



LESEDI LA BATHO LEARNING REPORT

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INTRODUCTION

This report was prepared to support the learning of the Lesedi la Batho (LLB) team as they reflect on their Gender Based Violence (GBV) programme, implemented from May 2021 to May 2024.

The document serves as a learning report that is intended to capture key lessons from the GBV programme's implementation, as well as the effect that the programme was able to make in its community.

The report draws on primary and secondary interview data to answer key learning questions:

1. Was the project implemented as intended?
2. What were the strengths of the programme?
3. What worked well within the programme?
4. What could be done differently to improve the programme?

These questions were answered by a number of programme stakeholders, including programme staff, programme beneficiaries and community members who have partnered with LLB in some way during the GBV programme's implementation.

ABOUT LESEDI LA BATHO

Lesedi la Batho, a Christian faith-based non-governmental organization (NGO) located in Mabopane, South Africa, embarked on its mission in 2004 as a project under SA Cares for Life. Initially focusing on Youth Development through Sport, particularly soccer, the organization provided opportunities for local youth to engage in sports and develop their skills. Over time, the organization expanded its scope, evolving into holistic programmes for youth and further projects addressing the broader needs of Mabopane's residents. The organization implements the following interventions among the community:

- Skills training
- Job placements
- Small business development
- Women empowerment
- Community outreach and social relief
- Community support (social support groups, home-based care)
- Youth education and human rights
- Early childhood education
- Special projects

The organization's vision is to make South Africa “a beacon of hope by providing our youth and community with the opportunities and skills to realize their full potential and purpose. Ensuring members of our society become empowered to make a difference”.

To achieve this vision, the organization seeks to “inspire, empower, motivate, engage and equip the youth and the community at large through sport, education, skills training and social enterprise development, community wellness and arts and culture.”



PROGRAMME CONTEXT

Mabopane is a highly populated informal settlement which forms part of the City of Tshwane's most vulnerable and underserved regions. According to the Department of Cooperative Governance and Traditional Affairs (COGTA, 2020), this area is the most deprived area in the region with the lowest levels of access to basic services.



ABOUT THE PROGRAMME

The Lesedi la Batho programme, Gender Based Violence, was launched with support from the United Nations Trust Fund (UNTF) for a duration of three years, starting in May 2021 and concluding in May 2024. The program pursued the following objectives:

- Reduced violence against women and children in Mabopane and neighboring communities
- Improved preventative education and awareness of GBV for men and women of all ages
- Enhanced the quality and access to essential support services for vulnerable women, survivors of GBV, and commercial sex workers
- Helped GBV survivors build sustainable social support networks
- Empowered women to become financially independent of handouts or abusive partners

The project was implemented in Mabopane and surrounding areas such as Soshanguve and Winterveldt, targeting children and young people aged 13 to 21 years, enrolled in six high schools in Mabopane (3,000 learners), as well as 300 victims and survivors of GBV, and Female Sex Workers (FSW) aged 18 to 80 years.

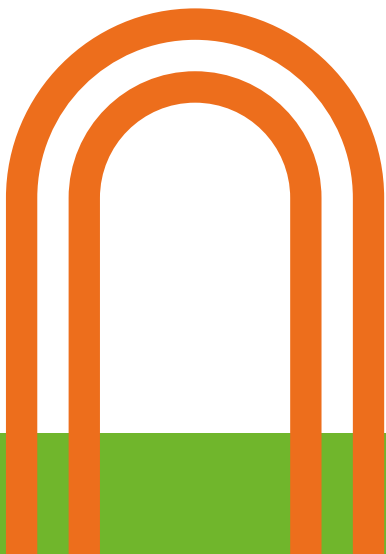
While focusing on victims and survivors of GBV, the project also aimed to reach the broader community, particularly women, girls, and other vulnerable groups targeted by GBV.

In terms of activities:

- Education for these groups was provided through the Pro-Active Prevention Program (PAIP) toolkit, with sessions held during life orientation classes in high schools,
- Education and social support was provided in GBV and FSW support groups,
- Qualified social workers and social auxiliary workers offered specialized counseling, support groups, and one-on-one sessions to victims of abuse and GBV, aiding in their recovery and support.



METHODOLOGY



This report made use of both primary and secondary data to answer the learning questions.

Primary data was collected via telephonic interviews with LLB programme staff, programme stakeholders from the community, and programme beneficiaries. Details of these samples are provided below.

Table 1: Interview Participants

Stakeholder group	N interviews
Lesedi La Batho staff	6
Stakeholders	5
Project participants	15

Table 2: Stakeholder Interviews

N	Organisation	Role
Stakeholder 1	SAPS	Social Crime Coordinator
Stakeholder 2	Katlo Developmental Centre	Social Worker
Stakeholder 3	School	Acting Deputy Principal
Stakeholder 4	Tlamelong Clinic	Clinical Nurse
Stakeholder 5	Open Disclosure	Centre Manager

Table 3: Staff Interviews

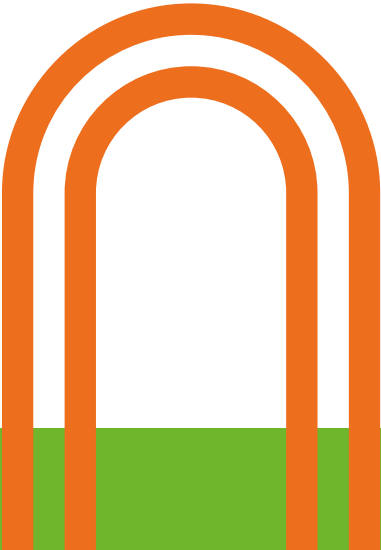
N	Role
Staff 1	Senior Social Worker
Staff 2	Social Worker
Staff 3	Social Auxiliary Worker
Staff 4	Social Auxiliary Worker
Staff 5	Project Coordinator
Staff 6	Managing Director

Table 4: Participant Interviews

Participation year	N participants
Year 1	5
Year 2	5
Year 3	5

Secondary data was obtained from the programme team. This data included the programme's progress reports, testimonials, consent forms, evaluation forms (Google forms), and attendance registers.

KEY FINDINGS



PROGRAMME DATA

Lesedi La Batho provided a multitude of secondary data which was reviewed for this report. Documents were reviewed in order to answer the key learning questions where relevant, specifically relating to programme implementation, strengths and impact.

Implementation

Programme outcomes, outputs and activities¹¹

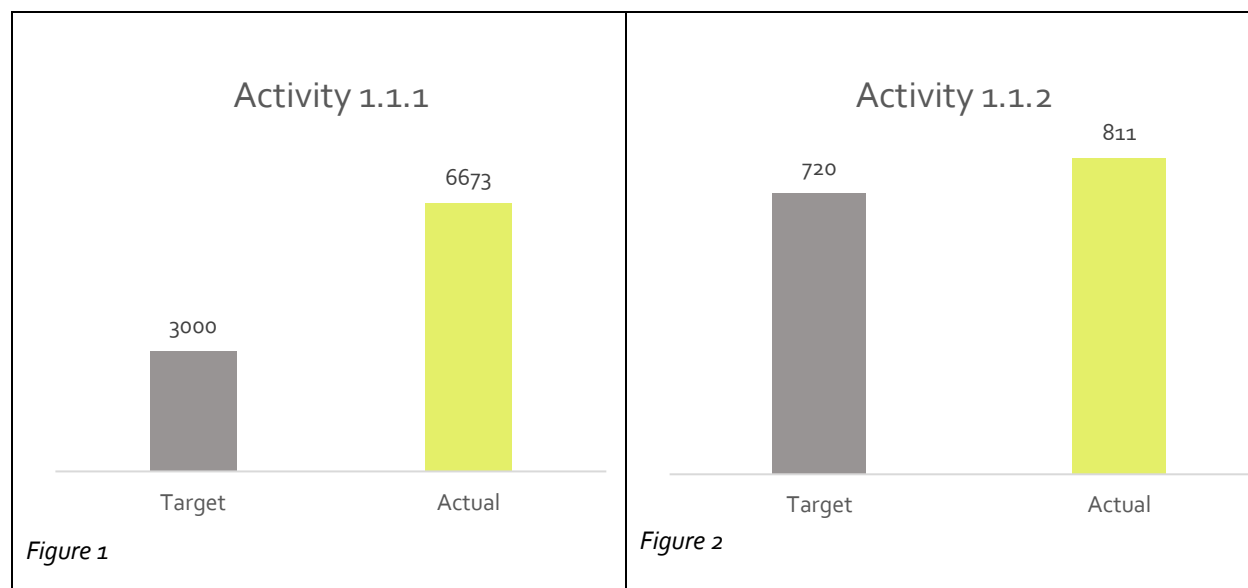
The programme had two outcomes, linked to five outputs and 11 activities, the targets and reach can be found below.

Outcome 1: Improved behaviour, practices and attitudes around GBV and human rights within the community of Mabopane at large.

Output 1.1: Female youth know how to claim their rights and boys and men are trained in the issues around human rights and gender-based violence which equips them to take action to prevent it and promote positive behaviours, attitudes and practices amongst their peers.

Activity 1.1.1: 3000 learners across 6 high schools are educated in their human rights and issues around GBV.

Activity 1.1.2: Training 20 men per month (720 for project duration) through 'Man2Man' workshops wherein they receive information around GBV and SRHR.

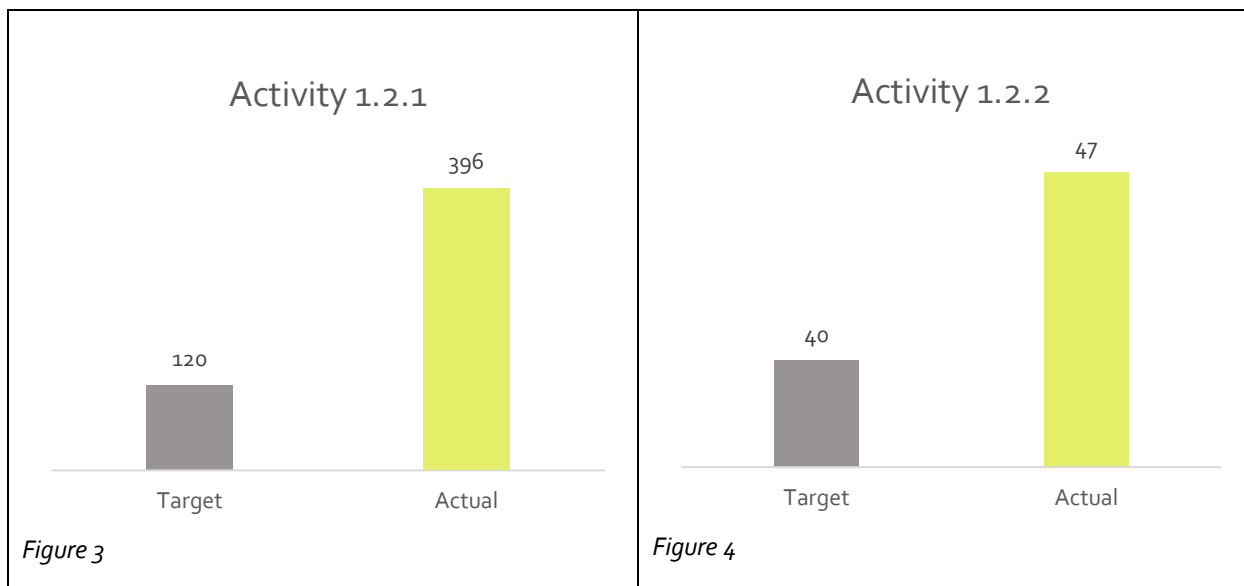


¹¹ Data for this section has been collated from the progress reports submitted by Lesedi La Batho

Output 1.2: Community members and leaders act as agents of change whom infiltrate the community at large, educating others and increasing knowledge on GBV on a community level.

Activity 1.2.1: Training 120 change makers in broader community through quarterly GBV training sessions, including 15 influential community members.

Activity 1.2.2: Training 40 duty bearers in broader community through quarterly GBV training sessions, including relevant stakeholders (police, health workers, counsellors, other CSO's and teachers).

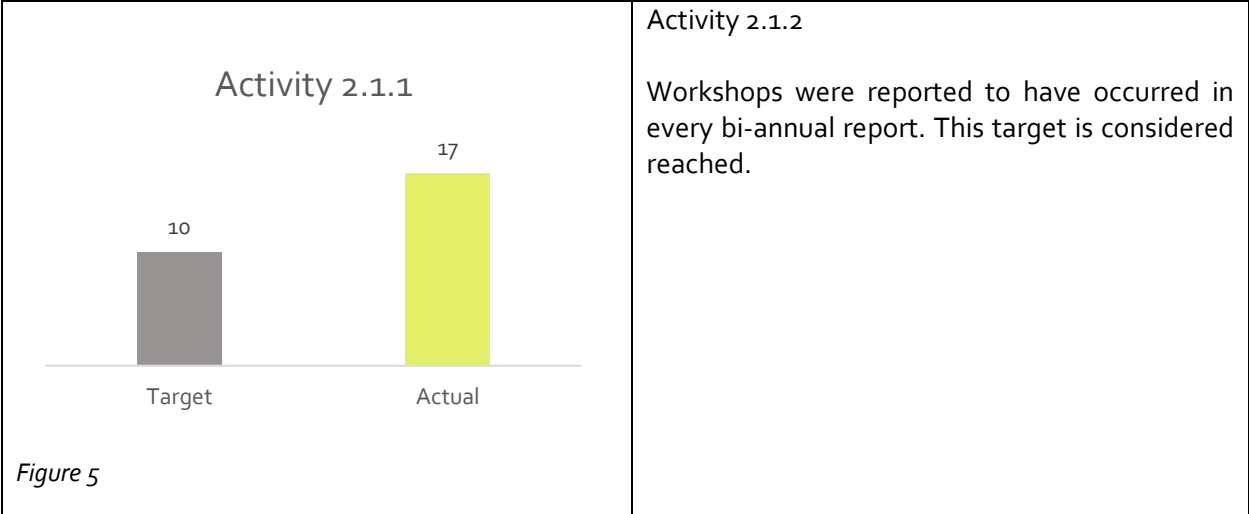


Outcome 2: Improved quality and access to support services, established sustainable social support networks and economic empowerment for survivors of gender-based violence and commercial sex workers.

Output 2.1: The project's implementation team are capacitated and trained to provide the immediate, relevant and quality services and information required to support survivors of gender-based violence within the context of COVID-19.

Activity 2.1.1: All project staff to receive PAIP, human rights, GBV and YDF refresher training.

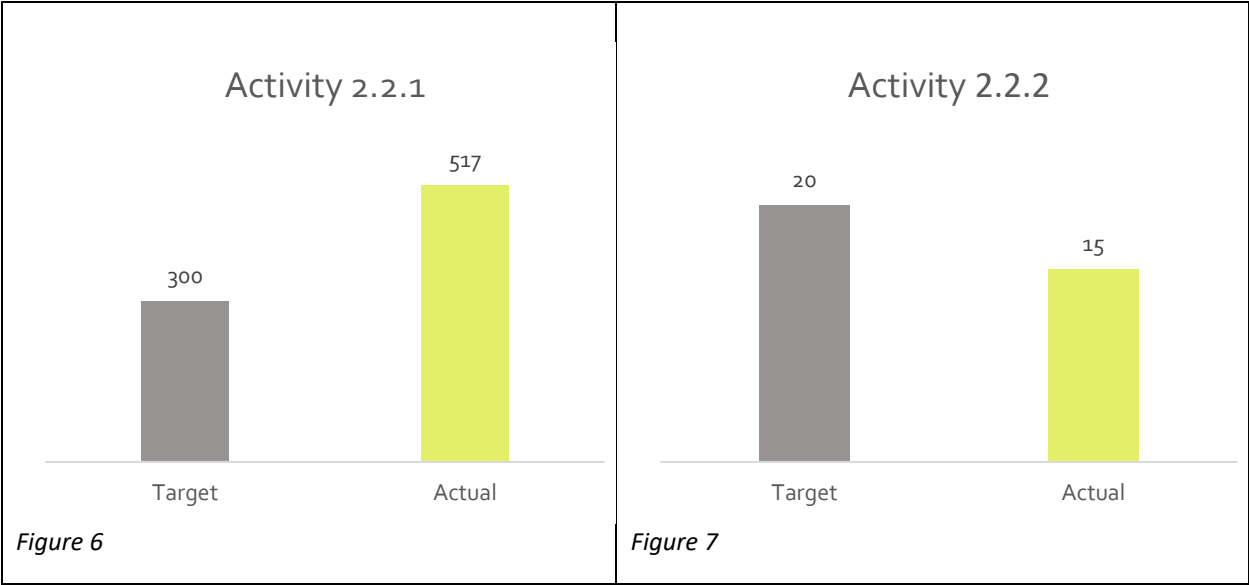
Activity 2.1.2: Care for the Carer & Debriefing: Quarterly workshops for all implementing project staff & facilitators with a trained counsellor.



Output 2.2: Sustainable supportive social networks are established amongst survivors of gender-based violence and self-identified female sex workers within the context of COVID-19.

Activity 2.2.1: Weekly support groups for 280 survivors of GBV and 20 FSW's are facilitated by social workers.

Activity 2.2.2: Leading Survivors- 20 support group attendees are trained in GBV and facilitation skills.

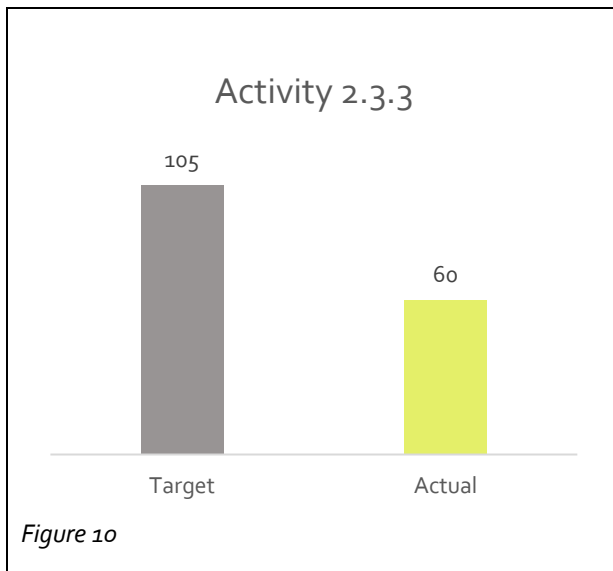
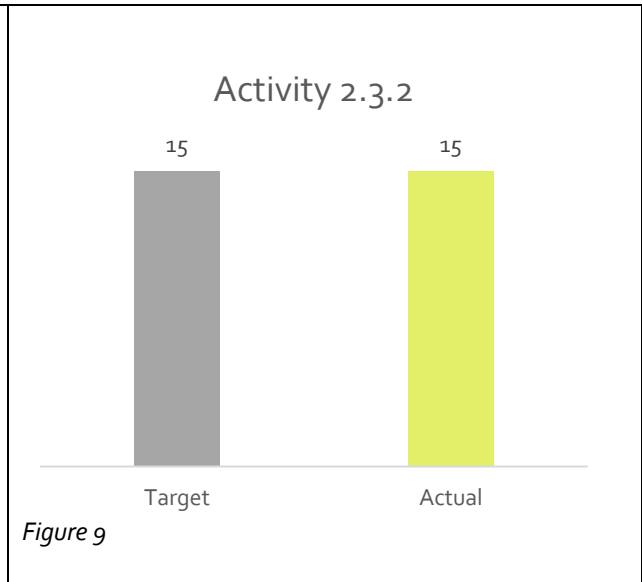
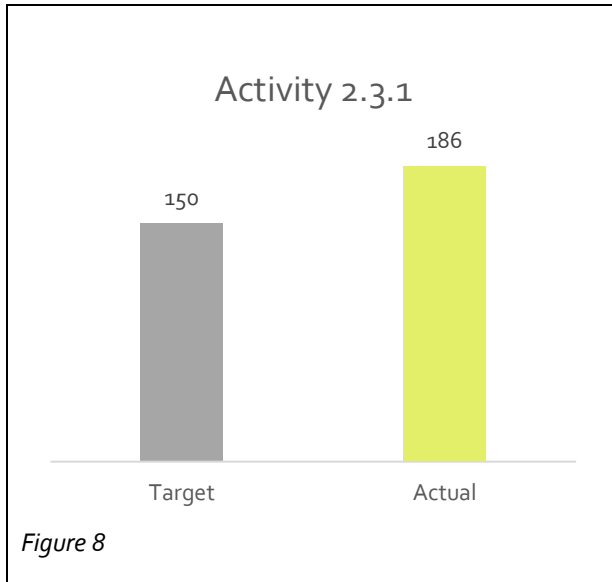


Output 2.3: Survivors of gender-based violence and female sex workers are equipped with free technical and life skills training, building individual resilience, and become financially independent in the context of COVID-19 to support themselves and their families.

Activity 2.3.1: Free technical and life skills training for 150+ GBV survivors.

Activity 2.3.2: 15+ entrepreneurs from our GBV survivors support network are supported through our business hub to start their own business.

Activity 2.3.3: 105 GBV survivors to be supported to find employment.



The table below shows the reach per activity per progress report.

Table 5

Activity	Year 1 Q1-Q2 (Dec 2021)	Year 1 Q3-Q4 (Jun 2022)	Year 2 Q1-Q2 (Dec 2022)	Year 2 Q3-Q4 (Jun 2021)	Year 3 Q1-Q2 (Dec 2023)	Year 3 Q3-Q4 (Jun 2023)
1.1.1	1110	1033	1509	1834	1287	-
1.1.2	71	221	48	84	166	221
1.2.1	0	0	89	200	107	-
1.2.2	0	0	0	22	25	-
2.1.1	11	9	10	17	16	-
2.1.2	Yes	Yes	Yes	Yes	Yes	-
2.2.1	153	140	107	53	64	-
2.2.2	0	0	0	3	7	5
2.3.1	17	32	40	61	19	17
2.3.2	N/A	N/A	2	0	3	10
2.3.3	N/A	0	11	22	20	7

Table 6

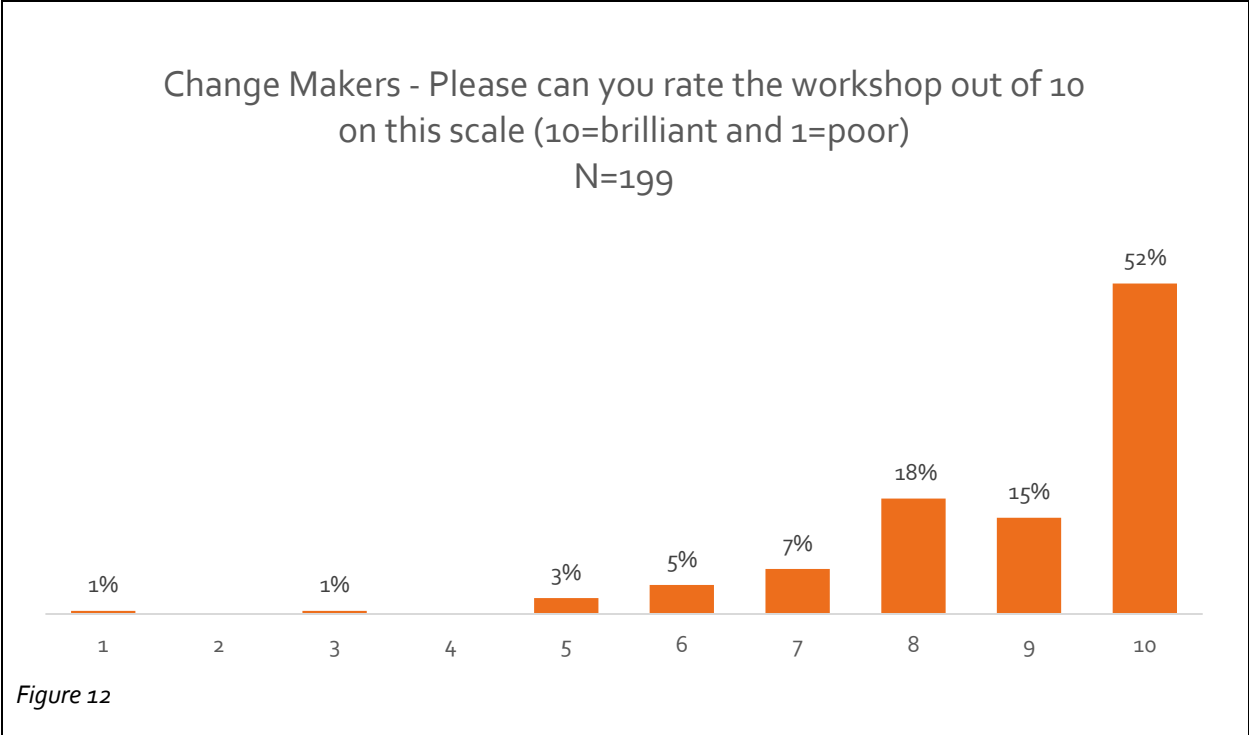
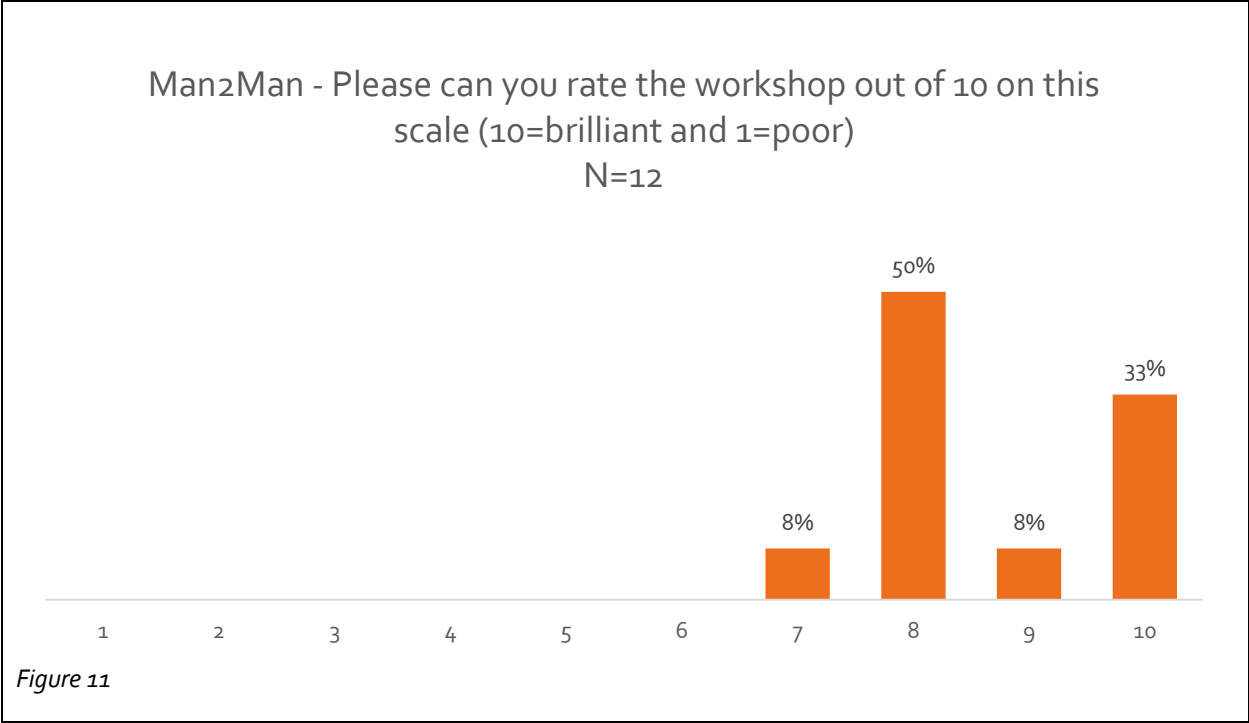
Activity	Target	Total Reach	% achievement
1.1.1	3000	6773	+126%
1.1.2	720	811	+13%
1.2.1	120	396	+230%
1.2.2	40	47	+18%
2.1.1	10	17	+70%
2.1.2	-	-	Achieved
2.2.1	300	517	+72%
2.2.2	20	15	-25%
2.3.1	150	186	+24%
2.3.2	15+	15	Achieved
2.3.3	105	60	-43%

Overall as can be seen above Lesedi la Batho met and exceeded most of their targets. They achieved their targets in 9 of the 11 activities (82%). The largest achievement can be seen in Activity 1.2.1 which saw an achievement of +230%.

Only 2 of the 11 activities (18%) did not achieve their targets, namely: Activity 2.2.2 and Activity 2.3.3.

Strengths

Overall **satisfaction** with the programme is high amongst those who completed the Google Forms, as can be seen in the charts below from Man2Man and Change Maker participants.



The programme roll-out was not without challenges as noted in the bi-annual progress reports, however the programme’s **adaptability** is displayed through the mitigation of such challenges.

Table 7

Challenges noted	Actions taken
Irregular / sustained attendance	Reiterating the importance of attendance Adjust support groups to 6 months instead of 12 months Include home visits and phone calls to encourage attendance Ensuring recruitment activities cover the importance of the programme and regular attendance
GBV survivors struggling to open	Creating a safe space through one-on-ones
Door-to-door recruitment struggles	Ensuring the intention of the door-to-door visit is clear from the outset
Participant unemployment causing drop outs / poor attendance	Collecting participant CVs to assist in online job placements Referring participants to Lesedi's skills development programmes
Hosting venues	Partnering with existing community organisations to utilise their venues
Low literacy levels	Translating pre-post questionnaires to assist with accurate completion given the participant literacy levels Conduct interviews alongside pre-post questionnaires/ testimonials Offer skills development in writing skills
Disruptive classroom settings	Ensuring the assistance of the class's teacher Ensuring rebellious learners are separated and given other activities to engage with
Overcrowded classrooms	Increasing the number of facilitators per class
Emotional needs of learners	Ensuring one-on-ones are available for learners to debrief as needed if emotions arise from certain topics Referrals to social workers as needed
Political community leaders' mistrust	Ensuring staff members meet community leaders to explain Lesedi La Batho's programmes
Staff retention rates due to low salaries	Fundraising activities for staff salaries specifically
Lack of support for men dealing with GBV	Partnering with other organisations to support male involvement and raise awareness for GBV experience by men
Lack of refreshments	Lack of refreshments

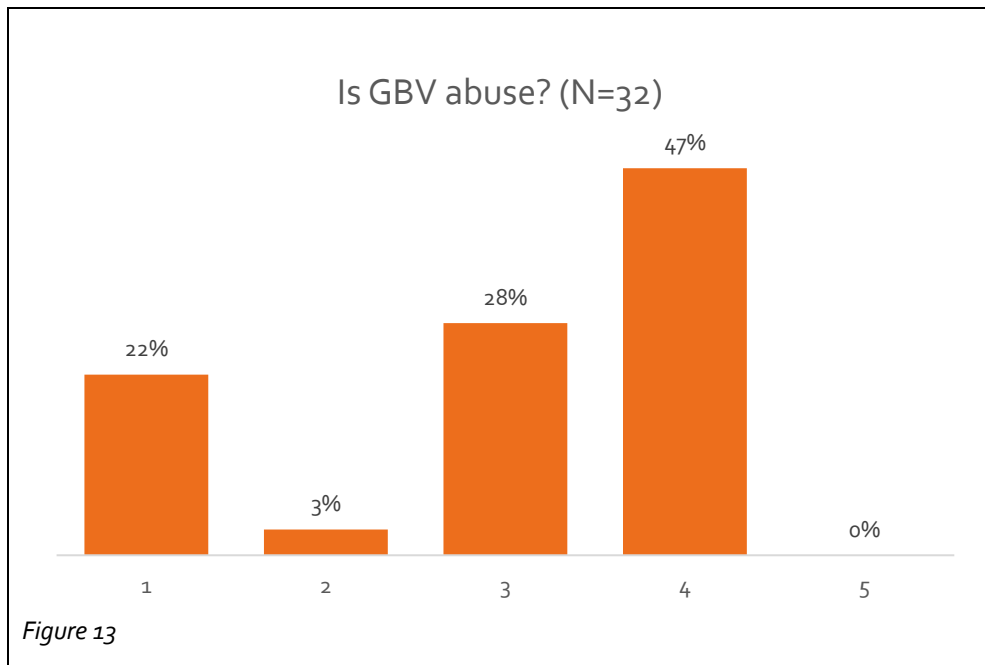
The programme was also able to gain **insights** from the participants. For example, the Change Makers Post Google Form asked participants what they felt the major cause of GBV in their community was. There were 174 responses to this question, the top themes can be seen below offering a good insight into the community's view of GBV.

Table 8

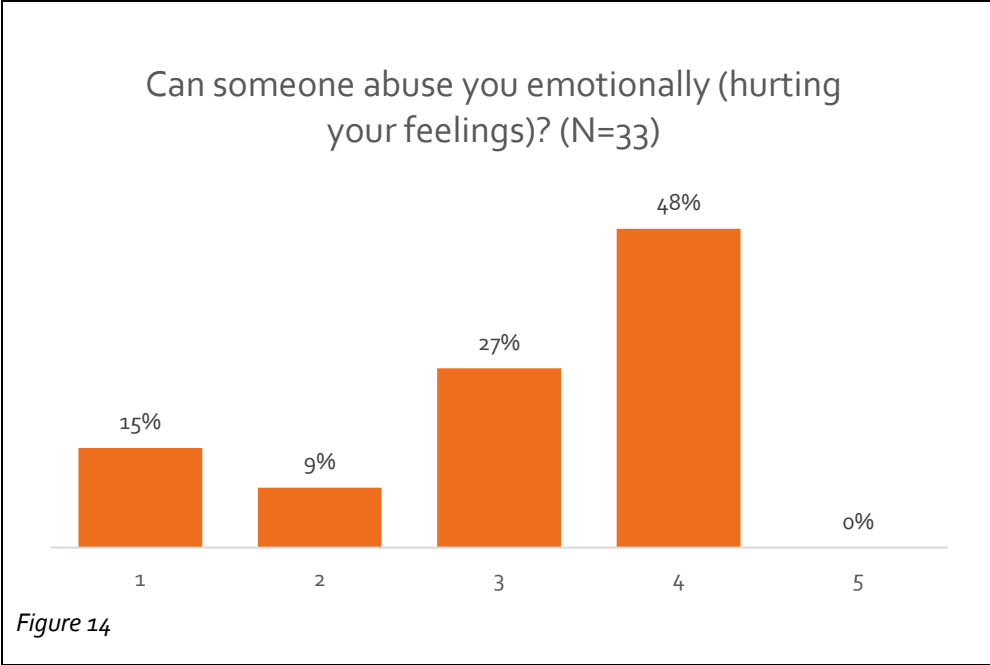
Themes	N	%
Alcohol	71	41%
Drugs	60	34%
Unemployment	51	29%
Poverty	43	25%
Culture/Community	38	22%
Upbringing/Mindset/Emotion	27	16%
Lack of knowledge	18	10%
Depression	16	9%
Inequality	11	6%
Childhood Trauma	6	3%

Impact

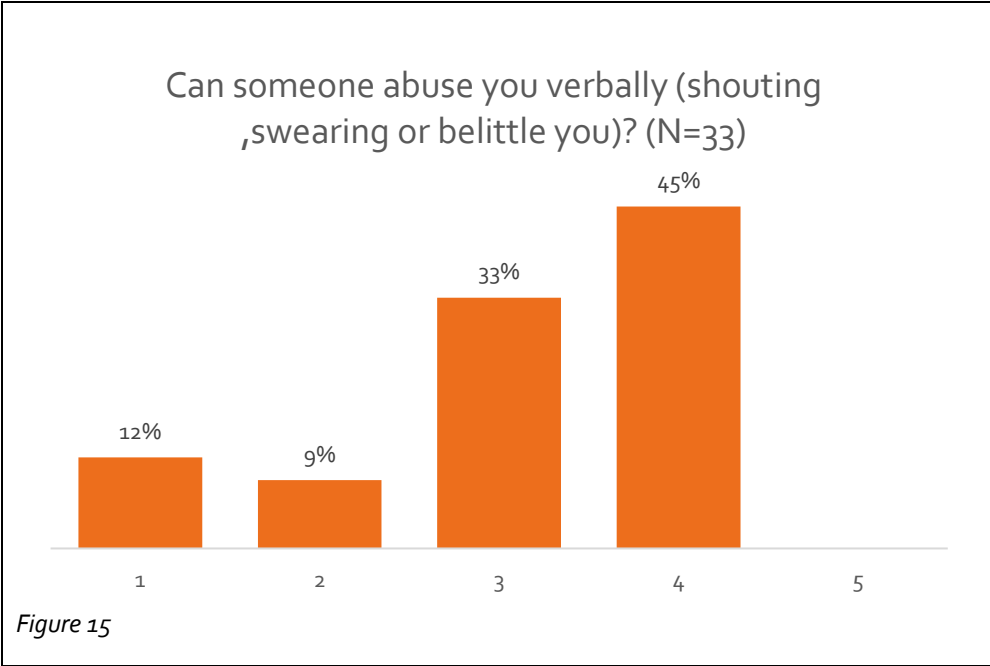
In terms of impact, there were several sources of evidence reviewed. The charts below display data from the GBV survivors who completed the Post Google Form. Participants were asked to rate their level of agreement with each of the items on a scale of 1 to 4 (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, 5=N/A). the responses per item can be seen below.



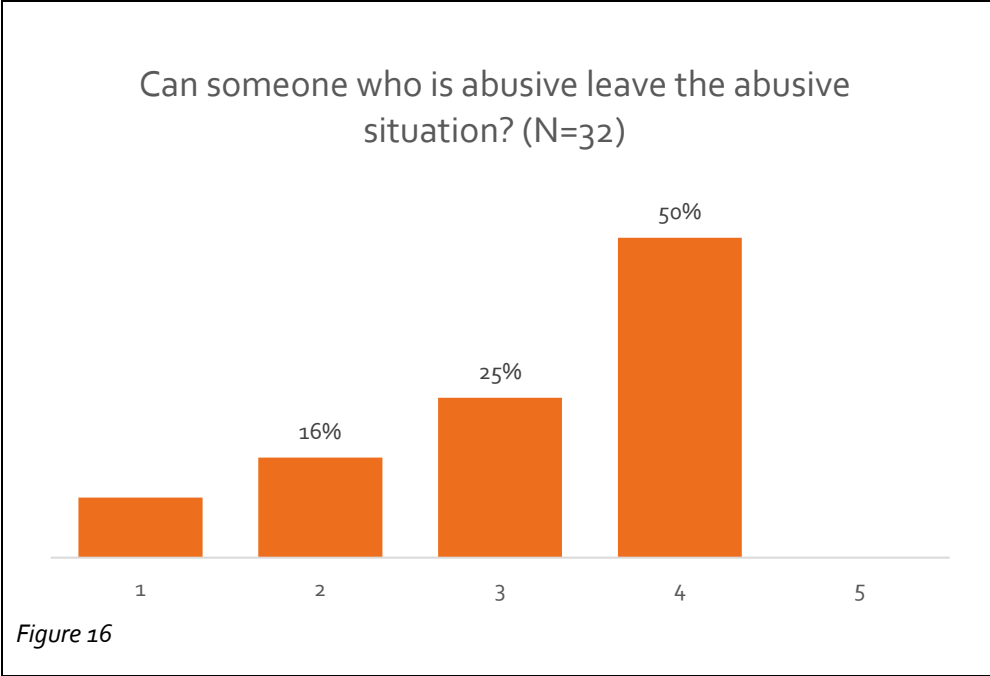
The majority of the survivors either agreed or strongly agreed that GBV is abuse (75%).



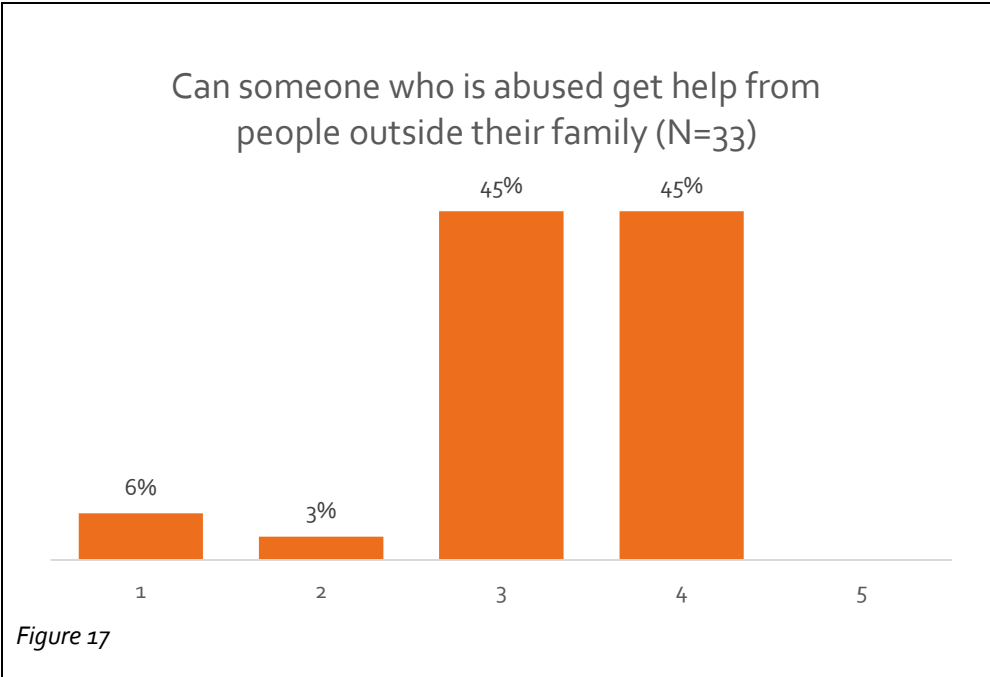
The majority of the survivors either agreed or strongly agreed that someone can abuse them emotionally (75%).



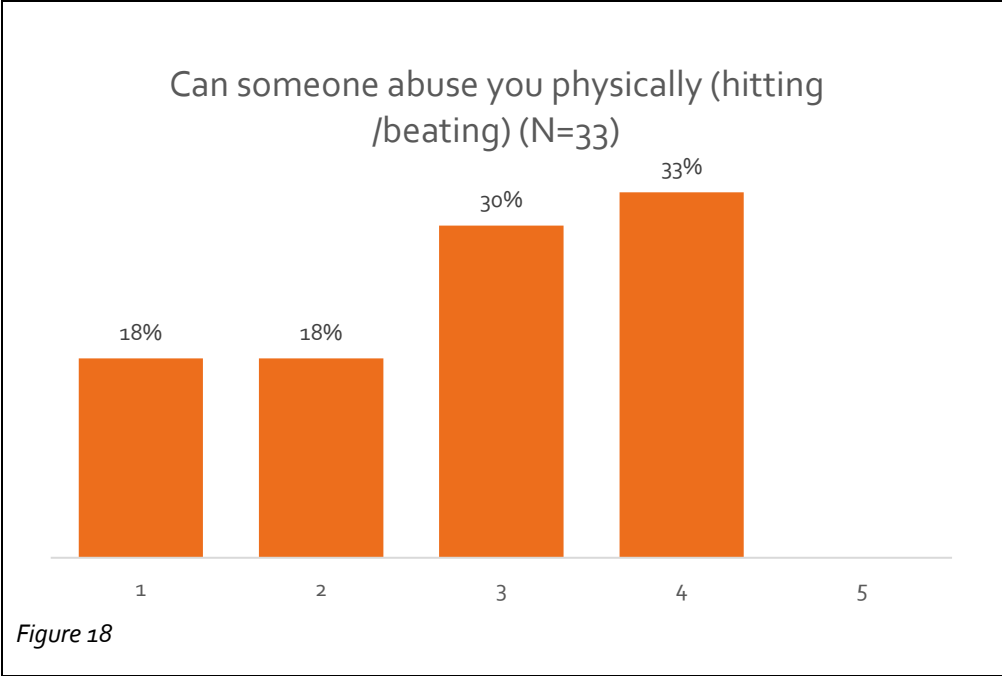
The majority of the survivors either agreed or strongly agreed that someone can verbally abuse them (88%).



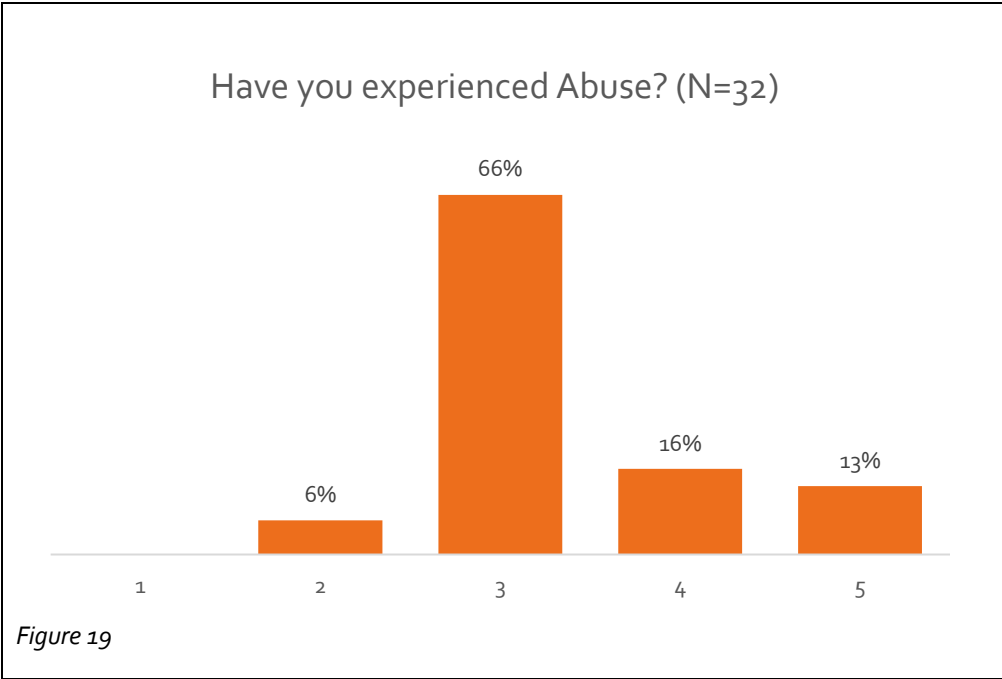
The majority of the survivors either agreed or strongly agreed that someone who is abusive can leave the abusive situation (75%).



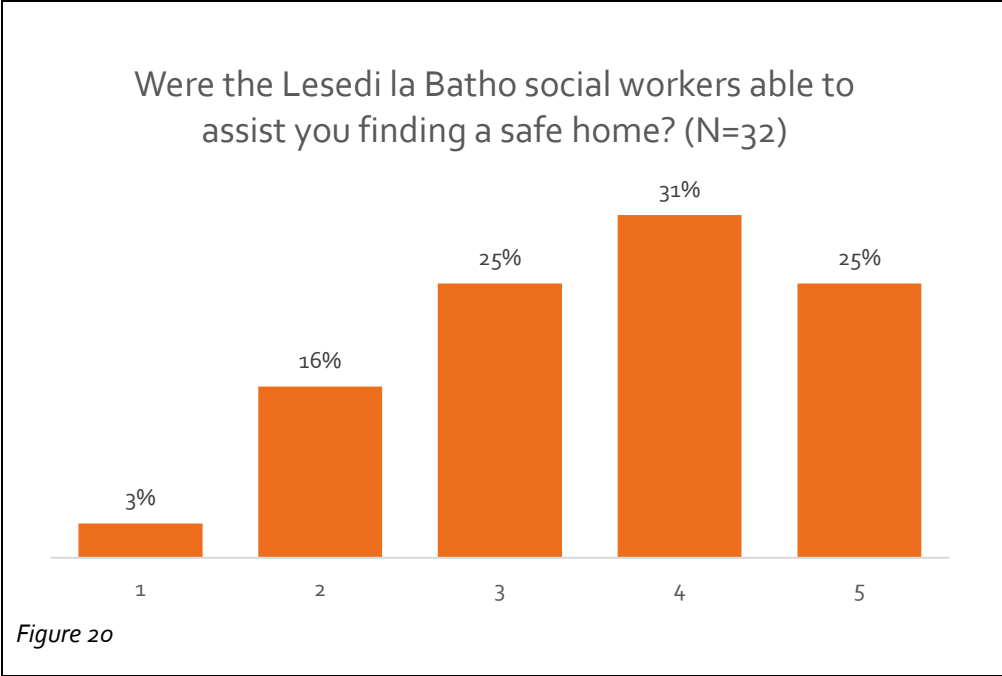
The majority of the survivors either agreed or strongly agreed that someone who is abused can get help from people outside their family (90%).



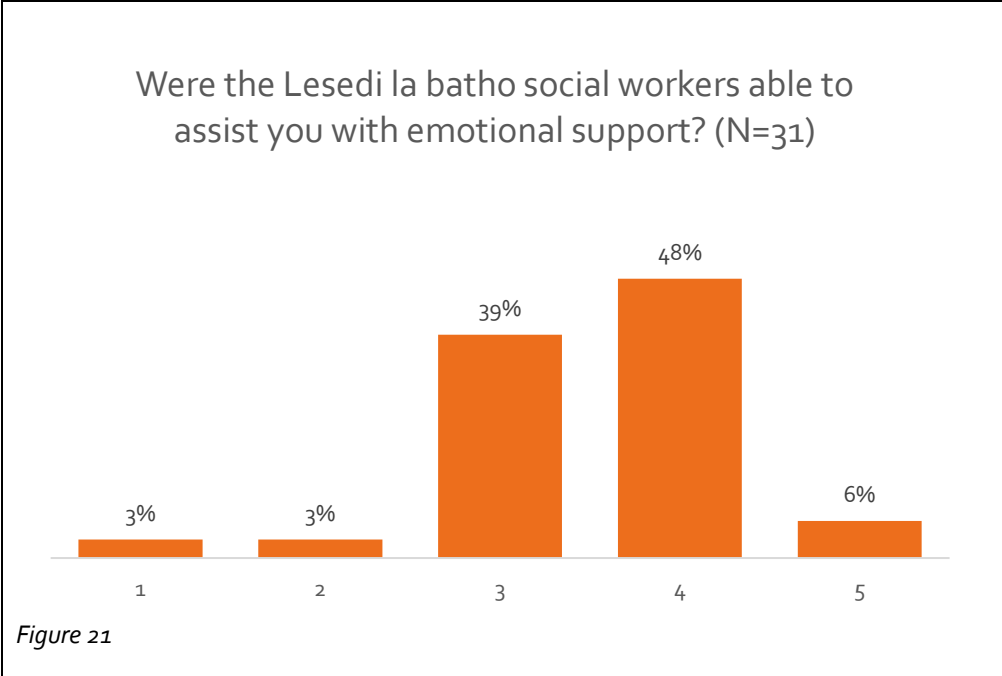
Over half of the survivors either agreed or strongly agreed that someone can abuse them physically (63%).



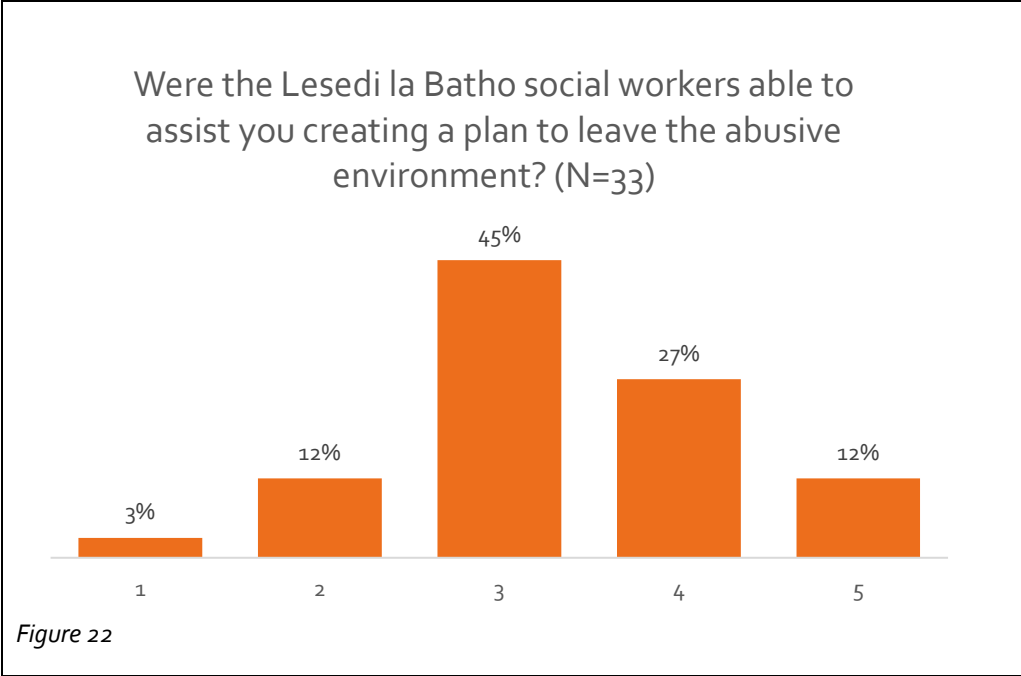
When asked whether they had experienced abuse, 84% of the survivors agreed to some extent that they had in fact experienced abuse.



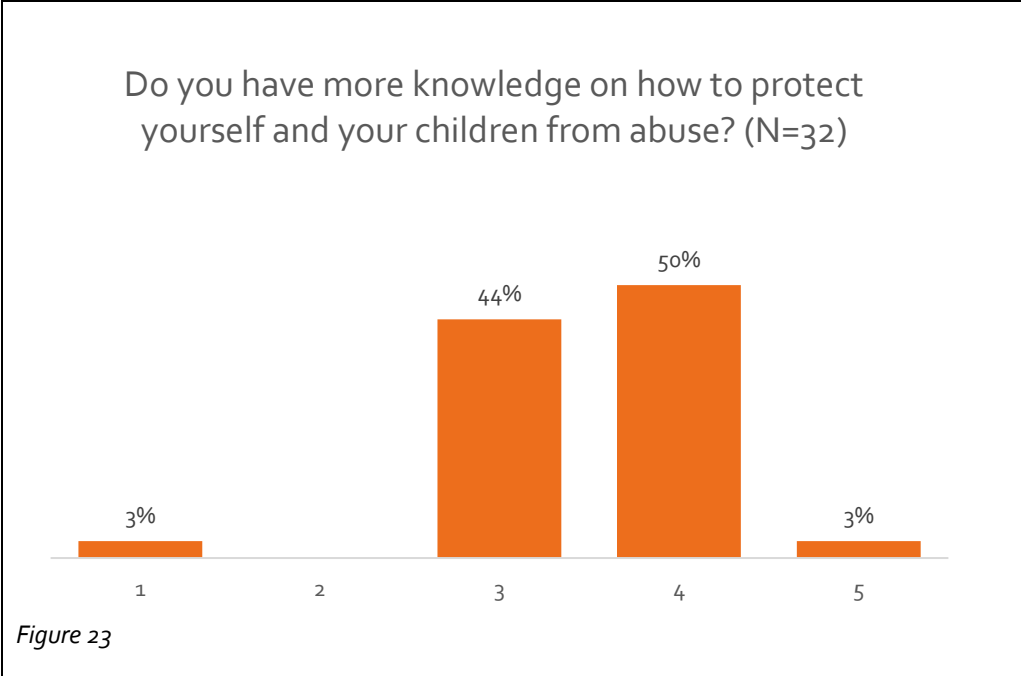
Just over half of the survivors agreed or strongly agreed that the Lesedi la Batho social workers were able to assist them in finding a safe home (56%). A quarter of the survivors selected “N/A” (25%).



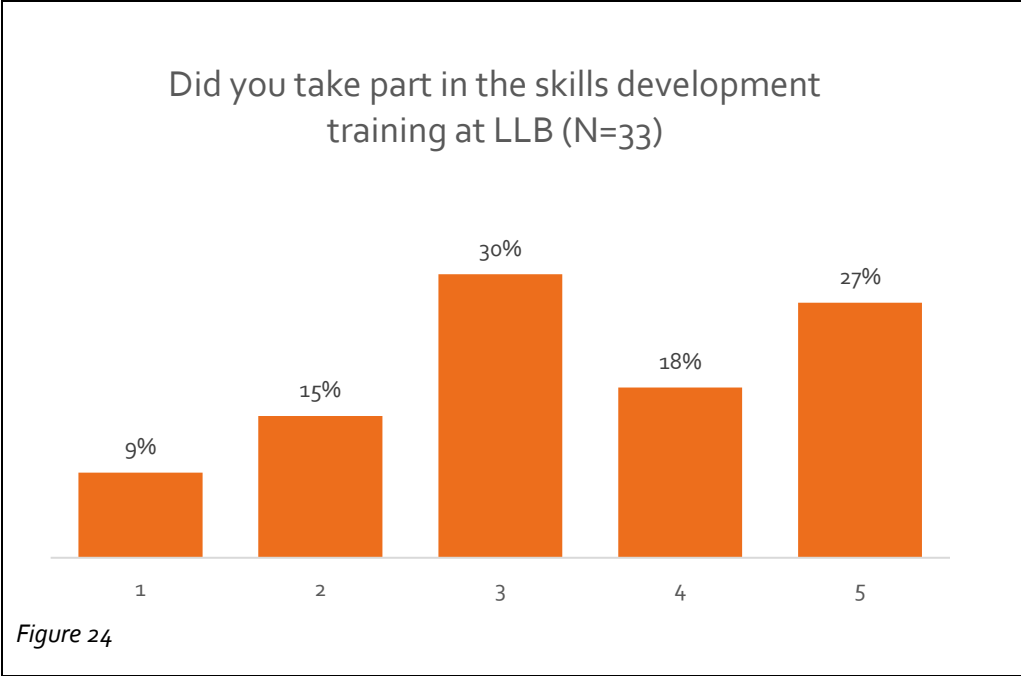
The majority of survivors either agreed or strongly agreed that the Lesedi la Batho social workers were able to assist them with emotional support (87%).



The majority of survivors either agreed or strongly agreed that the Lesedi la Batho social workers were able to assist them with a plan to leave the abusive environment (72%).



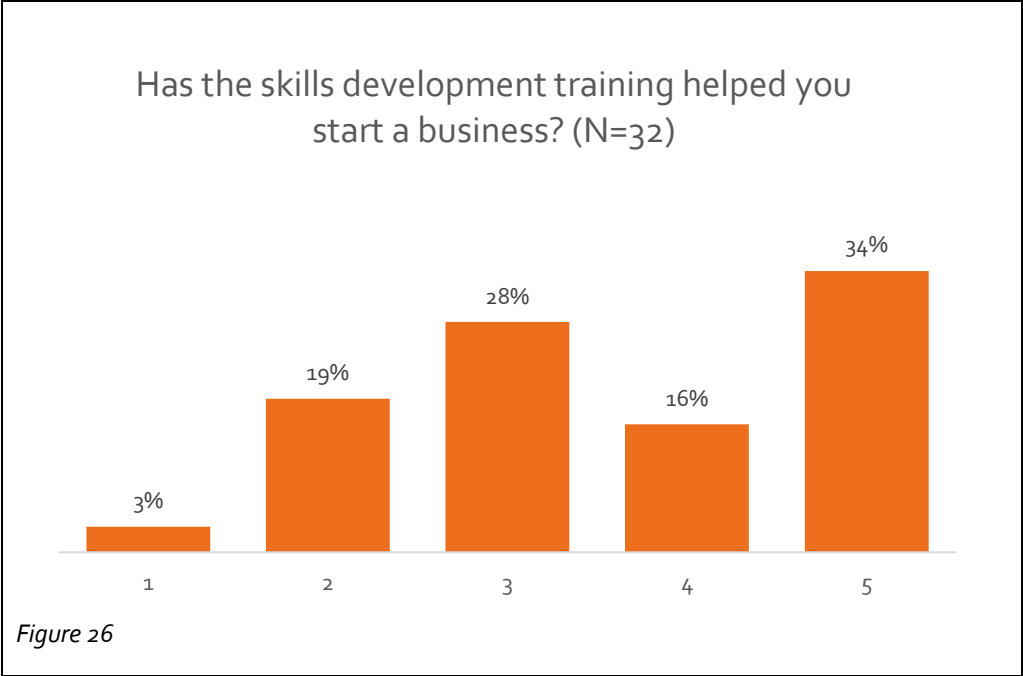
When asked whether they have more knowledge on how to protect themselves and their children, 94% of the survivors either agreed or strongly agreed.



When asked whether they had taken part in the skills development training at LLB just under half of the survivors either agreed or strongly agreed (48%). Just over a quarter of the survivors responded with "N/A" (27%).



The majority of survivors responded with "N/A" when asked if the skills development training helped them find a job (38%). 28% of survivors either agreed or strongly agreed.



Just under half of the survivors either agreed or strongly agreed that the skills development training helped them start a business (44%). 34% of survivors responded with “N/A”.

The charts above show that the majority of the survivors who completed the Google Form felt there had been an impact on their lives, either through receiving support, gaining knowledge or gaining employment.

Another source of secondary data for impact were the open responses in the Man2Man and Change Makers Google Forms completed at the end of the training/ workshop/ programme. The quotes below are indicative of **knowledge gain and attitude shifts**.

Man2Man quotes

What have you learnt from this workshop?

I have learnt about gender-based violence and the causes of it and to with other men

To love [and] respect our self as man and pass it to the other some generation

I learn to how you must communication with a woman and how to making her for feeling happy.

That men also need to report any sort of abuse to the police

Do you feel equipped to promote positive behaviour amongst your peers after Man2Man workshops?

Yes because I have gained valid information that share it with my peers

Yeah, I have learnt a lot through this program and the fact that some situations needs action and we all affected by GBV

Yes I feel equipped I was be able to share with others

Change Makers quotes

What have you learnt from this training workshop?

I have learnt different types of Gender Based Violence. E.G Emotional abuse.

That the violence happens in both sex/gender and it's not a good thing we need to consider each/one another's feelings

I have learnt about Gender based violence and the effect it has on people lives as well as human rights

I have learnt that Gender Based Violence is a major issue in South Africa. That every gender should be treated equally. I have also learnt that we should not force people things they don't want.

What will you now be able to do with this new information?

I will teach my sibling about it, and I will be able to report if I am abused and I will not take it light

Share the information with others. Finding ways to help someone going through gender-based violence.

Train and teach young and adult about it and raise awareness to people who are being abused

I will encourage other people that gender-based violence is a serious offence if anything happens in the households you need to report it.

Survivors

What did you learn from the support groups?

I have learnt to stand for myself to become independent, not to allow someone to abuse me.

I've learned that as a woman I deserve better and I'm very important and I have power to say no it us enough for the sake of my life and my loved ones, I'm not a slave. I'm a winner.

I learnt to talk to someone if I have problems about GBV and how to protect myself against GBV

Do you feel equipped to promote positive behaviour in your community after attending the support groups?

Yes because now I can I can raise awareness in my community about GBV. I can teach other women about it and types of them.

100% equipped I started to help those who are afraid to join support group because they don't trust anyone with their problem. I treat my children differently now in a better way than before. I see myself growing doing things I wasn't doing e.g. loving myself better.

Yes, most people are dying in silence but now talk I encourage people to stop being silent and also there are skills offered at Lesedi la Batho than can develop an individual

Yes, I want people to learn, know what I have experience, so that they can see that, and experience that it never too late to start over. And that everything in life is possible as long as you have positive people with insight to teach you.

INTERVIEW DATA

Twenty-six interviews were conducted, each group had their own interview schedule as can be found in Appendix A. The key themes identified across all interviews are presented below in terms of implementation, programme strengths, programme impact and areas for improvement.

Implementation

Staff report rolling the programmes out as planned with efforts made to adapt implementation to various contextual challenges. The main changes to implementation that were made to the programme include pivoting from door-to-door recruitment (reported to be challenging by two staff members) to more in-depth community engagement initiatives, such as mobilising at churches and approaching community leaders. This was reported by one staff member to be more effective than going door-to-door.

As for other changes, one staff member reported extending programme activities into a neighbouring township (Soshanguve). Another staff member expressed concerns about confusion in the implementation plan following handover to a new team member, suggesting that there were misunderstandings or miscommunications about the programme's structure and expectations, particularly in administrative and data management aspects.

Programme Strengths

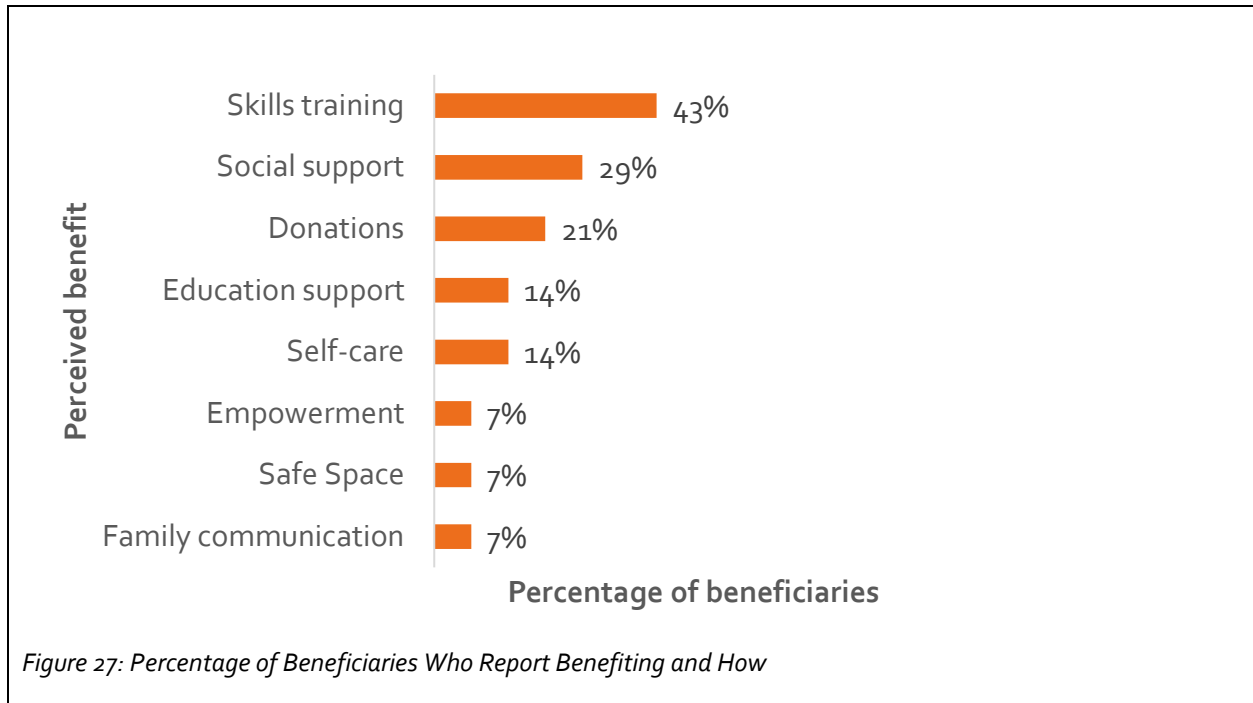
Programme stakeholders, beneficiaries and programme staff were asked to reflect on the strengths of LLB's programme offerings, and what the organisation does well. Four major strengths were identified during interviews, presented below.

Education and outreach: The programme was praised by stakeholders and staff members for successfully engaging community members in education around GBV and outreach initiatives. Nine out of 11 programme stakeholders and staff members mentioned the important of awareness-raising and GBV educational initiatives. All staff members reportedly observed a significant empowerment of participants due to access to information and social support.

"The educational aspect has worked very well, they now understand about abuse and can tell another person about abuse, they can teach their children especially girls" (staff member)

Skill-building: Six out of eleven interviewees mentioned skill-building initiatives as a much-needed initiative. It was a valued offering to participants, financially empowering women and allowing them to break free from financial dependence on abusive partners. Just under half of the participants that were interviewed (43%) mentioned skill-building opportunities as their highlight (see graph below).

“Receiving a skills training on Baby Care which will helped me open my own day care center which has always been a dream for me.” (beneficiary)

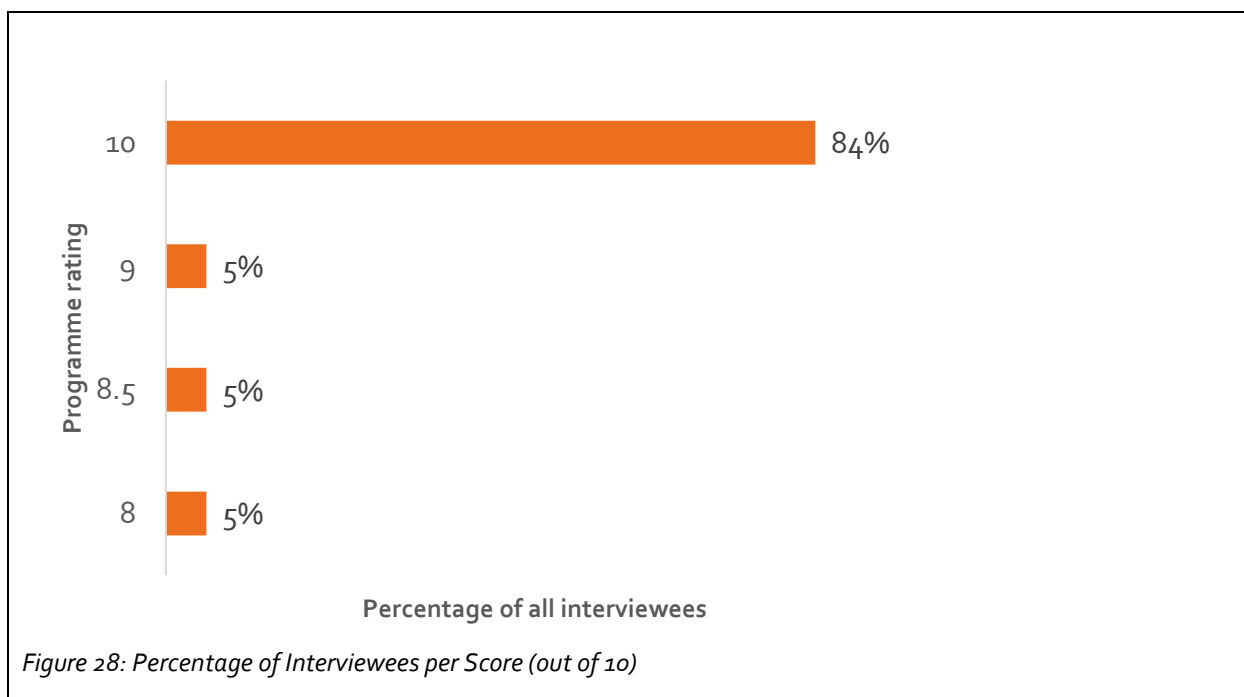


Referral support: Referral systems for psychological support, health services and learner skills development were highlighted by three stakeholders and three staff members. One stakeholder also described the safe space that LLB has created for incident reporting, saying that community members feel more comfortable reporting GBV to LLB than SAPS.

Creation of a safe space: Three staff members commented that the programme has successfully created a safe space for participants to share their experiences and obtain social support. Almost a third of interviewed beneficiaries (30%) referred to the social support aspect of the programme as a top highlight for them.

“I learnt how to stand up for yourself as a woman and to encourage other women”.
(beneficiary)

Programme beneficiaries and stakeholders were asked to rate LLB out of ten. The programme was rated highly - between 8 and 10, with the majority (84%) giving it a 10/10 (see graph below). Reasons for lower scores were due to the programme’s resource and geographical constraints; interviewees would like to see the programme better resourced and expanded to help more communities.



Programme Impact

All interviewees were asked to report on the perceived impact of the programme. Trends across interviewees centred around beneficiary empowerment and community mobilisation, which are discussed below. Only one interviewee (a programme stakeholder) explicitly mentioned a perceived decrease in GBV incidents in the community, while this outcome did not come out clearly in beneficiary interviews.

When asked whether the beneficiaries experienced change as a result of participating in the programme, all fourteen interviewees said yes. Recurrent themes were those of emotional support and psychological growth (mentioned by 77% of beneficiaries), as well as financial independence. Regarding the former, beneficiaries reported healing from GBV-induced emotional wounds, improving their self-esteem, confidence and resilience, finding balance and joy, feeling empowered and motivated, and developing communication skills for better interaction with family and community. Regarding the later, 23% of beneficiaries noted transitioning to financial self-sufficiency through the skills that they learned through LLB.

"I had low self-esteem and now have developed self confidence, being brave, how to relate with others, like my children and other people. I learnt to forgive those who hurt me."
(beneficiary)

Staff members and programme stakeholders also referred to the impact that LLB has had on community members, notably by creating increased awareness and education in GBV issues (mentioned by all but two interviewees), as well as strengthening community networks (mentioned by half of the interviewees). By facilitating networking among stakeholders and the

community, the project strengthened the collective effort against GBV. It created platforms for stakeholders to collaborate and network, enabling more effective referral systems.

"We were struggling with one thing to combat the GBV pandemic, LLB helped us a lot make a networking stage, it makes us networking with some stakeholders we don't know, some facilities we don't know." (programme stakeholder)

Areas for Improvement

When asked how LLB can improve, one stakeholder requested that additional GBV education and support is provided to older high school learners, outside of class time.

Two programme stakeholders noted that the project's impact is significant in Mabopane but recommended expanding its reach to other communities, including rural and informal settlements, to address GBV on a larger scale.

When asked what challenges the beneficiaries experienced, responses varied, including logistical issues like transport costs and time outside of work to attend sessions, and personal challenges such as difficulty in sharing personal experiences in group settings. One noted interpersonal conflicts within support groups as a challenge, and three mentioned care responsibilities at home that made participation difficult.

Programme staff had a number of insights that may improve LLB's offerings, which are presented below.

High staff turnover due to low salaries was noted to affect the programme's implementation by three staff members. Turnover also adversely affected beneficiaries' comfort levels in support groups. Staff turnover also appeared to interrupt the programme's planning and delivery, as there appeared to be poor handover to new staff and confusion in staff members' responsibilities.

Learner engagement in school sessions was noted as low due to the infrequent sessions held by social workers. This is a consequence of a high workload for social workers, who cannot attend all schools on a frequent basis, and cannot engage learners from several grades.

Staff noted that most job opportunities in their community target youth, while many job-seeking beneficiaries are over the age of 35. As such, the transformation of job skills to actual jobs is constrained by the employment environment.

All staff noted the impact of poverty on beneficiaries' engagement with group sessions. Firstly, beneficiaries find it challenging to attend the sessions due to their work schedules or limited access to transport (as noted above), and secondly, staff report finding it difficult to engage beneficiaries meaningfully when they are starving. Refreshments and food were noted as necessary for participants to receive, but severely constrained by LLB's resources. As one staff

member commented “*they can’t eat information*”, indicating that while LLB’s programmes are critical, the beneficiaries’ basic needs are not being met.

“They are poor, they are hungry, and talking to some who is hungry - their level of concentration becomes very low. Some of them just stopped coming, because they walk there and although the information was beneficial, they’re hungry. They think ‘I’m going to be there and listen to them talk for an hour and my stomach is growling’”. (Staff member)

This appears to take an emotional toll on staff, who are unable to provide help to clients in desperate situations. As such, some staff mentioned needing additional psychosocial support to help prevent emotional burnout and support them in their roles.

“You find a person that hasn’t eaten for 3 days, then when you go to the centre and you say you have a client like this and you are told that ‘no we don’t have anything at the moment’. So it is hard on us as workers because it’s us that deal with these people, it’s very hard.” (staff member)

Poverty levels in the community also affect the implementation of the programme. Finding venues is challenging, and crime levels in the community also pose threats to the programme’s implementation, as staff members are limited in terms of their travel.

Logistical challenges, such as inadequate venues and insufficient refreshments, caused discomfort and limited the program’s reach and effectiveness. 4 out of 6 staff members raised concerns about these issues.

Two staff members noted the difficulty in effectively engaging men in the Men2Men programme.

Finally, two staff members noted limitations in terms of data collection and M&E, noting the need for a more structured and clear approach.

RECOMMENDATIONS

- Enhance **monitoring and evaluation (M&E)** for the programme. This includes:
 - Ensuring M&E tools are utilised for every activity – attendance registers as well as appropriate evaluation forms.
 - Structured tracking and capturing of data including attendance data, and testimonials.
 - Ensuring data collection tools align to outcomes the programme wishes to measure.
 - **Training** for participants and staff related to monitoring and evaluation. This would ensure that staff are equipped to carry out data collection activities and understand their importance, and that participants understand how to complete M&E tools accurately.
- Ensure the challenges and mitigation strategies are utilised when planning for future programmes.
- Enhance **logistical** support, including stable and suitable venues and providing necessary refreshments, to improve participant comfort and engagement.
- Improve **staff compensation and support** to reduce turnover and enhance programme delivery.
- **Broaden reach** and inclusivity, particularly towards men and older high school learners and rural communities.
- Provide **education on female-on-male violence** to reduce the stigma associated with police reports.
- Ensure that job skills programmes are suited to employment opportunities in the community
- **Expand the referral and partnership network**, given how far-reaching the symptoms of GBV are (e.g., child protection, access to IDs and social services)
- Due to the high levels of poverty and unemployment, staff recommended providing community members with physical **incentives for participation**, such as food.
- **Involving community members** in the planning and execution of programmes could make them more relevant and effective, tailoring them to the on-the-ground needs of communities.
- Efforts should be made to **sustain and support groups**, especially for vulnerable populations like the LGBTQI community and disabled beneficiaries, ensuring continuous engagement and support.

REFERENCES

COGTA. (2020). City of Tshwane. <https://www.cogta.gov.za/ddm/wp-content/uploads/2020/11/Tshwane-October-2020.pdf>

APPENDICES

A. INTERVIEW SCHEDULE QUESTIONS

Participant interview questions

1. Please introduce yourself
2. How did you hear about/become involved in the programme?
3. What activities did you attend (how many, type, for how long etc.)?
4. Did you benefit in any way from attending the programme, how?
5. What were your top 2 highlights regarding participating in the programme?
6. What were your top 2 challenges in participating in the programme?
7. On a scale of 0 to 10, how likely are you to recommend the programme to a friend, 0 = not at all likely, 10 = extremely likely, and why?
8. What would you change about the programme to make it better for future iterations?

Stakeholder interview questions

1. Please introduce yourself, name, organisation and role
2. How have you been involved in the Gender Based Violence Awareness project run by Lesedi La Batho over the past 3 years?
3. Do you feel the project has had an impact on gender-based violence within the community? Why?
4. What do you feel the project has done well?
5. What do you feel have been gaps/shortcomings of the project?
6. On a scale of 0 to 10, how likely are you to recommend the programme to a colleague, 0 = not at all likely, 10 = extremely likely, and why?
7. What would you change about the programme to make it better for future iterations?

Staff interview questions

1. Please introduce yourself, name, organisation and role
2. How have you been involved in the programme over the past 3 years?
3. Do you feel the project has had an impact on gender-based violence within the community? Why?
4. Was the project rolled out as planned? Were there any changes in implementation?
5. What worked well within the programme?
6. What didn't work well within the programme?
7. What would you change about the programme to make it better for future iterations?