



CONFERENCE

'ENOUGH IS ENOUGH'

CHALLENGES STILL BEING FACED AROUND THE STATUS OF WOMEN AND CHILDREN, AND FINDING A CONCERTED WAY FORWARD

Conference held to celebrate the 90th Anniversary of SAAWG
25 May 2013

This conference, held to celebrate the 90th anniversary of SAAWG, was concerned with the progress made regarding the status of women since the founding of the Association in 1923 and highlighting the challenges that still face women and children within South Africa. Solutions were proposed regarding a way forward. The audience was addressed by leading women in various fields ranging from the Gender Commission to women academics to women activists. SAAWG, during its 90 years, has undertaken many research projects, investigated topical issues, written up papers, engaged in advocacy with the government of the day and other agencies, networked with other SA organisations, used its international connections to raise funds for SA projects, taken an active role in IFUW (International Federation of University Women) to which it is affiliated, offered workshops and skills training, as well as talks on current issues and opportunities for a "get together" of likeminded graduate women and female students. Community projects have been undertaken (for graduate women but also for school girls). Currently two mentorship programmes operate, providing intervention for school girls on aspects such as life skills, study skills, career development, academic literacy, gender awareness, financial understanding and self-defence. Throughout the years SAAWG has offered scholarships and bursaries, as well as other awards. Its history has been captured in its Annual Journal which has provided the source material for publications to mark SAAWG's 80th and 90th Anniversaries. In August 2013 the IFUW President was elected for 2013-2016 – and for the first time this position is held by a SAAWG woman, Catherine Bell. In fact, this is a first for Africa!

WELCOME AND INTRODUCTION

At the start of proceedings all present were welcomed by the National President, Hazel Bowen, who explained that the conference had been arranged at this time to mark not only the 90th anniversary of SAAWG but also IFUW Day on 1 June. It was important in both the South African and the international context to discuss what challenges remained to improving the status of women and children. The proceedings of the conference would ultimately be widely disseminated in the form of a report.

KEYNOTE SPEAKER

Janine HICKS

Commissioner (KZN Office): Commission for Gender Equality - an independent statutory body mandated by the Constitution of South Africa to promote, protect and ensure the attainment of gender equality. Janine holds an LLB from the former University of Natal, Durban, and an MA from the Institute for Development Studies at the University of Sussex. She is Chairperson of local non-profit organizations The Valley Trust, Agenda Feminist Media and the Community Law and Rural Development Centre.



THE STATE APPROACH TO GENDER EQUALITY VS WOMEN'S EMPOWERMENT. THE GAINS ACHIEVED AND THE FUNDAMENTAL CHALLENGES STILL TO BE FACED

The speaker started by explaining that the Gender CGE Act No 49 of 1996). The CGE is required to promote respect for, and the protection,

Commission had been established under the development and attainment of gender equality. The CGE vision is a society free from

Constitution as an independent statutory body (Section 187 and gender oppression and all forms of inequality and its thematic focal areas include: Women's

economic empowerment; Gender based violence; Women's substantive equality; Gender, cultures, religions and traditions; Gender, health and education; and the National Gender Machinery.

Among its functions were monitoring of proposed legislation in the public sector (the current Traditional Courts Bill being a prime example), ascertaining whether international protocols such as CEDAW and the Beijing Declaration of 1995 were proving effective, and whether programmes were being designed to address women's disadvantages. The CGE has the power to interrogate and to subpoena witnesses. Public education and raising awareness about gender issues were also part of its programmes.

The Progress

The very good news on the development of gender equality was its being recognised as an essential part of transformation by people at the highest level of Government, such as the first democratically elected President, Nelson Mandela. The Constitution calls for equality, equal protection and benefit before the law, and non-discrimination. After the Beijing Conference on Women, the National Policy Framework on Gender Equality was developed by the South African government, resulting in the Women's Empowerment and Gender Equality Bill as part of the national gender machinery with entities within every sphere of government to lead on gender mainstreaming and the promotion of gender equality. The Office of the Status of Women had evolved as these changes were implemented and upscaling had been recommended, so that more recently the Department for Women, Children and People with Disabilities had been instituted.

Although the provinces vary somewhat in their approach to

gender equality there are Gender Focal Persons (GFPs) at all levels within each department and municipalities. Mainstreaming the issue of gender is the current approach. After intense lobbying and collaboration, there have been significant advances in legislation addressing the problems of women, for example the Employment Equity Act, the Promotion of Equality and Prevention of Unfair Discrimination Act, the Domestic Violence Act, the Sexual Offences Act, the Recognition of Customary Marriages Act, and the establishment of Equality Courts at every magistrate's court to hear any case of discrimination. South Africa was a signatory to key regional and international protocols such as CEDAW, the Beijing Platform for Action, SADEC's Protocol on Gender and Development, and the Protocol to the African Commission on Human and People's Rights on the Rights of Women in Africa, thus providing leverage for action against evils, including female genital mutilation.

Challenges to gender equality

Despite Constitutional guarantees underpinned by groundbreaking legislation, and gains in political representation, access to equality and justice, and freedom from discrimination remain a pipe dream for the majority of women. **Patriarchal attitudes and prejudices are rife, and state programmatic and policy responses inadequately tailored** to address particular needs of women, impeding women's access to justice, quality of life and rights, and prejudices their dignity and often, their very survival.

The following issues constitute the greatest obstacles to women's attainment of equality, and their enjoyment of constitution rights:

a. **State failures generally**

The state has failed at several levels to improve the quality of life and status of women. These include the following

- *Failure to engender key policy frameworks*, such as the National Development Plan, Vision 2030, and the African Peer Review Mechanism country Programme of Action.
- Linked to this, state departments have *failed to implement gender mainstreaming of their programmes and budgets*. **Gender equality has been reduced from a political vision to "women's empowerment", with women viewed as a vulnerable group**, along with children and people with disabilities. Accordingly, each department tends to have a few "women's empowerment" programmes and projects, but has *failed to integrate gender analysis* into overall departmental planning and budgeting.
- Related to this, departmental policy statements may refer to ensuring that women benefit from anti-poverty interventions; however, *this is not concretized in planning or budgeting, no targets are set to assess whether the government is in fact addressing the impact of poverty on women; no dedicated budget is identified for such programmes, and monitoring and evaluation measures are inadequate* to assist government in understanding whether it is meeting its policy statements.
- *The state is failing to adequately implement key legislation* designed to address particular vulnerable categories of women, such

as the Sexual Offences Act and the Domestic Violence Act. State departments have failed to put in place policy measures required by legislation, or the necessary training and resources to ensure that measures are implemented. Also, departments *do not pay adequate attention to the collection of sex-disaggregated data on beneficiaries of programmes*. They have failed to report to Parliament on their implementation of measures. Of greater concern, *Parliament has failed to exercise adequate oversight in holding departments to account for this failure*.

- *Inadequate funding* is made available for gender equality structures, namely the Commission for Gender Equality and the Ministry for Women, Children and People with Disabilities.
- *Gender Focal Persons are not appointed at the senior level required by the National Policy Framework on Gender Equality* so that GFPs are not able to drive gender mainstreaming within their departments and influence planning and budgeting. They also have scarce resources so, as a result, GFPs's interventions tend to be limited to arranging for Women's Month and 16 Days of Activism events.
- *Attitudes* towards gender equality among senior government officials remains problematic. *Gender equality is seen as a women's concern, or a human resource issue, and junior or bureaucratic staff members are accordingly delegated to attend events*. As a result, there is no recognition or understanding of gender equality, gender mainstreaming, requirements of international instruments etc at this senior level of government.

b. Poverty and employment inequality

The number of women living in poverty is disproportionate to men. Feminisation of poverty is linked to the absence of economic opportunities for women and their autonomy; their lack of access to economic resources (eg finance and land); lack of access to education and support services; and inadequate participation in decision-making. Income poverty amongst women is driven by a high rate of unemployment; low wages as a result of their low skill and education levels and discrimination. The Gender wage gap is still prevalent in South Africa with women remaining clustered in low-paid jobs. The time women spend on unpaid care work remains unrecognised.

Gender discrimination in the workplace is rampant, as reflected in the Employment Equity Commission's (EEC) 13th Annual Report findings on women's under-representation in positions of senior management. This is driven by the failure to recruit, promote and provide skills training opportunities to women to enable them to progress to senior positions, as demonstrated in the following statistics:

	White men	Black women	Black men
Recruitment	47.4%	7.3%	14.8%
Promotion	43.1%	8.6%	12.6%
Skills development	47.7%	8.2%	13.7%

The EEC reports that African representation in top management increased from 10% in 2002, to a mere 12% in 2012, while women's representation in top management moved marginally from 13.7% in 2002, to 19.8% in

2012, and at senior management levels, from 21.6% in 2012, to 30.7% in 2013. There is the lack of growth of women and African representation in the middle management and technical skills categories. Women's representation at the skills level has in fact decreased, from 7% in 2002 to 5% in 2012, leading to the "missing women" syndrome. Similarly, white women's representation in all sectors more than doubles that of all women from other designated groups. *While women's representation is better in the public sector compared to the private sector, we have by no means attained parity:*

	Black men	Black women
National government	41.3%	23.5
Provincial government	45.1%	30.2%
Local government	48.3%	23.5%

The particular vulnerabilities of farm and domestic workers remain unaddressed, with poor monitoring and enforcement of sectoral determinations, and no access to maternity benefits for these sectors, as well as for self-employed women.

In terms of security of tenure, *women-headed households were the majority beneficiaries of housing subsidies, yet 90% of land reform beneficiaries were men*. The positive impact of the Extended Public Works Programme (EPWP) job opportunity and skills creation ventures for women must be acknowledged.

c. Education

With regard to Millennium Development Goal targets set for the net enrolment rate at primary school level, South Africa appears close to universal primary education. However, there is a critical distinction between enrolment and attendance, which reveals significant issues of concern in

relation to girls' access to education.

There is a need for *tailored policies and interventions* – or better implementation of existing policies – to address the primary causes for girls to drop out of school, such as teenage pregnancy, which appears on the increase, predominantly in rural areas and areas of entrenched poverty. Additional factors include inadequate sanitation facilities at school, the lack of access to safe transport, and the domestic responsibilities that are largely still imposed on girl children, impacting negatively on their attendance, and time available to focus on the studies.

“No fee” schools, and school nutrition programmes have made a significant contribution to retaining learners in school. *It is of great concern, however, that gender based violence (GBV) and sexual assault at schools is not being adequately addressed, despite the existence of policy in this regard.* It is apparent that there is insufficient attention paid to gender and GBV in the school curriculum, inadequate revision of materials to ensure their gender sensitivity, and insufficient distribution of resource materials and awareness training for teachers.

d. Infant and maternal mortality

South Africa's infant and under-five mortality rate is unacceptably high – almost four times the World Health Organisation's (WHO) minimum target. *Infant mortality rates are not disaggregated by gender, making it difficult to track incidence.* Improvements in immunization and nutrition awareness are welcome but there is a need for greater access in rural areas, and more *interventions specifically targeting men, to draw them into health care.*

Maternal mortality also appears to be on the increase, predominantly in rural areas.

Research reveals that almost 60% of these deaths are avoidable. The causes are mainly health systems failures, the lack of appropriately skilled staff, and inadequate resources. It also appears that *women still encounter difficulties in accessing termination of pregnancies*, because of waiting lists at public health facilities, and negative attitudes by health staff.

Free basic health care for pregnant women has increased women's access but, again, the quality and impact of this intervention must be questioned.

e. HIV and AIDS

Internationally, research reveals that *gender issues are at the centre of the HIV prevention challenge*, and should inform analysis and interventions. Research reveals that almost all sexually active women and men in the 15-19 age group are engaging in high risk sex – characterized by multiple partners and low condom usage, as well as correlations between education levels and condom usage.

There are insufficient female-controlled barrier methods available to women, including the inadequate supply of the female condom.

The leading cause of death in children in the age group 5-15, for girls is HIV, and for boys, is road traffic accidents. Boys' death as a result of HIV rate is half that of girls. The high rate of infection in rural provinces may be attributed to gender power relations, with young girls' particular vulnerability to HIV arising as a result of marked gender power inequalities. Young girls tend to have far older sexual partners, in that many are targeted by older men, or engage in transactional sex. *There appear to be insufficient support and guidance measures available for young women in this regard.*

It is apparent that there is a need for more awareness and social norm-changing campaigns targeting men, and there are some positive examples to draw on in this regard, largely implemented by civil society institutions. It is encouraging to note the apparent decline of HIV incidence in women aged 15-24, and the decline in HIV infection overall, although levels remain unacceptably high.

Women continue to bear the brunt of caring for those infected: we need to encourage, recruit and train men to assist with this care.

f. Political power

The 2009 national and provincial elections registration reveals that 55% of registered voters are women, a demonstration of active interest and participation by women in politics. Despite being signatory to the 2008 SADC Gender and Development Protocol, which requires 50/50 representation of women in political leadership by 2015, South Africa does not yet have legislation requiring parity in party candidate lists, or in decision-making posts, with such measures left to individual parties to decide.

Since 2004, women's representation in Parliament has steadily increased from an initial 27%, to 45% attained during our 2009 national and provincial elections. This is largely as a result of the voluntary 50% quota system adopted by the African National Congress (ANC), coupled with the implementation of a “zebra stripe” system in its party lists (every male candidate is followed by a female candidate). This coupled with the large majority votes secured by the ANC has seen women rocketing up in terms of political representation, as a result of South Africa's proportional representation system. No other party has adopted a quota system, and the representation of women among their political representatives is accordingly very low, with some parties not

even fronting a single woman in some provincial legislatures.

Women's representation in Cabinet has increased from 27% in 1994, to 41% currently. Five of nine provincial Premiers, and 40% of provincial cabinet members, or Members of the Executive Council, are women. Likewise, women's representation in provincial legislatures has increased from 24% in 1994, to 42% after our 2009 election. *However, state departments are behind in targets in terms of placing women in middle and senior management.*

Women's representation in local government has increased from 19% in 1995, to 39% in 2006, again largely due to the ANC's then 30% quota system. These figures were anticipated to increase in the 2011 local government elections, but analysts were alarmed to note the contrary. *Independent Electoral Commission (IEC) statistics post-election revealed that women comprise a mere 38.5% of all municipal councillors.*

Despite the ANC's implementation of a 50% quota system in the 2011 local government election, *we have not seen a concomitant increase in the number of women elected to council.* This is clearly attributed to ANC's losing ground to other parties with very poor representation of women, which has caused this statistic to drop.

There are inadequate policies and practice in place to transform historically male-dominated environments, and make these more supportive for working women, such as *providing for child-care and flexible working hours. The judiciary, political parties and trade unions equally reflect a poor response to gender transformation, with few women in leadership positions in these institutions.*

g. Sustainable development

Internationally, research reveals that women's empowerment and gender equality are key ingredients for sustainable development. *Yet women remain largely absent at all levels of policy formulation and decision-making in natural resource and environmental management, conservation, protection and rehabilitation, and their experience and skills in monitoring of proper natural resource management remain largely untapped.* However, the Department of Water Affairs and Forestry (DWAF) reports interventions involving women in local water management committees and programmes, and hopefully the learnings from this practice will be replicated across departments.

Many women spend much of their day collecting fuel for the home and the use of coal impacts negatively on their health and that of their children. *Access to clean renewable energy is, therefore, a key gender issue.*

Although there is now better household access to basic water services, women in rural areas continue to mainly rely on rainfall and groundwater, another health risk; also women are disproportionately impacted by the *lack of adequate sanitation facilities*, particularly in rural areas and informal settlements.

h. Gender-based violence (GBV)

GBV continues unabated in South Africa, with brutality against women and girls rampant and "normalised" within society. Research reveals the following alarming statistics:

- one in two women might be raped in her lifetime;
- a woman is raped every 26 seconds;
- one in four women is in an abusive relationship;
- one in four girls has been sexually abused, with the average age of

girls who are sexually assaulted being 11 years

- 30% of assaults on women and nearly 40% of all sexual offences are committed by known community member

The introduction of the Domestic Violence and Sexual Offences Acts; the creation of the Sexual Offences and Community Affairs (SOCA) unit within the National Prosecution Authority; the introduction of Thutuzela Care Centres and Sexual Offences Courts, and the fledgling multi-sectoral National Council on GBV; the development of a Victim Empowerment Plan and the introduction of the Victims' Charter are welcomed. We are awaiting the adoption of Trafficking in Persons legislation. *The uneven nature of and inadequate resources available, and necessary training and awareness interventions required for the effective implementation of these measures remain a concern.*

Statistics reveal an unacceptably poor conviction rate for GBV, and the non-implementation of minimum sentencing legislation. Of concern are the often gender-insensitive, judgemental and inappropriate responses displayed by some police officers and judges dealing with GBV cases, reinforcing gender stereotypes and undermining women's access to justice, the inadequate and uneven access to counselling and support services, and places of safety for women victims of GBV.

Certain harmful cultural practices continue, such as virginity testing, ukuthwala (abduction of girls), female genital mutilation, ukungena (handing over of a widow to her deceased husband's male relative), under-age ilobolo (engagement) and early child marriages within traditional religious communities. Extensive awareness-raising interventions are required, and the outright enforcement of

existing laws to protect the rights of the girl-child.

CGE interventions

The CGE has taken the lead in ensuring that cases of gender discrimination are addressed (such as the rights of women and girls in traditional and religious marriages, the appointment of women as traditional chiefs, the poor pace of gender transformation in public and private institutions, and violence against lesbians). The CGE makes substantive input into the law-making process, monitors the public and private sectors' gender transformation processes. It also runs outreach and awareness campaigns to promote gender equality.

Janine concluded by stating that, although there had been significant advances, *much still remained to be achieved in the promotion of gender equality and women's empowerment and of concern is the largely fragmented women's movement in South Africa.*

Discussion:

The question was raised as to why women were classed with children and the disabled as "vulnerable groups". Janine agreed that this should be challenged. The National President mentioned that the Minister responsible for this Department had been invited to attend the conference but had had to decline the invitation due to a prior engagement to attend another function. The point was made that the *Department had only a small budget*, which had to be divided among the three groups. Janine stressed that *the funding of the Gender Commission was less than*

that allocated to the Human Rights and Youth Commissions. Janine concurred with the comment that these issues should be taken up by a "United South African Women's League", saying that there is a multi-party forum within Parliament but no women's movement *per se*. Further, no woman had yet been considered as a potential National President. A representative of HERSSA expressed the opinion that *it was necessary to have women in Government who did not think like men.* Janine mentioned collaboration between the Commission for Gender Equality and the HSRC in Pretoria to produce Gender Feminist Media publications for a feminist readership. Hazel summed up the discussion by saying that *until conservative, patriarchal thinking has been eliminated there will be little progress in overcoming the remaining challenges to gender equality.*

The following are summaries of papers presented and the ensuing discussions

A GENDERED PERSPECTIVE ON CONFLICT AND VIOLENCE

Dr Lyn SNODGRASS

Snr Lecturer: Conflict Transformation & Management, Nelson Mandela Metropolitan University, Port Elizabeth

Lyn has post graduate degrees in Clinical Psychology (cum laude) and Conflict Resolution (cum laude), and a PhD in Conflict Transformation and Management. She lectures, presents workshops and publishes internationally and is an adjunct Professor on the Graduate Programme in the Department of Public and International Affairs at the University of North Carolina (Wilmington, USA). She specializes in the analysis of deep-rooted social conflict, peace and conflict assessment strategies, and conflict management systems design



Lyn commenced her address by conceding that *deep-rooted conflict cannot always be negotiated.* Poor relationships between men and women may sometimes fall into this category. She asked the question: *how are women affected by the various wars going on in Africa? South*

Africa is now a post-conflict society but there are still gender-related issues. She agreed with the conclusions drawn in the

previous talk that nothing much would result from gender

mainstreaming unless the issues arising from the powerlessness of women were addressed. It was noted that some voices

calling for gender equality were quieter than before, despite gender mainstreaming, but in her opinion this was preferable to dominance by strident voices, which gave rise to controversy and in fact set back the cause.

She called on women to reflect on their role as mothers in discouraging patriarchal thinking in their sons, but the main

problem was that they encountered this mindset at school.

This presentation explored gendered approaches to peace and post-conflict reconstruction and how these approaches

apply to African women. **Peace should mean more than the absence of war; positive peace is not just about overt control or elimination of violence but also involves the power relationships between human beings.**

Although gender is a major organizing principle for every aspect of life, the concept of gender is relatively new on the African continent, where there is an ongoing struggle for emancipation from the patriarchal system. *Patriarchy* is one of the strongest ideologies in cultures worldwide, is the underlying cause of 'peacelessness' in the individual, the community, the nation, the region and the world. *Patriarchy is the central concept that determines virtually all human enterprises while illustrating the historical and social dimensions of women's exploitation and oppression.*

A gendered perspective allows us to understand that violence is not only concerned with physical (direct) violence but also the structural (indirect) violence implicit, for example, in institutionalised sexism and human rights abuses.

She asked the question: *Are women, as natural nurturers, also natural peacemakers?* Research had shown that this is not necessarily the case, for men can also show empathy while women do not always empathise with one another and are sometimes complicit in violence. Women are victims and perpetrators in all systems of male violence and conflict and post-conflict settings are no

exceptions. Various scholars explain that women are complicit in the violence of men, enforcing and committing atrocities because they have no inherent value in the dominating patriarchal system and therefore these are the only identities available to them. (Atrocities include acts of genital mutilation and child abuse). *Stereotypical perspectives about women and peace merely "ghetto-ise" women.*

It is thus necessary to challenge these stereotypes to develop gendered approaches in war and post-war contexts. The view of women as victims should be broadened to include a focus on women's agency in armed conflict. War may open up new spaces in women's leadership. Conflicts in Africa have allowed women to take on more productive roles as workers, farmers and community leaders. *However, the gains made or that were promised are not maintained and there is an urgent return to the pre-conflict status-quo which is fostered by men who enforce the patriarchal social structures.*

With regard to the gendered nature of peace processes Lyn made the point that women are marginalised and excluded from peace processes and, even if accepted as peace negotiators, are often merely given the status

of observers without voice or vote. *The absence of African women in post-conflict negotiations is a cause for great concern.*

In conclusion, she reiterated the point that a gendered approach looks at the relationships between men and women which include the issues around patriarchy and dominance in both the pre-and post-conflict phases.

The reconstruction of post-conflict societies should benefit from the experience of not only the combatants who are mainly men but also the victims and displaced survivors, who are mainly women.

Discussion:

Discussion ensued around examples of violence even from early childhood level and that children and adolescents were not learning adequate coping skills to deal with the problem. It was also stressed that the first teaching given to children comes from the parents in the home, and if they were exposed to violence in the family and on television they would tend to regard this as normal behaviour. The use of obscene language was often thought to be "manly", and boys must be taught that this is unacceptable. It was also acknowledged that women as well as men have been known to abuse children.

ORGANISATIONAL CULTURES: THEIR IMPACT ON CAREER PROGRESSION FOR WOMEN

Prof Sibusiso MOYO



Director – Research & Post Graduate Support, Durban University of Technology
Sibusiso holds a PhD in Mathematics from the University of Natal, Durban. She has served in various capacities and levels at the Durban University of Technology. Currently she is the Director for Research and Post Graduate Support at the University and is responsible for research policy development, implementation and evaluation. In addition, her current areas of interest also extend to strategic research within the higher education sector, promoting mathematics amongst the youth and mentoring young women to become leaders in their chosen fields of interest.

Sibusiso started her presentation by defining organisational culture as: "The behaviour of people

who are part of an organisation and meanings people attach to their actions". Culture includes the organization values, visions, norms, working language, systems, symbols, beliefs and

habits. She went on to emphasize that there were thus different cultures at different institutions, citing in particular tertiary education institutions, some of which were particularly

reluctant to allow women to advance in their careers.

From her research, she mentioned an administrator who after 15 years at the institution had no promotion prospects other than to take up employment elsewhere and the cases of three women (highly qualified) who had acted as Heads of Department or Vice-Chancellor when the incumbents were not available but had never been appointed officially to these positions.

She listed the *requirements for career progression for academic staff*:

- Learning and teaching (evidence);
- Supervision of postgraduate students at Master's and Doctoral level;
- Research profile (publications);
- Rating (recognition by peers at national and international level);
- Community outreach.

She then posed the question: **To what extent do these institutional policies take into account gender, as well as equity and transformation?** There had been international studies based in the European

Union ("Mapping the Maze" 2008) on how more women could rise to the top in Higher Education.

It had been concluded that *women were under-represented in practically all decision-making bodies and at professorial level in general*; for example, in 2008 only 15% of full professors in European universities were women. *Women Scientists were not seen as visible and succeeding and therefore did not act as role models*. The recommendation had been made that a **more equitable gender balance, perhaps 40:60, should be mandatory in decision-making bodies**. The working environment in research should be updated to *improve the balance between work and home life, for the benefit of both men and women*. Gender balance in senior posts should be closely monitored. It was hoped that a similar study would be conducted in Africa.

The ideal profile for any academic, irrespective of gender, was:

- **High qualifications;**
- **Quality research and regular publication;**
- **Commissioned projects;**
- **Postgraduate supervision;**

- **Mentoring of students and junior staff;**
- **Networking, to become more visible;**
- **High rating (national and international).**

Recommendations for institutions were to ensure greater transparency, better funding, promotion opportunities (career pathing), equitable nomination procedures, achieving the balance (40:60) in decision-making bodies, and being committed to gender equity. She concluded by suggesting what SAAWG could do to monitor and improve the situation regarding the progression of women in their careers. *Longitudinal studies of the careers of South African women could be carried out and mentoring programmes for young women instituted to guide them in their career planning and progression.*

Discussion:

In the discussion the question was raised of young women students becoming involved in sex relationships with academic staff in the hope of advancing in this way. It was emphasized, however, that poverty of the student was often the cause of such relationships. Nevertheless, *male staff must be deterred from taking advantage of this and young women must be prepared to take responsibility for themselves.*

LESSONS LEARNT FROM ABUSED WOMEN

Prof Mokgadi MOLESANE

Associate Professor and Head of Educational Psychology Department, University of the Western Cape Mokgadi is a psychologist, lecturer and researcher. Her research interest includes psychological assessment, indigenous psychology and counseling, gender-based violence, HIV and AIDS orphans and learners with barriers to learning and she is involved in community projects. She has had the privilege of presenting papers at both local and international conferences, and was recently invited to present a paper at a "Multicultural counselling and education" conference in Verona, Italy.

Mokgadi, who has done much counselling of abused women in shelters, started with the statement that violence against women occurs in all communities. This often takes place in the home and the perpetrators are frequently people known to the victim,

such as husbands or fathers, as well as employers and

other acquaintances. In some cases violence against women is viewed as an entitlement of men. She further commented "the home could be the most dangerous place for women."



this talk case studies of nine abused women, ranging in age from 14 to 49, from two shelters were given. Some examples are shown below:

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Example 1: A woman aged 49, with an ex-husband 15 years younger and a 15-year-old son. She had suffered verbal, emotional/psychological, sexual and financial abuse. Her abusive husband had been a drug addict and had threatened to kill her if she refused to give him money to buy drugs.

Example 2: An unmarried woman aged 32, with epilepsy. She had a daughter. She had suffered sexual, emotional, psychological and physical abuse from both her boyfriend (a drug addict) and an uncle (her relatives blamed her). Her boyfriend kept her isolated from friends.

Example 3: A 14-year-old girl abused and raped by her stepfather. Her mother, though aware of the abuse, had offered her no support. Stepfather and mother were both arrested.

Example 4: A 23-year-old who had been orphaned at age 9, and who had become a street child. No formal education. She had given birth to a daughter after being raped by a stranger. She had also been abused by a boyfriend (alcoholic) and was HIV-positive.

Example 5: A 38-year old woman had suffered abuse from a husband addicted to drugs, who had sold the furniture to obtain money for the drugs. He refused to use a condom and accused her of being unfaithful

to him if she insisted; threatened to kill her.

General comments received during this research were that married women who left their homes to seek refuge from abusive husbands were often regarded as “weak” by their relatives, who took the view that “there should be no turning back from marriage”. The women regretted the time wasted in their lives and that they had lost the trust of their families by being isolated from them. Feelings of self-hatred, self-blame and guilt had to be worked through. Suicidal thoughts and low self-esteem also needed addressing.

With regard to *support offered by shelters*, she mentioned that abused women and their children were provided with accommodation and basic needs and given support and empowerment. After sharing their problems with other abused women the victims often showed improvement psychologically and were better able to express themselves.

The lessons learnt in this study are summarised below:

- Abusers use physical power to get what they want.
- Some cite cultural practices as justification for the abuse.
- After being empowered the participants in the study were able to express themselves better and reflect on their experiences while counselling and giving

advice to other abused women.

- The women gained confidence, took control of their lives and stopped blaming themselves for what had happened to them.
- The women could then begin planning for “after the shelter”.

The conclusions drawn were:

- 1. There is a need to empower South African women to resist abuse.**
- 2. Both men and women should be educated on human rights.**
- 3. Cultural barriers to good relations between men and women must be addressed.**
- 4. The upbringing of both boys and girls should be revisited, as healthy socialisation is being neglected.**

Discussion:

There was a comment that not all African cultural practices were negative. Professor Moletsane responded that the abused women had come from various cultural backgrounds, not necessarily from black families. Social status was also not an indicator of whether or not abuse was likely. In reply to a question on follow-up after their period in the shelter, she reported that the women had been taught skills and many had obtained employment. Some had been granted RDP homes.

CHALLENGES IN RELATION TO GENDER-BASED VIOLENCE AND THE WORK OF THE WOMEN’S LEGAL CENTRE

Jennifer WILLIAMS

Director: Women’s Legal Centre, Cape Town

Jennifer obtained her BA LLB at the University of Cape Town and completed her articles at the UCT Legal Aid Clinic where her interests were family and labour law. She subsequently worked as the regional legal officer for the National Union of Mineworkers and gained additional experience in labour law. In 2003 Jennifer took the opportunity to develop her knowledge of land law as legal advisor to the Regional Land Claims Commissioner of the Western Cape where she focused on land law and restitution. She joined the Women’s Legal Centre in 2007 and under her directorship, the

Centre has strengthened its focus on the 5 key areas that were identified during the strategic planning process. At the beginning of 2007: equal treatment of women in partnerships with men; gender-based violence; access



to health and to housing; and labour rights. A priority has been the research needed to demonstrate the discriminatory impact of policies and laws that disproportionately affect women.

Jennifer commenced her presentation by outlining the development and work of the Women's Legal Centre, explaining that it had been based in Cape Town since 1999 but that the scope of its work was now extending to cover the nation as a whole. Its objective was to make constitutional rights accessible to women, with special reference to labour law, land tenure, access to health care and housing, equal treatment of women and men and elimination of sexual harassment in the workplace, and gender-based violence in general.

It was soon realised that much legislation and policy was already in place, but the bottom line was that cases were often handled badly, especially with regard to rape. To address this, the Women's Centre had been partnering with Rape Crisis (who see over 1000 cases each year) and the following problems had been identified:

- Because incorrect, limited definitions of rape were being used women were sometimes turned away from police stations.
- Taking of statements was done in an insensitive manner; victims should be required to give only a skeleton statement initially, a fuller one being delayed until she was feeling stronger.
- Information such as contact details was often not included and statements

were sometimes not sent through to higher authorities.

- Children who were rape victims were particularly insensitively treated.

Because of these difficulties women were deterred from reporting rape. There was not enough public awareness of the extent of this crime; sometimes there was a public outcry about particularly shocking cases (e.g Anene Booysen in Bredasdorp) but this often died down rapidly.

To combat these problems the Women's Centre had been pressing for a *special Sexual Offences Court* where rape cases would be handled more sensitively by people specially trained to do so. This should be like the Labour Court in that its functions would be clearly defined by statute (and the World Cup Courts could be used as a model). *The police should be demilitarised and rather become a more gentle service system, where officers were aware of the psychological issues involved in rape and other gender-based violence.*

Legislation to *empower victims* should be introduced, with perhaps an ombudsman to assist in implementation. Women should be issued with a "*Road to Justice/Road to Health*" card providing police and health care telephone numbers to facilitate making the right contacts through their cell phones to establish where their case was within the system.

She concluded by stating that ***statistics regarding the incidence of rape were largely incorrect because of the reluctance of women to report cases. Also, more precise statistics were required to***

raise public awareness and that of the police who should be prioritising rape cases. Performance evaluation with penalties for non-compliance should be introduced for police, prosecutors and health officials. Another issue was the lack of proper conviction statistics.

Unfortunately the ***psycho-social services needed to deal with gender-based violence were in serious need of increased funding.*** Rape survivors experienced *secondary victimization* through the impact of contact with the rapist.

The question is: Who should be paying for the services to rape survivors? Community organisations were offering much of this service but costs were a problem, for example Rape Crisis had recently been on the verge of closing down because of lack of funding. *Canvassing by the public with regard to the National Budget* would be necessary to remedy this situation.

Discussion:

In the ensuing discussion it was emphasized that women's organisations must press for the police to take more responsibility in the handling of rape cases and other gender-based violence. In reply to a question as to whether there was a proper checklist governing the procedures to be followed Jennifer mentioned that *there were Standing Instructions but these were not always followed.* In places where there was a Community Police Forum there was more likelihood of the implementation of the correct procedures so SAAWG members should become more active on these fora; also workshops on domestic violence were needed. *A critical issue was that of the impunity of perpetrators.*

WHY WOMEN'S AND GENDER ISSUES SHOULD REMAIN PART OF THE DIFFICULT CONVERSATIONS IN HIGHER EDUCATION

Mary HAMES

Gender Equity Unit, University of Western Cape

Mary has been the longest serving head of the Gender Equity Unit at UWC. Through her commitment to women's and gender issues, the University and wider community have benefited from the innovative programmes and Projects initiated under her leadership. She has started an Edudrama programme that speaks out against Violence against women and has produced 3 very successful and highly acclaimed productions. She sees the creative arts as a vehicle to address continued inequities in the South African higher education environment and to shift paradigms and stereotypes. She has been involved in several research projects dealing with critical issues in the post-1994 higher education environment. She has also delivered several papers at both national and international conferences. Mary was one of the co-editors of a special issue of AGENDA, a South African feminist journal published in 2011. The theme was: *Gender Sexuality and Commodity Culture*. In it she also contributed an Open Forum discussion called: *Violence against black lesbians: Minding our language..*



Mary, who has been the longest-serving head of the Gender Equity Unit at UWC since its inception in 1993, started her presentation with a comment on the discourse used in connection with the type of issues that were being discussed at the conference, stating that the term "violence against women" was more explicit than "gender-based violence" and thus preferable when dealing with women's issues.

Because women had been working in a hostile environment at UWC a feminist movement had arisen there with the aim of bringing about improvements.

She provided the following background to the struggle for women's rights at the University.

The percentile argument

Firstly, *there had been expectations that once there is a 'critical mass' of women in the so-called 'power positions' of any of the higher education institutions that all sorts of advantages would automatically trickle down in the organisation.*

What was not taken into account was the fact that *structurally and ideologically the academy*

remained inherently patriarchal and that the women who were newly appointed in these positions were not necessarily grounded in feminist praxis and theory or gender analytical thought.

New wine in old bottles?

Secondly, *none of the women have ever been in these kinds of leadership positions before and yet were expected to operate effectively in non-transformed and hostile masculine environments.*

It was not through the benevolence of the men in these structures that women were appointed in these positions but through a very particular moment in history – with legislation such as the Employment Equity Act with its affirmative measures for women. The law, as contentious as it is, has been a great enabler for workplace transformation.

Gender is over

Thirdly, with the advent and implementation of women and gender sensitive laws and the appropriation of 'gender mainstreaming language' many came to the conclusion that 'gender is over'. However, most of

these laws and regulations were created in a very negative environment for women. In fact, the names of these laws reflect their negativity such as: Domestic Violence Act; Sexual Harassment Policy; Code of Good Practice; Employment Equity.

The great divide

Women in 'power positions' are supposed to be championing for concerns affecting women. They serve on 'elite' committees and have privilege to information and should be using those opportunities as *intellectual activism should be a given in the higher education environment. Designing the right tools*

Laws and policies are merely guidelines. We therefore have to *be vigilant and proactive in transforming institutions in very radical ways.* We have to shift from the notions of 'mainstreaming' and 'normative equality' because the logic of those arguments ignores the logic of difference. If we want the institutions of higher learning to be different we cannot continue to do the education business as usual.

Collective action is needed - we have to mobilise, build coalitions and change the environment.

Pitfalls of Neo-liberal language

More positive energy is required to words that are commonly used to infantilise or victimise women, for instance instead of 'vulnerable' use "at risk" not "gender based violence (gbv)" but "violence against women" because gbv depoliticises the fact that violence is disproportionately perpetrated against women than any other gender; avoid using the term "gender equality" because the logic of equality negates the logic of difference and therefore "gender equity" makes more sense; these days expressions such as "gender blind" are considered as insensitive towards persons living with disabilities. "Gender mainstreaming" is often regarded as "male streaming" because the question is who determines what 'mainstreaming' entails? Usually the accepted and hegemonic way of doing is determined by the patriarchy.

Avoid using 'gender' as a substitute for women. Be mindful of the continuum of 'gender' and 'gender identity'. This reality will challenge the academy even more in time to come.

Beyond Compliance

UWC has lost some of the initial gains and the reputation of being 'Beyond Compliance', ie providing university policy beyond the minimum requirements of national legislation. An important structure such as the Gender Policy Action Committee (GPAC) was summarily disbanded and departmental review committees questioned the viability of a Gender Equity Unit. The unit had to remind the campus community about the importance of the GEU.

The paradox of the post-1994 laws on women's and gender organisations and initiatives was that they did not lessen the violence nor did they genuinely transform the institutions. What happened was that the institutions

became complacent and reactionary and transformative interventions were in the hands of a few people. For some 'gender' offered a very individualistic and personal career track. Others indicated that they were 'gender fatigued' and they withdrew from any transformative agenda. While others were assimilated into the masculine institutional culture and practically disappeared into the language of throughput, academic excellence, research and teaching. In all the institutions women's and gender units and institutes are under constant threat of being closed down.

The slow pace of reform

Shortly after the formation of the new democratic order UWC lost key staff to various government and other higher education institutions and with that a large chunk of its institutional memory was gone.

As mentioned previously, many of the UWC policies that were very progressive for its time were superseded by national laws and policies, namely the Sexual Harassment Policy and internal affirmative or fast tracking measures for women. Where UWC once had the most advanced policy on maternity benefits in the country, it now complied with the minimum requirements of the law that places women at a disadvantage.

The law makes provision for four months maternity leave at 75% of the monthly salary for that period and this is paid by the Department of Labour through the Unemployment Insurance Fund (UIF). *Does this make a woman who is supposedly gainfully employed actually unemployed during pregnancy?* Do we compromise our reproductive and bodily rights? *No proper provision is made for women students to exercise their reproductive rights or choices.*

Opportunities for Mobilization

- Access to quality pre-pregnancy, pregnancy, childbirth and postnatal care for all women irrespective of staff or student.
- Affordable or even free healthcare for students.
- There should be comprehensive sex, sexual and sexuality education.
- Although the problem of sexual harassment of female staff and students has been brought out into the open men should be encouraged not "to close ranks" when the topic is broached.
- The revival of the Non-sexist Language Policy. Written and verbal communication should be constantly scrutinized to avoid incidents of discrimination and stereotyping. The power of language is deeply embedded in the teaching, learning and research practices of any institution and education is subjective.
- Collectively addressing the different types of violence on our campuses.
- Take up the challenge of lack of equity in career advancement
- We should re-imagine universities that are totally different from the ones we know. There are different ways to teach, learn and get degrees. The type of university that we are used to is not necessarily the best one for women.

Mary reminded the audience that women should remobilise around the issues that affect us most. Individual success should become collective success

Discussion:

It was felt that sex education was needed even for primary school children in the modern age. Also emphasized was the conclusion drawn at the 2012 Colloquium that it was necessary to *put gender back on the agenda in Higher Education.*

PANEL DISCUSSION:

The Challenges of women in the industry (STEM) and how SAWISE is trying to make a difference

Panelists :

Elizabeth van der Merwe Chair: SAWISE

Elizabeth has a PhD and is a senior lecturer in the Department of Human Biology, Faculty of Health Sciences, UCT. She teaches in the preclinical years for MBChB, undergraduate BSc Physiology programmes, postgraduate Honours and Master's courses. She serves / has served on various faculty committees / boards. Elizabeth's research area of interest is broadly in the area of regenerative medicine.

Alison September Chairperson: Education portfolio SAWISE

Alison has a PhD in Human Genetics. She is currently employed as Senior Research Officer in the Department of Human Biology, MRC/UCT Unit for Exercise Science and Sports Medicine, University of Cape Town. Her research interests includes molecular genetics and the field of complex diseases which includes musculoskeletal soft tissue injuries. Recently she has begun research on investigating risk factors underpinning sport concussion. She has more than 24 peer reviewed publications in international journals.

Accompanying these leaders were:

Cheleka Mpande
BScMed Hons Student at UCT
Current recipient of SAWISE Angus scholarship

Candice Daniels
4th Year student MBChB at the University of Cape Town
Current recipient of SAWISE Hope scholarship

(r-l) Alison, Cheleka, Candice and Elizabeth



In introducing the topic of *the challenges* facing women in science, technology, engineering and medicine (STEM) **Liz van der Merwe** cited as some of the problems:

- Women were under-represented at all levels and especially in senior posts, where only 4% were held by women.
- Women were overlooked for promotion to tenured posts because they were perceived to be less serious about their careers than men.
- Many women complete their studies to PhD level and then take a break in order to start a family
- Balancing the demands of motherhood with those of their careers was a major problem for women.
- As there were so few job opportunities, women often had to acquire additional skills in order to become entrepreneurs.

Why are women so grossly under-represented in STEM?

She mentioned several reasons, many of which occur before tertiary studies are undertaken:

- Delays in reaching the workplace and obstructions to advancement;
- Socio-cultural aspects that give rise to gender bias and including harassment and abuse;
- Little incentive to pursue careers in STEM, largely due to under-resourced schools and inadequately trained science teachers and lack of encouragement from families;
- Limited understanding of career options in STEM.

SAWISE was established in 1997 with the objectives of raising the profile of women scientists and engineers and setting up a network for them. Further aims were to provide leadership and

role models for girls and young women, raise awareness of the problems facing them in the industry and change the mindsets of both men and women with regard to women in these professions. Several distinguished women had occupied the Chair of the organisation: Professor Jennifer Thomson (Molecular Biology, UCT) had been a founder member and she had been succeeded in 2004 by Professor Anusuya Chinsamy-Turan (prominent palaeobiologist in the Department of Zoology, UCT), then in more recent years Professor Valerie Corfield (University of Stellenbosch). Liz van der Merwe had herself assumed the Chair earlier in the current year.

She outlined the main activities of SAWISE as *outreach to and mentoring of female learners, workshops aimed at skills development and empowerment, networking, the award of scholarships and ensuring that the achievements of women in science, engineering and medicine were duly lauded*. Their aim for the future was to develop specific focus areas and new strategies to increase their impact on the professions involved and the public, in the hope of finding new sources of funding. *It would also be important to listen to the views of young women with regard to their career ambitions.*

Alison September then enlarged further on the challenges affecting women in STEM, citing:

- Keeping a balance between career and family obligations;
- Social and cultural bias;
- Lack of mentorship programmes;
- Limited networking platforms;
- Lack of information about career choices;
- Sexual harassment in the workplace, which is under-reported (because

of fear of the impact on the woman's career).

She then gave details of the outreach programmes that had been instituted by the Education portfolio of SAWISE. Since 2006 many workshops had been organised for a target audience of girls in Grades 10 to 12, with speakers ranging from the Government and education sectors to internationally recognised women in the STEM professions. SAWISE had also been much involved in National Science Week each year, profiling careers in science, biology and engineering at exhibitions held at the Cape Science Centre. They were active at the annual open day for schools held at UCT, giving talks on career options in STEM and conducting brief public interviews with women in these professions. While most of the work was based in Cape Town, there had been some outreach to schools on the West Coast during 2013. Skills development offered included public speaking and presentation, CV writing and interview skills, and some instruction in labour law was also available. In addition to the workshops there were what she termed "meet and greet" events, which involved interaction with potential mentors.

Workshops were not confined to advice on careers in STEM and skills development; the issues of violence against women and children and sexual harassment in the workplace were also being addressed in workshops directed at empowering women to fight against abuse. Invited speakers included experts from the police service, various NGOs and academic institutions. Women were given information enabling them to define and identify abuse and thus be able to report it.

The two holders of SAWISE scholarships were then invited to share their experiences.

Candice Daniels told the audience that she had been conditioned in her early years to believe that too much studying was “not cool”. However, when she reached Grade 11 she was encouraged by teachers and other adult role models, women in medicine, to consider a career in that field and after matriculating she was accepted by UCT to study for the degree of MBChB. As a student she had become involved in several projects, such as the Desmond Tutu HIV Foundation, teaching the use of computers and the Internet to disadvantaged learners, and the problem of households headed by orphaned girls.

Cheleka Mpande was interested in medical research and had found that advice received from those not in research fields was not helpful to her. However, with the encouragement of SAWISE she was now studying for an Honours degree in medicine. *She was grateful for their intervention programmes as she had feared the stigma of not doing well at her studies.* She too was involved in some outreach work in poor communities.

Discussion:

The panellists were asked whether the activities of SAWISE were confined to the Western Cape; this is presently so but, as there was interest in other centres, a website was being developed. The widespread problems in teaching science in under-resourced schools, with no water or gas in laboratories were also commented upon. In addition, some schools do have computers but they were not always in working order and there was a lack of Internet connectivity. It was also highlighted that chemistry sets for young girls would be to develop perfume and beauty products – continuing the gender stereotyping. It was mentioned that the media were too apt to generalise and give the impression that girls were inept at science and mathematics, when often such difficulties in the schools were the main reason for their shortcomings. It was reported that the Schools Development Unit at UCT had developed a publication on building mathematical literacy at early levels of schooling, which might address some of the problems. *Comment was made that the influence of all roleplayers (schools, universities, parents, communities, media) should not be underestimated in developing an image of a woman able to achieve in the scientific world..*

GENERAL DISCUSSION:

THE WAY FORWARD

The main points emerging from the final round-table discussion and in summarising key points from the presentations were as follows:

- Special events and publicity-seeking parties aimed at drawing attention to the challenges faced by women have little effect.
- Service organisations for women, though vital, are not sufficiently supported.
- The Women's (and Children's) budget should be reinstated.
- The paucity of funds available may be due to the institution of the new Ministry for Women, Children and the Disabled; combining these three groups has diluted the status of all.
- Parliament has become a career for its members rather than an institution concerned with caring for the people.
- Many NGOs/NPOs that did aim at improving the lives of women, especially those from disadvantaged groups, have been closing down because it is thought that the laws and policies that have been adopted in terms of the Constitution are sufficient to deal with the problems and challenges.
- SAAWG should collaborate with those NGOs/NPOs still in existence in trying to address the challenges being faced and to resuscitate a South African women's movement.
- There was too much bureaucracy to overcome in attempting to liaise with the Government.
- Government needed to engender its key policy frameworks (eg NDP).
- Education on sex and sexuality in schools needed to be strengthened and extended appropriately to younger children.
- The 2014 and future Budgets need to provide more adequate funding for the gender structures in order that they can perform optimally
- Parliament should exercise more adequate oversight over government departments regarding gender mainstreaming.
- The police authorities and Community Police Fora must ensure that the Standing Instructions regarding rape cases are properly implemented
- More precise statistics need to be provided to the public regarding rape incidences
- Women and girls should be encouraged to report cases of rape, sexual harassment etc by ensuring that their rights are upheld and that they are treated sympathetically.
- Statistics on conviction rates are vital as well as better performance by police and the prosecutor.
- Special sexual offences courts should be urgently established
- Psycho-social services need more funding to provide assistance to those in need within the community, and to assist the survivors of rape and other forms of violence.
- Vulnerable women and girls, especially in the rural areas, need programmes to provide vocational skills, and knowledge of their rights as women in SA. Also, how they can properly exercise these rights.
- Men, women, boys and girls should be provided with more human rights training.
- Children should be provided with more coping skills training.
- The influence of all role players should be recognised in the development of girls' self-esteem and in their career choices. Positive images should be available to show girls what careers are possible.
- Within Higher Education and other workplaces structural and ideological transformation is essential to make the workplace less male-dominated and more supportive of women. This would also ensure that the workplace offers an environment where a better balance between work and family can be obtained – for men and women.
- It should be recognised as the norm that most women are very serious about their careers – and certainly no less serious than their male counterparts.
- Women need to be appointed into more decision-making positions and on such committees etc, including those relating to peace negotiations and sustainable development.
- Health care policies and maternity arrangements should assist women in their reproductive role, not undermine their positions.
- Non-sexist language must be the norm in text books, teaching situations and in general communication.

- An attitude of patriarchy must be identified and recognised as not being acceptable under any circumstance.

CONCLUSION

Many of the conclusions resonated with those from the Colloquium on Higher Education which SAAWG held in June 2012, proving that core challenges exist at all levels of society and in all levels of the workplace.

An overarching lack identified is that there is no longer a women's movement in South Africa. A new coalition of the various women's groups needs to be launched to provide a more cohesive and concerted response to the challenges to gender equity – on the ground - which continue to persist and to emphasize the fact that there are different lived realities within the country.

It was recognised that many important laws had been enacted (which thereby proved that such problems do exist in South Africa) – however, implementation was not, in many cases, sufficient and appropriate.

Civil society needs to lobby for adequate funding to be provided to address the crisis around violence against women and children.



CLOSE AND THANKS

In closing the conference the National President thanked all speakers for their important contributions to the programme, and confirmed that a copy of the Conference Report would be sent to them, as well as being circulated to Government and other agencies.

SHIRLEY CHURMS
HAZEL BOWEN
KATE WHITTAKER
PEGGY IMPSON