are you happy with it, is there anything that you feel like should be changed?**

[Silence]

M: **So you are happy with that?**

[Silence]

M: **How would you know that it has been successful? What are the things that we can look at and say what we have been doing is working?**

R: People are more into discussions.

R: Yes.

R: Yes.

R: If we can get children who come out forward more then it won't be much of a struggle.

M: **If there was an environment of open discussion you would say that this is working?**

R: Yes.

R: Yes.

R: Mmm.

R: Being able to recognize that you need some sort of help.

R: Yes, that feeling of knowing that I haven't done this before, please help me.

R: I think the behavior of the children as well.

M: So the behavior of the children would be the biggest barometer.

R: Yes.

R: Yes.

M: Change like what? I am just asking the teachers now.

[Laughter]

R: The way they respond.

R: Yes.

R: When they are able to discuss these things as well.

M: I like what you are saying when you say when they are able to respond.

R: Mmm.

M: Anything you would like to suggest with this communication that we are doing together?

R: How soon can we start?

[They laugh]

M: Look thank you for coming, we really appreciate it. I hope you see where this would lead you in the future because you are caught between 2 turfs. We are done and if you want you can take some drinks with you, thank you for your time. Please just give me a minute and I will be back with what I have to give you.

R: Okay.

[Respondents speak at the same time in the background]

[Moderator leaves]

M: I can't thank you enough. In actual fact I was supposed to say don't speak about this out there. There is a team that is going to be working on this, I think it's very clear in my head what needs to happen like clarity on what you mean when you say violence and when is corporal punishment okay. This is to empower parents, empower the teachers and the kids as well. Guys thank you ever so much.

R: Thank you.

R: Thank you.

[They laugh]

M: I know some of you might not like this but if you want to take the food you can. This was bought for you.

R: This is for ministers.

[They laugh]

[Respondents can be heard talking in the background]

[Cutlery sounds]