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		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		BA ISAGO University											
TITLE	Master of Arts in Gender-Based Violence										NCQF LEVEL	9	
FIELD	Health & Social Services			SUB-FIELD		Social Services				CREDIT VALUE	240		
New Qualification						✓		Review of Existing Qualification					
SUB-FRAMEWORK		General Education			TVET		Higher Education			✓			
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor					
Bachelor Honours		Post Graduate Certificate			Post Graduate Diploma								
Masters					✓		Doctorate/ PhD						

RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale:


Gender-Based Violence (GBV) relates to acts of violence that may involve physical and psychological harm, sexual abuse or harassment, intimidation, among a host of other social ills. GBV affects the lives of millions of people, with women and girls being impacted much more than men and boys. The World Bank (2019) observed that globally GBV affects 1 in 3 women, suggesting a problem of immense magnitude. The International Labour Organisation (ILO; 2011) states that GBV not only causes pain and suffering to the victim, but perhaps more ominously, it has the effect of totally destroying families. Perhaps one of the foremost impacts of GBV is its negative effect on (economic) production and hence on national development per se. Apparently, despite efforts globally to combat the GBV scourge, acts of GBV have reportedly been steadily escalating across the world, and according to some literature, more so in Southern Africa, Botswana included. Botswana's Vision 2016 Council

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(2009) reported that GBV constituted 40% of all violent crime reported across the country, while the Botswana National Relationship Study (2018:5) concluded that “GBV remains high in Botswana”. The Botswana Nurses Union (2020) corroborated this contention when it reported that GBV was prevalent across Botswana, and that the number of incidences had escalated since the advent of COVID-19. African Briefing (2021:1) too, in an article titled, “*Gender-based violence on the rise in Botswana*”, claimed that, Botswana “is rated number 2 on rape cases globally with 92.90 rape incidents per 100 000 citizens”. UNFP (2021) weighed, adding that, “In Botswana, over 67% of women have experienced abuse, which is over double the global average”. These chilling reports persist despite Government’s efforts which have included launching *The National Strategy Towards Ending Gender Based Violence in Botswana by 2020*, a supposedly multi-pronged, multi-sectoral and integrated approach whose mandate was to prevent and eliminate gender-based violence.

Perhaps the critical question to pose is: What then is missing in all these efforts? The fact is glaring gaps still exist in Botswana’s strategies to fight GBV and these include: lack of a comprehensive prevention strategies that may include comprehensive school-based programmes that enhance the capacity of pupils to develop social, emotional and behavioural skills needed to build positive relationships. There is also limited promotion of GBV primary prevention programmes that target child abuse, especially of the boy child. Also lacking are mechanisms for early surveillance of child abuse, as well as lack of age and location specific interventions in GBV. Despite the existence of a men’s sector in the ministry responsible for gender affairs, stakeholders have bemoaned what they termed the limited effort towards upscaling programmes that work with men at district level to challenge harmful notions of masculinity. Additionally, of concern has been the lack of meaningful collaboration between Government, *Dikgosi*, and representatives of Faith-based Organisations, particularly in respect of issues pertaining to gender attitudes and deep underlying cultural norms that perpetuate gender inequality. Commentators have also expressed concern over the lack of targeted research to unravel differences and similarities between violence against women and violence against men. Also needed is research to establish reasons for under-reporting of cases of gender-based violence across the country, as well as unearthing the source of push factors that lead to withdrawal of GBV cases that would have been filed with the relevant authorities (Botswana National Relationship Study, 2018). Hence, clearly, there is need for policies and programmes to address these gaps.

A concern that emerged from the Needs Assessment exercise conducted in November 2022, indicated that the Government and non-governmental agencies are currently relying on officers from cognate disciplines such as social work, sociology, psychology and law (among others) to serve in the Gender stream positions. However,

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graduates from those related disciplines, during their studies, only covered a limited component on gender issues; hence they lack depth in terms of knowledge in dealing with GBV issues and often find themselves being bereft of ideas on how to handle specific cases. Participants also bemoaned the shortage of suitable candidates (in the market), to recruit for senior positions, who possess the requisite knowledge, skills and competencies to conduct empirical research and aid in the development of relevant policies and strategies. This shortage is largely attributed to the fact that none of the institutions in the country, let alone the region, offers a comprehensive qualification focusing specifically on gender-based violence. Therefore, incontrovertibly, there is need for targeted and specialised skills development and training that will facilitate the churning out of competent human power dedicated to fighting the ever-escalating scourge of gender-based violence. The proposed Master of Arts in Gender-Based Violence seeks to cover this gap by strategically responding to the human resource demands of the country in the crucial area of GBV. The qualification would certainly make a meaningful contribution towards local, regional and global aspirations, in the fight against gender-based violence.

Purpose:


The proposed Master of Arts in Gender-Based Violence seeks to produce well-rounded graduates, with advanced knowledge and a high level of mastery, to contribute towards the development of the professional, through cutting edge research. Graduates from this qualification would function at senior level and should be able to:

1. Make informed decisions on policy formulation to help fight the scourge of gender-based violence, promote social justice, equality, equity, and empower vulnerable groups.
2. Conduct specialised empirical research and critically analyse information to bring new ideas and solutions to issues relating to the theme of gender-based violence.
3. Lead and monitor the implementation of gender-based violence intervention strategies, with particular focus on individuals, families and communities.
4. Manage people and resource allocation for the effective implementation of community development projects for purposes of empowering the marginalised groups in society, including survivors of GBV.

ENTRY REQUIREMENTS (including access and inclusion)


- i. Applicants must have a minimum of NCQF Level 7 or equivalent in gender studies, social work, sociology, counselling or related disciplines.

OR


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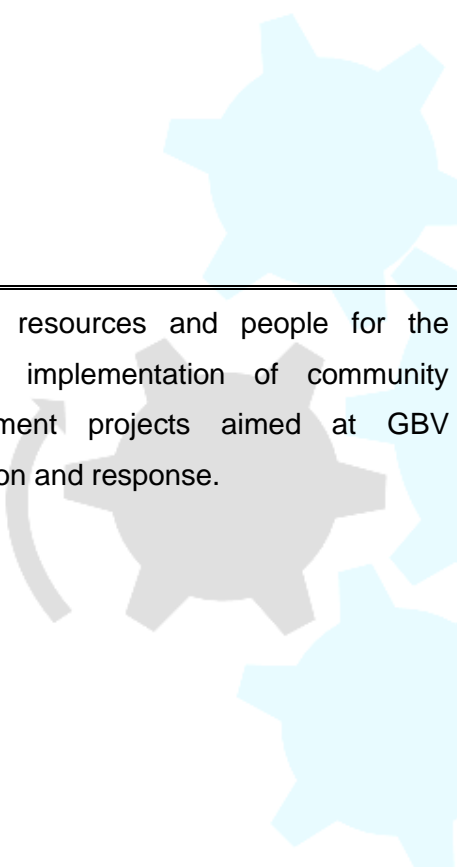
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in a case they transfer in from another institution as per National Policy on CAT.


SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Make informed decisions on gender-based violence policy formulation and legislative reviews to efficiently address factors that contribute to GBV, needs of survivors of GBV and other vulnerable groups.	<p>1.1 Analyse elements of common law and customary law that relate to gender-based violence, in an effort to advocate for workable, meaningful and potentially effective intervention processes</p> <p>1.2 Analyse the effectiveness and adequacy of existing policies and laws that relate to gender-based violence.</p> <p>1.3 Benchmark on best international practices and legislative protocols used to fight and prevent gender based violence</p> <p>1.4 Review existing legislative frameworks, including provisions of the ILO Standards (ILO Convention 190), for the benefit of survivors of GBV.</p> <p>1.5 Propose new policies and laws, as may be necessary, to facilitate formulation of more effective strategies for addressing the needs of survivors of GBV.</p> <p>1.6 Engage with policy-makers and other key stakeholders to support the development of evidence-based laws and policies for advancing gender equality and the prevention of gender-based violence (GBV).</p>
2. Conduct specialised research on the theme of gender-based violence and	2.1 Analyse existing data and reports to determine complex sociocultural backgrounds and patterns contributing to gender inequalities and gender-based violence.


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<p>propose solutions and initiatives aimed at fighting the scourge of gender-based violence.</p> 	<p>2.2 Apply advanced methods of data collection to gather information on gender inequalities and gender-based violence.</p> <p>2.3 Analyse and make meaningful interpretation of quantitative and qualitative data relating to gender-based violence.</p> <p>2.4 Prepare and dissemination reports on gender inequality indicators, gender-based violence and harmful practices in development and humanitarian settings.</p> <p>2.5 Recommend evidence-based GBV interventions and solutions that reflect new knowledge to address gender-based violence.</p> <p>2.6 Propose GBV prevention strategies and advocate for reform of policies based on research findings,</p>
<p>3. Coordinate evidence-based advocacy initiatives for the inclusion of gender equality and gender-based violence interventions in national and international development fora.</p>	<p>3.1 Organize platforms for advocacy, to engage individuals, community leaders, and communities in initiatives focusing on the fight against the scourge of gender-based violence.</p> <p>3.2 Communicate information on gender-based violence effectively to relevant target groups/stakeholders both within and outside the agency.</p> <p>3.3 Take a lead when dealing with matters of activism, advocacy, and sensitisation of communities in efforts to facilitate awareness in matters pertaining to GBV.</p> <p>3.4 Actively participate in deliberations involving a diversity of groups on issues pertaining to gender mainstreaming, gender justice, GBV and the plight of vulnerable groups.</p> <p>3.5 Work efficiently with people from diverse social, cultural and ethnic backgrounds and with varying abilities and needs in seeking solutions to the GBV problem.</p>


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 <p>4. Manage resources and people for the effective implementation of community development projects aimed at GBV prevention and response.</p>	<p>3.6 Coordinate advocacy and community outreach work, and related activities and tasks in support of initiatives aimed at empowering survivors of gender-based violence and other vulnerable groups.</p> <p>3.7 Reflect stellar deportment in interactions with diverse stakeholders including <i>diKgosi</i>, law enforcement officers and those in the legal fraternity.</p>
	<p>4.1 Conduct needs assessment to determine appropriate intervention strategies and projects to address welfare concerns of survivors of gender-based violence.</p> <p>4.2 Coordinate stakeholder engagement initiatives in an effort to identify potential implementing and supporting partners for projects aimed at changing harmful social norms and practices, and preventing gender-based violence.</p> <p>4.3 Mobilise resources from government and other supporting partners towards projects geared towards promoting gender equality, empowerment and GBV.</p> <p>4.4 Monitor fund-raising activities and income generating projects earmarked for empowering survivors of gender-based violence and other vulnerable groups.</p> <p>4.5 Utilise monitoring and evaluation tools to determine impact of development projects for survivors of GBV and other vulnerable groups.</p>
<p>5. Coordinate collaborative partnerships with key stakeholders in society, in coming up with comprehensive and feasible strategies to advance gender equality and GBV prevention and support.</p>	<p>5.1 Create platforms for bringing the key stakeholders together to address issues around cultural norms that perpetuate gender equality, thus stand on the way of gender equality.</p> <p>5.2 Lead and guide frontline workers and communities in their collective efforts and strategies to deal with social ills such as alcohol and substance abuse, early marriage,</p>


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	<p>and promiscuity, which perpetuate GBV.</p> <p>5.3 Contribute to debate that may unravel the perceived differences between Violence Against Women (VAW) and Violence Against Men (VAM), with a view to understanding the complexity of the GBV problem, and indeed facilitating the crafting of effective interventions.</p> <p>5.4 Propose comprehensive school-based and community-based programmes targeting children to enhance their capacity to develop social, emotional and behavioral skills.</p> <p>5.5 Liaise with the media for the execution of educational and awareness programmes aimed at sensitising communities and families on the importance of early surveillance of child abuse, with emphasis on both the boy and the girl child.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [7]	Level [8]	Level [9]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Human Behavior and the Social Environment			10	10
	Leadership, Advocacy and Social Change			12	12
	Advanced Social Research Methods			18	18
	Monitoring and Evaluation Frameworks			15	15
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Gender-Based Violence Prevention, Support and Mitigation			15	15
	Gender-Based Violence Analysis and Reporting			15	15
	Equality Policies and Gender-Based Violence			15	15
	Intimate Partner Violence, Culture and the Law			12	12
	Ethics and Gender-Based			12	12

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	Violence				
	Advanced Feminist Theories			12	12
	Dissertation			80	80
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Women Groups, Networks and Movements			12	12
	Gender-Based Violence and Mental Disorders			12	12
	Human Trafficking & Gender-Based Violence			12	12
	Obstetric Violence in Health Facilities			12	12

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 9	240
TOTAL CREDITS	240
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
The credit distribution is made up of 55 credits from the fundamental component, 161 credits from the core component and 24 credits from the elective component, where students will choose 2 modules.	

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ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification.

CREDIT ACCUMULATION AND TRANSFER


Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Masters in Counselling
- Masters in Public Administration
- Master of Social Work
- Master of Arts in Development Studies
- Masters in Human Services

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- Masters in Community Development
- Masters in Global Mental Health
- Masters in Public Health.

Vertical Articulation


- PhD in Mental Health/ Public Health
- PhD in Community Development
- PhD in Social Development
- PhD in Social Policy
- PhD in Gender Studies.
- PhD in Development Studies

Employment Pathways

- Director Human Service
- Gender Coordinator
- Programme Manager
- Social Policy Analyst
- Senior Social Welfare Practitioner
- Director of Community Development

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Master of Arts in Gender-Based Violence, candidates should have obtained a minimum of 240 credits. A certificate will be issued to learners who are awarded the qualification.

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REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked with the following:

- MSc in Sex, Gender and Violence – University of Aberdeen in Scotland
- Master of Arts in Gender, Violence and Conflict – University of Sussex, UK (School of Global Studies)
- Master of Arts in Gender and Transformation – University of Cape Town (UCT)

i. MSc in Sex, Gender and Violence – University of Aberdeen in Scotland


This qualification is pitched at SCQF 11, runs for 12 months on a full time basis and carries 120 credits. The qualification focuses on issues surrounding gender-based violence and human rights as well as principles of human rights. The qualification focuses on the basic rights of people, expectations and challenges in select societies, as well as how society thinks about, understands and responds to violence.

ii. Master of Arts in Gender, Violence and Conflict – University of Sussex, UK (School of Global Studies)

The University of Sussex, UK (School of Global Studies) offers a Master of Arts in Gender, Violence and Conflict. The qualification is pitched at RQF 7, carries 120 credits and runs for 12 months full time.. The qualification is interdisciplinary and multidisciplinary in nature and allows students the opportunity to consider perspectives from anthropology, international relations, sociology, law, among other disciplines. The qualification thrust is on conflict and peace mobilization and gendered experiences of violence.

iii. Master of Arts in Gender and Transformation – University of Cape Town (UCT)

This qualification is pitched at NQF level 9, runs for a full year and carries 196 credits. The qualification offers students the opportunity to explore the informal kaleidoscope of issues concerning gender, culture and sexuality. Furthermore, the qualification explores the principles of gender equality

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and the links between conflict, peace-building and political institutions.


Similarities and Differences

There are notable differences on the title of the proposed qualification (MA in Gender-Based Violence), against the ones benchmarked with. Whereas the word gender runs through all the qualification titles, there are variations to emphasis on the key area/s considered in relation to the theme of gender equality. The University of Sussex offers a Master of Arts in Gender, Violence & Conflict, while the University of Aberdeen and University of Cape Town (UCT) offers the Master of Science in Sex, Gender & Violence and Master of Social Science in Gender & Transformation respectively.

Based on the qualifications frameworks used by the different countries, there are variations in terms of credits and duration. The proposed qualification is placed at NCQF level 9 and carries 240 credits, while the qualification offered by UCT carries 192 credits and pitched at the same level. The differences are also evident on the qualification offered by the University of Sussex, which carries 120 credits and pitched at RQF 7. On the other hand the qualification offered by University of Aberdeen carries 120 credits and placed at SCQF Level 11. Another variation observed relates to qualification durations, while the proposed qualification runs of 2 years on a full time basis, all the other qualifications are offered for 12 months on full time study.

There are similarities observed in terms of the qualification structures, since all qualification have taught modules and a research component. There are also common modules particularly on gender mainstreaming theories. The qualifications also have a common goal in terms of capacitating graduates with knowledge, skills and competencies that will enable them to conduct research in order to inform policy development and review to promote gender equity and equality for social justice.

In terms of articulation, the proposed qualification compares favorably with other regional and international qualifications used for benchmarking. Just like the qualifications offered by other Universities, the proposed Master of Arts in Gender Based Violence allows students to progress and pursue Doctoral degrees (PhD's) in the area of gender studies. In addition all the qualifications prepare candidates for ideal for careers in non-governmental organizations, women's rights organizations and charities, as well as local, regional and international organizations dealing with gender equality policies, human rights and peace-building.

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REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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