



OPENING OUR EYES

**ADDRESSING GENDER-
BASED VIOLENCE IN
SOUTH AFRICAN SCHOOLS**

A MANUAL FOR EDUCATORS
SECOND EDITION



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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SECOND EDITION

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Developed by the Department of Basic Education in collaboration with the United Nations Children's Fund (UNICEF), the Tshwaranang Legal Advocacy Centre and MIET Africa

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FOREWORD

by the Acting Director-General of the Department of Basic Education

Alarming, learners are often reported to be perpetrators of sexual violence and abuse of fellow learners. In addition, we have noted with grave concern that increasingly, educators, who have been placed as *loco parentis* in classrooms, are often perpetrators of sexual violence, abuse and harassment in schools. Educators and learners who sexually abuse others in schools must face the consequences of their actions. Government, together with schools, must be accountable to bring perpetrators to justice and to protect the victims of violence. However, we must also recognise that any attempt to curb violence occurring in schools needs to extend beyond the school itself. Parental and community support is vital for success.

Schools are also in a unique position to identify sexual violence and to implement prevention strategies that can reduce vulnerability to violence while entrenching accountability for learner safety in schools. This revised manual is intended to assist teachers, parents and learners to identify, reduce and prevent gender-based violence in schools. It is a professional development tool for schools. The manual makes important reference to the overarching legal framework that provides information on preventative measures, reporting obligations and remedies for victims of sexual violence. Where educators are identified as perpetrators of sexual violence, abuse and harassment in a school, the manual offers practical guidance on the school's response. Additionally, the manual also guides school governing bodies, in terms of their own school policy development processes, in ensuring that they deal effectively and adequately with all manifestations of gender-based violence of learners.

The revised manual has been tested in all **nine** provinces with the support of the United Kingdom's Department for International Development and the United Nations Children's Fund. The testing has shown that the manual is effective in addressing the need for information, education and skills for addressing sexual violence in schools. I trust that you will find the manual not only informative but practical, as we intensify our effort to ensure safer schools. We ought not to see this only as a legal and constitutional imperative. Rather, we ought to be mindful that we all have a moral and ethical responsibility to ensure that our children are safe and protected from all harm. In the unfortunate event that all else fails, our educators and caregivers need to be fully equipped to deal with this challenge.

It is for this reason that I encourage all district officials, educators and school governing bodies to use the manual effectively to raise awareness of the scourge of sexual violence and to work actively to create a violence-free school environment that is conducive to quality teaching and learning and is in the best interests of our children's futures.



S G Padaychee

Acting Director-General, Department of Basic Education

Was the manual tested in 8 or 9 provinces? See following page.

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- MIET Africa for their contribution to the adaptation of the material and their role in aligning the publication with current legislation and policies, including the *National School Safety Framework*, the *Speak Out! Youth Report Sexual Abuse* handbook for learners and for use of relevant MIET Africa materials.

DFID Department for
International
Development



TSHWARANANG
LEGAL ADVOCACY CENTRE
TO END VIOLENCE AGAINST WOMEN



ABOUT OPENING OUR EYES

Background to this manual

In 2001, the Department of Basic Education and the Canada–South Africa Education Management Programme published the first *Opening Our Eyes – Addressing Gender-Based Violence in South African Schools – a Manual for Educators*.

The development of this manual began with the Gender Equity Task Team report published in 1998. This report recommended that the Department of Education (now known as the Department of Basic Education) should develop a training package for education managers, including school governing bodies, educators and caretakers, on their responsibility to prevent discrimination (including gendered violence and harassment). The Gender Equity Task Team further recommended that curriculum packages should incorporate learning about gender and violence at all levels of education.

In 1999, the draft manual was workshopped with districts and school-based gender focal persons, including Life Skills officials. During 2000, presentations on the draft manual were made at the Education Management Association of South Africa Conference and at the Safe Schools Conference at Rand Afrikaans University.

The revised manual

The revision of this manual brings it in line with the latest developments in gender-based violence (GBV) programmes, laws and policies that have been passed since 2001. These include the case law that has significantly impacted on response and prevention strategies in South Africa. The manual also incorporates violence prevention models such as the World Health Organization ecological model (2002).

Target audience

Opening Our Eyes has been developed for the training of education officials and educators as master trainers. The manual can be easily adapted and used for the training of school governing bodies and school management teams on addressing GBV. Curriculum developers can also use this manual to design their own school curricula.

HOW TO USE THIS MANUAL

**This manual consists of eight workshops.
The workshops are between 2½ and 4½ hours long.**

For each workshop the facilitator will need:

- A workshop checklist (see page 5).
- A workshop programme (see page 5).
- Background information
- Materials (e.g. handouts, flipcharts, markers, laptop for PowerPoint presentations).

Background information

Each workshop has its own background notes which contain important information and statistics. Read these notes before presenting workshops to help you feel confident and well prepared for the sessions. You can also share some of this background information with participants during workshops. In some workshops, we direct facilitators to specific pages they can either use for PowerPoint presentations or copy and hand out to participants.

After the *Background information* you will find *Facilitator guidelines* for each workshop, which contain:

- A list of objectives
- A list of outcomes
- An outline of topics with time allocations
- A list of materials
- A list of handouts

Follow the *Guidelines for presenting workshops* for each topic. The guidelines:

- Indicate the topics within the workshop, the length of time the topics should take to complete and what materials will be necessary.
- Suggest how to work through the topic (e.g. work in small groups, report back in groups, use a PowerPoint presentation).
- Provide suggested answers and responses to tasks and activities.
- Suggest follow-up activities that facilitators can use at their discretion.
- Sometimes identify helpful resources which facilitators can use to increase their background knowledge or get in contact with experts in the field.

Handouts

Each workshop includes handouts. Make as many copies as you will need ahead of the workshop presentation; sometimes participants will need their own copy of a handout, and in other instances pairs or groups of participants can share handouts.

Icons

These icons are used throughout the manual for easy reference:



Indication of time



Activity handout



Information handout

USEFUL RESOURCES

Department of Basic Education. 2013. *Speak Out! Youth Report Sexual Abuse*. Pretoria.

Department of Basic Education. 2014a. *Challenging Homophobic Bullying in Schools*. Pretoria.

Department of Basic Education. 2014b. *National School Safety Framework*. Pretoria.

These publications are available from provincial and district Department of Basic Education offices.

BACKGROUND INFORMATION TO WORKSHOPS 1–8

Workshop planning

WORKSHOP PLANNING CHECKLIST

ACTION	WHEN DONE ✓	REMINDERS AND NOTES
INITIAL PLANS:		
Set a date		
Identify and list participants		
Book suitable venue and confirm available resources (e.g. chairs, electricity, etc.)		
Invite participants: advise date, time, venue, transport and catering arrangements and things they should bring to the meeting (e.g. school policies)		
Organise catering, if relevant		
Organise travel arrangements, if relevant		
Plan workshop outline and resources required		
Book/organise resources		
A WEEK BEFORE:		
Remind participants and confirm numbers		
Confirm caterers (including numbers)		
Confirm travel arrangements (including numbers)		
Organise/confirm resources required (printing, projector, etc.) and when they will arrive		
Confirm the venue and your requirements (e.g. number of chairs, type of facilities required)		
ON THE DAY:		
Set up the venue (seating, check toilets and other facilities, etc.)		
Check that all equipment/resources have arrived/are working		
Prepare for registration		
AFTER THE WORKSHOP:		
Venue: tidy, pack away and lock up in accordance with agreement		
Tidy up materials used		
Reflect on and evaluate workshop successes and areas of difficulty		
Give feedback to relevant stakeholders		
Send letters of thanks where relevant		

WORKSHOP CHECKLIST

WORKSHOP CHECKLIST	✓ WHEN DONE	REMINDERS AND NOTES
Facilitator manual/notes		
Attendance register		
Glue		
Pens/pencils/marker pens		
Paper		
Prestik®		
Name tags		
Flipchart paper and pens		
Other equipment		
Workshop handouts (e.g. agenda, specified activities and notes)		
Additional material required		

EXAMPLE WORKSHOP PROGRAMME

WORKSHOP 3. RECOGNISING HARASSMENT AND TAKING ACTION

Date:

Time:

Venue:

PROGRAMME OF EVENTS:

Tea and registration	8 a.m.
Housekeeping and ground rules	8.30 a.m.
Workshop objectives and outcomes	8.45 a.m.
Introduction and icebreaker	9 a.m.
Topic 1. Defining terms and exploring examples	9.15 a.m.
Tea	10 a.m.
Topic 2. What do we know about homosexuality?	10.15 a.m.
Topic 3. Looking at homosexuality	10.45 a.m.
Tea	11 a.m.
Topic 4. Where to begin?	11.15 a.m.
Topic 5. Standing up to homophobic bullying at school	11.30 p.m.
Conclusion, evaluation and closure	12.30 p.m.

GUIDELINES FOR FACILITATING ACTIVITIES FOCUSED ON SENSITIVE TOPICS

Ground rules

Agree on ground rules to create a safe place for participants to talk freely.

Dealing with emotions

Discussions on harassment and abuse can be emotional, so be prepared to deal with your own feelings and those of participants. Provide information on where participants can access help and support. You might even need to have a counsellor on hand for some of the workshops.

Grouping

Strategically plan your grouping arrangements when dealing with sensitive topics in workshops, particularly when presenting to men and women/boys and girls together. You may need to use single-sex groups for some tasks or activities. Combine the sexes again after participants have had a chance to articulate their ideas confidently.

Reassuring

Females are more likely to be targets of gender-based violence (GBV); however, you need to emphasise that the activities do not target and blame all men. Instead, activities address problematic forms of behaviour, beliefs and attitudes. Emphasise that some men are working to eradicate violence against women and children, and point out that males can be abused and that the abuse of boys is believed to be considerably more widespread than the number of reported incidents.

Getting participation

- Talk about what is important to participants.
- Ensure that everyone participates and has a chance to speak. Are participants communicating well? Is anyone dominating the discussion? Who hasn't expressed an opinion?
- Encourage participants to listen to and understand each other's views. Discourage criticism, ridicule, blaming and personal belittling, and refer to the ground rules when necessary.
- Don't express personal views or take sides. Your role is to guide the discussion and keep participants focused on the issues, not join in.
- Don't fear silence. Encouraging participants to examine their feelings is essential, so give them time to think about what has been said and to consider the options.
- Show respect for each participant by summarising their opinions. Point out that there are no right or wrong answers in a discussion.

Achieving focus and ease

Keep the group focused on the topic. You might have to restate key questions: 'How does your point relate to learner GBV?' or 'That's an interesting point, but let's return to the central issue.'

Anticipate conflict and when it arises explain that disagreement is to be expected, but don't allow it to become personal. Appeal to the group to help resolve the conflict and refer to the ground rules when necessary.

Using icebreakers

Make use of icebreakers and exercises that involve physical activity to relax participants and encourage them to talk to each other. This is helpful especially if they are meeting for the first time.

Time: extending the workshop

You may wish to extend a particular workshop beyond the suggested length of time because activities often generate considerable discussion, and some participants will appreciate extra time.

Approximately half of the workshop activities focus on understanding the topic and the necessary background information to the issues. The remaining activities focus on positive actions and strategies for schools and individuals. Where possible, extend the available time for some or all of the activities and conduct a morning and an afternoon session. You could also run the workshops over several sessions, during a week or fortnight. Many topics and activities will benefit from participant reflection on personal attitudes and current practices before participants reconvene to discuss strategies for practical action (during the second half of the workshop activities).

Another possibility is to combine two workshops that partner well, such as Workshops 4 and 5.

Outside speakers

Workshops often benefit from the participation of outside speakers (e.g. people with particular expertise from the school community) and the use of posters and videos.

The starting point: considering values

Participants in workshop activities need to review their own value systems if they are to respond meaningfully to GBV in their schools and communities.

The activity below will help participants decide on their personal key values before engaging in the workshop activities. *Ubuntu* is the core traditional value that is supported by relevant human rights identified in the South African Constitution and other values relevant to issues dealt with in this manual. The 'values barometer' list is followed by questions to help participants reflect on this activity.

Participants can repeat this exercise during and/or after the cycle of workshop activities in order to discover whether their values and attitudes have developed and changed – and if so, how and why they have altered. This will, in turn, help participants to facilitate a review of values with their own learners and colleagues.

CONSIDERING VALUES: AN ACTIVITY

Do these activities individually.

Part A

- Read the following value statements. What does each statement mean in practice?
- Decide if you *Agree*, *Partly agree* or *Disagree* with each statement and tick the appropriate column.

Follow this individual task up with a group reflection on some or all of the values, using the questions on page 9.

VALUE STATEMENT	AGREE	PARTLY AGREE	DISAGREE
1. <i>Ubuntu</i> : A person is a person through other people. (This means respecting others and recognising their humanity. It reminds us that we need one another and that we find ourselves through our relationships with others.)			
2. <i>Respect between males and females</i> : Men/boys and women/girls should treat each other with respect and as equals. Practices such as name-calling, 'sexting', issuing unwanted sexual invitations or spreading sexual rumours are unacceptable.			
3. <i>Respect from educators</i> : Educators should treat male, female and homosexual learners with equal respect.			
4. <i>Caring</i> : It is important for both men and women to be able to care for other people's feelings and needs.			
5. <i>Assertiveness</i> : It is important for both men and women to be able to express what they think, believe and want.			
6. <i>Tolerance</i> : Stigmatising pregnant learners, for example, is a form of abuse. They should be supported and encouraged to continue and complete their education as soon as possible.			
7. <i>Openness</i> : Learners should be able to discuss issues of sex and gender openly with an understanding adult.			
8. <i>Confidentiality</i> : Educators should treat learner disclosures of abuse with confidentiality that is as complete as possible.			
9. <i>Safety</i> : Learners need to feel physically and emotionally safe at school, whatever their sex, sexual orientation or particular disability. They need to be confident that action will be taken if their safety is threatened.			

How did you rate?

Score 2 for each *Agree*, 1 for each *Partly agree* and 0 for each *Disagree*.

16–18: Well done! Looks like you generally support gender equality, reject all or most forms of GBV, and could be serious about your responsibilities to educate and support your learners.

12–15: Getting there! Looks like you have the makings of a core value system on gender but may be uncertain how some values play out in practice.

8–11: You have some sense of values around gender but you have not worked out how they connect and apply.

4–7: You have uncertain and disconnected values. You need to work hard at your value system if you want to be of use to your learners.

Under 3: Careful! You may be a danger to your learners.

Part B

Some questions for reflection:

1. Do you feel that you have a system of values that you can apply effectively to the gender violence and abuse issues that you encounter in your school and community?
2. How closely do your own values match the proposed values in the list? Do the proposed values feel real or unrealistic to you in terms of your own life experience and the values you have lived by so far? How does this match (or mismatch) of values make you think and feel?
3. To what extent have your learners been raised with value systems that support them and the choices they have to make, especially with regard to sex and gender relations generally (e.g. their attitudes and behaviour towards the opposite gender)?
4. If you wanted to develop the proposed values in your school/learners, which value might you start with? Why?

PRE- AND POST-TRAINING ASSESSMENTS

Pre-training assessments can be very useful tools for facilitators to establish knowledge and values at the start of a training cycle. Assessments will help to determine training needs and allow facilitators to 'start from where participants are'.

Give the following assessment at the beginning of the training and again at the end. You will find suggested responses to the questions on page 12. Compare the marks of the participants for both the pre- and post-assessments to determine what the training has achieved and to also determine what further training is required.

ASSESSMENT

1. 'Gender' and 'sex' have the same meaning and can be used interchangeably.

True or false?

2. Gender equality is an issue relevant to:

- a. Women and girls; it is a women's issue.
- b. Developing countries; it is only there that gender gaps exist.
- c. All societies, women and men alike.

3. GBV is violence that is perpetrated by men against women and girls.

True or false?

4. Circle the correct statement:

- a. Male violence towards women is instinctive. Women have to accept a certain degree of violence.
- b. Violence against women is a manifestation of prevailing unequal power relations between women and men.
- c. It is also the woman's fault if a man is violent with a woman.

5. Why are girls more likely than boys to miss out on secondary education in developing countries?

- a. Because of high school fees, only boys go to school.
- b. Many adolescent girls are expected to help out at home.
- c. Early/forced marriage restricts girls' mobility and freedom.
- d. All of the above.

6. A woman can rape a man.

True or false?

7. A protection order is issued by the police after you open a case with them.

True or false?

8. A person who has been raped cannot open a case if he/she has washed.

True or false?

9. Write your own definition of GBV. How well do you understand GBV?

10. It is okay to insult someone whose sexual orientation is different to yours.

Agree or disagree?

11. It is okay to hit someone who is gay or lesbian.

Agree or disagree?

12. Learners should respect their educators at all times, no matter what the situation.

Agree or disagree?

13. Boys and girls have equal capacity to learn.

Agree or disagree?

14. Young girls bring trouble onto themselves by the way they dress.

Agree or disagree?

SUGGESTED RESPONSES

1. False

Sex refers to biological differences between men and women while gender refers to socially constructed roles and responsibilities of men and women.

2. (c) All societies, women and men alike

Gender equality is not directly correlated to economic development. Gender inequalities also exist in industrialised countries with high gross national product per capita.

Gender equality is not a so-called 'women's issue'. Women's empowerment is necessary but not sufficient in the process towards the ultimate goal of gender equality, which has yet to be achieved in any country in the world.

3. False

GBV is violence directed at a person on the basis of their gender.

4. (b)

Violence against women is a manifestation of prevailing unequal power relations between women and men.

Violence affects us all, but in most cases it targets women and girls and is perpetrated by men. This is not to say that men are genetically designed to be violent but that as long as gender inequalities persist in our societies, and as long as serious efforts are not made to build more balanced and mutually supporting gender roles, women will continue to suffer.

5. (d) All the above

Poverty and gender inequality are important factors that prevent girls from going to secondary school. At the same time, girls' education is essential for poverty reduction.

6. True

The definition of rape in the 2007 Sexual Offences Act is: "Intentionally and unlawfully committing an act of sexual penetration with a complainant without her or his consent".

7. False

A protection order is applied for at a magistrates court. It is not necessary to lay a criminal charge before applying for a protection order.

8. False

A case of rape can be opened at any time, even if the victim has washed. It is however advisable for a victim of rape not to take a bath after the incident so that evidence can be collected.

9. Definition of GBV

GBV is any form of violence directed against women, girls, boys and men on the basis of socially attributed differences between males and females.

10 and 11. Disagree

It is not acceptable to insult or hit a person because of his/her different sexual orientation, as this amounts to discrimination on the basis of their sexual orientation and this is prohibited in terms of the Bill of Rights of the South African Constitution.

12. Disagree

The answer to this point is complex. However, while respect for educators is encouraged, they are not above the law, meaning that learners are not expected to do whatever the educator demands if it is illegal.

13. Agree

Boys and girls have an equal capacity to learn.

14. Disagree

Any person should be free to dress the way they want, as both boys and girls are equal before the law. The freedom and security of the person, including the right to bodily integrity, are some of the basic rights guaranteed in our Constitution.



Workshop

1

**Gender-Based Violence:
An Introduction**

1

BACKGROUND INFORMATION

Facilitators should read this *Background information on gender-based violence (GBV)* before conducting Workshop 1.

NOTE:



This Background information provides an overall introduction to GBV and is therefore longer than introductions for other workshops.

What is violence?

Violence is the intentional use of physical force or power, threatened or actual, against oneself or another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (World Health Organization).

What are the basic features of violence?

- It is intentional – it is inflicted deliberately.
- It involves force and/or threat – direct physical force, or the force of power/control.
- It seeks to ‘bring down’ its target – to overpower, kill, harm and/or humiliate him/her.

Who commits violence, and to whom?

- We can do violence/harm to ourselves, even to the extent of committing suicide.
- Individual people or individuals in a group can behave violently towards another person or people (*interpersonal* violence: e.g. domestic violence, school bullying, rape, sexual violation, sexual harassment, GBV).
- The state or other groupings such as terrorist or military groupings or gangs can perpetrate violence (*collective* violence: e.g. political torture, police brutality, genocide, gang wars).

How is violence expressed?

Some forms are:

Physical violence: Murder, fighting, assault (beating, kicking, slapping, pinching); self-mutilation (e.g. cutting yourself).

Emotional and psychological abuse: Threats, insults/name-calling, stalking, cyberbullying (on social media: cellphones, online, etc.).

Sexual/gender-based violence: Includes many types of physical and psychological violence such as wife-beating, rape, incest, sexual violation and harassment.

Economic abuse: Taking a victim's money, refusing to provide money for household expenses, not paying maintenance.

Hate crime: Acts which constitute criminal offences that are motivated in part or whole by prejudice or hate. These include racism (the belief that all members of a race possess characteristics or abilities specific to that race, especially to distinguish it as inferior or superior to another race), xenophobia (the unreasoned fear of that which is perceived to be foreign or strange), sexism (prejudice, stereotyping or discrimination, typically against women, on the basis of sex), homophobia (the term used to describe the irrational, extreme fear, loathing and intolerance that some people feel towards those whose sexual orientation is towards members of their own sex rather than towards members of the opposite

sex) and bigotry (intolerance towards those who hold different opinions from oneself).

Harmful traditional practices: These include *ukuthwala* or early/forced marriage.

What forms of violence are common in our schools?

Various forms and levels of violence are present in many schools. For example, beating/corporal punishment, fighting, learner–learner racial/sexual/homophobic bullying or harassment, cyberbullying, stalking, intimidation and threats, educator–learner sexual and gender-based violence, rape (including gang rape) and even human trafficking and murder.

Violence can take the everyday form of bullying and harassment in schools. Bullying learners (and educators, too) may repeatedly persecute learners who are less powerful because they are younger, shy, unpopular, new, disabled, foreign, homosexual or female. Even low-level bullying and harassment (such as insults) make it easier for more extreme violence to take place.

How does violence affect people?

It results in deaths, injuries, disabilities and deprivation. Psychologically, it creates fear and dread and erodes people's self-esteem and sense of identity. Violence tends to 'take over' people's lives and limit their freedom. They may feel fearful, trapped and vulnerable, especially if they are dependent on the perpetrator. Young children, for example, are very vulnerable to violence. Violence can reduce hope, resilience, confidence and the power of independent action, so that it impacts on people's performance in the world (e.g. at school or at work). Just as people fear walking in the street in a violent neighbourhood, children may fear and avoid going to school when they are bullied, harassed and/or feel unsafe there.

In addition, violence breeds more violence, thus increasing its severity. A lesser form of violence often leads to a more extreme form.

Some forms of violence cannot easily be separated: the term 'gender-based violence' is sometimes used interchangeably with violence against women. However, it is different, as violence against women is just one of many types of GBV. Furthermore, many people experience various forms of violence at the same time. For instance, children who are bullied will be called names and may also be beaten up, and women who are beaten by their partners may also be sexually, verbally, psychologically, financially and emotionally abused.

Gender inequality

From an early age, boys and girls receive messages about what is expected of them as a boy or girl. These early 'gendered' messages usually come from parents, caregivers and other family members or educators, and are often explicit: *Act like a lady; Do as you are told like a good girl; Be strong, like a man. Only girls are crybabies; Hit him back. Show him who's the man!* Other more implicit (hidden) messages are socially constructed and are often seen as 'natural', as if they were

biological facts about males and females, e.g. who plays which roles and who has the highest status, power and control in family relationships, in the community, in the workplace and nationally.

Although most cultures around the world have long-held patriarchal (male-dominant) patterns of power and control, many countries are emerging from these patriarchal systems. Women (and many men) are increasingly challenging male dominance and economic and social conditions may also lead to many women holding positions of relative power in their families. However, even when laws and policies are designed to correct the male–female power imbalance and empower women, deeply ingrained everyday patriarchal attitudes and behaviours hold back change at all levels of society. Change can be stressful as men experience women exerting power and control in various spheres of life and feel their status and roles are threatened and uncertain.

The nature of gender-based violence

GBV is violence directed at a person on the basis of their gender.

GBV in our society and our schools seems to be learned behaviour. It reflects the kind of learned attitudes discussed earlier about what it is to be a man or woman in society. For example, boys (and girls too) may think that forced sex is acceptable if they have learned to admire aggression and violence that exerts power over another person and takes sex as a right. In this context, domestic violence in the form of wife-beating is often seen as a normal and even acceptable way to 'discipline' a woman.

Broader areas of GBV which can involve several of the behaviours described above are domestic violence, sexual harassment, harmful customary or traditional practices such as female genital mutilation, forced marriages, trafficking in women and girls, forced prostitution and violations of human rights in armed conflict (e.g. murder, gang rape, sexual slavery and forced pregnancy). Some forms of GBV related to women's reproductive rights are forced sterilisation, forced abortion, forced use of contraceptives and female infanticide (killing girl babies).

The following table describes different types of GBV.

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
SEXUAL VIOLENCE		
Rape and marital rape	The invasion of any part of the body of the victim or of the perpetrator with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body by force, threat of force, coercion, taking advantage of a coercive environment, or against a person incapable of giving genuine consent (International Criminal Court).	Any person in a position of power, authority and control, including a husband, intimate partner or caregiver.
Child sexual abuse, defilement and incest	Any act where a child is used for sexual gratification. Any sexual relations/interaction with a child.	Someone the child trusts, including a parent, sibling, extended family member, friend or stranger, teacher, elder, leader or any other caregiver, or anyone in a position of power, authority and control over a child.
Forced sodomy/anal rape	Forced/coerced anal intercourse, usually male-to-male or male-to-female.	Any person in a position of power, authority and control.
Attempted rape or attempted forced sodomy/anal rape	Attempted forced/coerced intercourse; no penetration.	Any person in a position of power, authority and control.
Sexual abuse	Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.	Any person in a position of power, authority and control, including family/community members, co-workers including supervisors, or strangers.
Sexual exploitation	Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting momentarily, socially or politically from the sexual exploitation of another (Inter-Agency Standing Committee). Sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution or sexual extortion for the granting of goods, services, assistance benefits or sexual slavery).	Anyone in a position of power, influence or control, including educators, smugglers or trafficking networks.
Forced prostitution (also referred to as sexual exploitation)	Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children.	Any person in a privileged position, in possession of money or control of material resources and services and perceived as being powerful.
Sexual harassment	Any unwelcome, usually repeated and unreciprocated sexual advance, unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature or display of pornographic material.	Any person in a position of power, authority, or control.

1 BACKGROUND INFORMATION

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Sexual violence as a weapon of war and torture	Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilisation or any other forms to prevent birth, forced pregnancy, forced delivery, and forced child rearing, among others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession or punishment from the victim or third person, intimidate her or a third person or to destroy, in whole or in part, a national, ethnic, racial or religious group.	Often committed, sanctioned and ordered by military, police, armed groups or other parties in conflict.
PHYSICAL VIOLENCE		
Physical assault	Beating, punching, kicking, biting, burning, maiming or killing, with or without weapons. Often used in combination with other forms of sexual and gender-based violence.	Spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in position of power or members of parties to a conflict.
Trafficking, slavery	Selling and/or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.	Any person in a position of power or control.
EMOTIONAL AND PSYCHOLOGICAL VIOLENCE		
Abuse/humiliation	Non-sexual verbal abuse that is insulting, degrading and demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival.	Anyone in a position of power and control; often perpetrated by spouses, intimate partners or family members in a position of authority.
Confinement	Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction/restriction of the right to free movement.	Anyone in a position of power and control; often perpetrated by spouses, intimate partners or family members in a position of authority.

Source: UNHCR 2003

How prevalent is gender-based violence in our society and schools?

It is difficult to obtain accurate statistics on incidents of GBV in schools. While tools have been shared with schools to monitor and report on violence, they are often not used, so the data that we have may not be correct. Nevertheless, the information we do have is disturbing.

In South African schools there is widespread violence against girls. The 2012 National School Violence Study found that 4.7 per cent of learners recounted an experience of sexual assault in schools (1.6 per cent more than the 3.1 per cent recorded in 2008) and 90.9 per cent of these attacks were perpetrated by other learners. Further, it found that female learners experience far higher levels of GBV (sexual harassment, sexual assault and rape): 7.6 per cent of female learners had experienced rape compared with 1.4 per cent of male learners. In addition, one in seven girls (15.1 per cent) experienced other forms of victimisation (sexual harassment, verbal insults and bullying in particular) with 90 per cent of the perpetrators being male (Burton and Leoschut 2013). (See *Background information for Workshop 2*).

According to the 2011 National Youth Risk Behaviour Survey, about 7.6 per cent of learners reported having ever forced someone to have sex, with significantly more male learners (10.5 per cent) than female learners (4.8 per cent) reporting having ever forced someone to have sex.

GBV occurs in various locations around schools. There are reports of the rape of girls in school toilets, empty classrooms, hallways, hostels and dormitories. Unsupervised or unmonitored toilets and latrines are noted as high-risk areas for sexual assaults on learners.

It is especially concerning that educators are implicated in many cases of GBV in schools. Solid data are scarce because cases involving educators are under-reported. However, there are numerous media reports of educators harassing or assaulting learners and offering higher marks, food or money in exchange for sex. School-based surveys show that the sexual abuse of boys is also widespread and in some contexts may be more common, or at least more commonly reported, than the abuse of girls. A 2008 survey by the Centre for Justice and Crime Prevention found boys were more likely than girls to experience sexual abuse at primary school (2.5 per cent vs. 0.2 per cent) but secondary school girls were very much more likely than boys to experience it (4.8 per cent vs. 1.4 per cent).

There are also disturbing indicators of attitudes to GBV. A researcher (Wilson 2001) reports that while talking to boys about incidents of violence against girls in schools some thought that incidents of sexual harassment of girls were merely teasing. A non-governmental organisation, Community Action towards a Safe Environment (CASE), making a representation at the South African Human Rights Commission's public hearings on school-based abuse (2008), described children playing games such as 'hit me, hit me' and 'rape me, rape me', in which "children run after each other. When they reach the person they want to catch, they pretend to rape them."

1

Workshop

Why does gender-based violence occur?

GBV is easily triggered in our society and is considered to be 'normal' in many communities. Deeply learned cultural and religious practices about masculinity and femininity play a part, as we have already noted, but other factors have contributed to the situation.

South Africa has a long history of violence, dating to before the apartheid era. The legal framework introduced by the apartheid state and in place for 45 years has exacerbated the problem. Violence was sanctioned and legitimised by the state and even by some religious groups, and this led to extremely high levels of violence throughout the country. The violent repression of political opposition by the apartheid state helped to create a belief that force was effective in solving problems (Human Rights Watch 1995).

The lack of economic opportunities available to most South Africans, even post-apartheid, has driven many individuals to crime. Poverty and other socioeconomic factors such as the migrant labour system have deeply stressed and disrupted family life over a long period. Many children grow up with no kind and supportive male adult role models. Instead, they may experience absent, unstable, violent and/or often sexual male predators in their family settings.

In addition, poor communities have been hard-hit by HIV and AIDS which in many households has left children with little or no adult protection against sexual predators, making them vulnerable to all forms of GBV. Girls are particularly at risk. Transgenerational and transactional relationships (commonly referred to as 'sugar daddy' and 'sugar mommy' relationships) provide for the material needs of families and the desire young people have for consumer goods that others enjoy. While alcohol and drug abuse cannot be said to cause GBV directly, they do create conditions which promote it. Such substances make people unstable, 'hype' them up to commit offences and suppress their sense of accountability. Alcohol and drug abuse can also make girls and women more vulnerable, causing them to act without caution and miss warning signs.

Aggressive masculinity is reinforced in the media. In many advertisements, television shows and movies male violence is celebrated and women are portrayed as passive victims. Because GBV has been normalised, many victims or potential victims accept it as inevitable and even accept and internalise insulting names such as 'slut' or '*izitabane*'.

All these factors, combined with a lack of or limited resources in our safety, security, justice and welfare sectors, have created a society in which most children are not safe from GBV, including sexual abuse. If they do not experience GBV in their homes and communities, they are very likely to experience it in schools.

Why should schools take action against gender-based violence?

Much of the GBV described above takes place during the hours children spend in school and the consequences are felt in schools too. Here are some of the issues that schools need to confront:

- **GBV goes directly against the constitutional rights of every child to basic education and to a school environment that is not harmful to their well-being, freedom, security, dignity and equality.** GBV at home, at school and on the way to and from school seriously threatens the education of many learners, especially girls, but also boys. It affects both physical and psychological well-being and thus impacts negatively on performance and attendance, and leads to increased drop-out rates.

The persistence of GBV in schools means that schools need to hold themselves accountable for the infringement of various constitutional rights, such as the right to be protected from abuse and degradation (section 28) and the right to freedom and security, dignity, privacy and equality, and bodily and psychological integrity (section 12). In addition, the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including gender, sex, pregnancy and sexual orientation, amongst others (section 9).

- **GBV is a major issue in our schools and it is under-reported.** The range of offences in schools, and how they interact, needs to be better understood. Some school-based offences that are taken for granted as 'normal' or harmless practice (e.g. certain graffiti in school toilets) are abusive because they express and promote sexually abusive attitudes and contribute to creating a climate for more extreme offences.

Incidents of sexual violence and hate crimes in South African schools are greatly under-reported. When less extreme harassment is condoned, it can (and does) lead to more extreme forms of violence such as rape and physical and sexual assault. Therefore, knowing how to identify and respond to bullying/harassment in schools will help to prevent some of the general violence that plagues our society.

- **Sexual violation and unequal gender relations increase the spread of HIV infection.** Unequal gender relations make it difficult for women and girls to negotiate sex and safe sex because men and boys control the sexual decision-making. Young girls are forced or pressured to have sex and are physically much more susceptible to HIV infection than boys. Educators who have sexual relationships with learners are increasing those learners' risk of HIV infection.
- **GBV erodes social cohesion.** Social cohesion refers to our ability to use our resources to work together so that we function satisfactorily and develop as individuals and as a society. Poor gender relations and GBV degrade human potential and relationships. This leads to a loss of self-esteem, failure to fulfil ambitions, school drop-outs, unwanted pregnancies, substance abuse and loss of educational opportunities. These in turn result in unemployment or under-employment, further substance abuse, child neglect, new cycles of GBV and abuse, and an ongoing lack of capacity for community involvement and development.

1 BACKGROUND INFORMATION

What does the law say about gender-based violence?

NAME OF THE ACT	YEAR	PROVISIONS
South African Schools Act, section 8	1996	<p>The Act provides that:</p> <ol style="list-style-type: none"> 1. The governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school. 2. The code of conduct referred to must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. 3. Nothing exempts a learner from the obligation to comply with the code of conduct of the school attended by the learner. 4. A code of conduct must contain provisions of due process, safeguarding the interests of the learner and any other party involved in disciplinary proceedings. 5. The code of conduct must also provide for support measures or structures for counselling a learner involved in disciplinary proceedings.
Domestic Violence Act, 116 of 1998	1998	<p>A <i>domestic relationship</i> is a relationship where the complainant and the respondent are:</p> <ul style="list-style-type: none"> • Married, divorced or separated couples • Couples living together (including homosexual couples) • Parents of a child • Family members (including the extended family) • People who are engaged to or dating one another • Children • People who share a living space. <p><i>Domestic abuse</i> is:</p> <ul style="list-style-type: none"> • <i>Physical abuse</i> – pushing, slapping, punching, kicking, burning, biting or stabbing. • <i>Emotional, verbal and psychological abuse</i> – name-calling, yelling and belittling the victim, threatening to kill the victim, self or others, isolating the victim. • <i>Sexual abuse</i> – any conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the complainant. • <i>Economic abuse</i> – taking the victim's money, refusing to provide money for household expenses, not paying maintenance. • <i>Forced entry</i> – making uninvited calls or visits, refusing to leave. • <i>Stalking</i> – following, constant phoning, waiting outside the victim's workplace or home. • <i>Damaging property</i> – tearing clothes, destroying belongings. • <i>Abusing children</i> – verbal, physical and sexual abuse of children. • <i>Any other behaviour</i> which is <i>controlling</i> and <i>abusive</i>. <p><i>What is a protection order?</i></p> <p>A form of legal injunction that requires a party to do or to refrain from doing certain acts, e.g. to stop abusing or contacting the complainant or being made to leave a shared residence.</p> <p>An application for a protection order may be brought on behalf of a complainant by any other person, including a counsellor, health service provider, member of the South African Police Service, social worker or teacher, who has a material interest in the well-being of the complainant.</p> <p>There must be a written consent of the complainant, except in circumstances where the complainant is (1) a minor, (2) mentally retarded, (3) unconscious or (4) a person whom the court is satisfied is unable to give the required consent.</p> <p>A minor may apply for a protection order without the assistance of a parent, guardian or any other person.</p>

NAME OF THE ACT	YEAR	PROVISIONS
The Employment of Educators Amendment Act	2000	<p>Provides for educator dismissal in cases of:</p> <p><i>Serious misconduct</i> if he/she is found guilty of:</p> <ul style="list-style-type: none"> • Committing an act of sexual assault on a learner, student or other employee; • Having a sexual relationship with a learner of the school where he/she is employed; • Seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee. <p><i>Misconduct</i> if he/she:</p> <ul style="list-style-type: none"> • Unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution.
South African Council for Educators Act	2000	Provides for deregistration of educators.
The Code of Conduct for Educators (SACE)	2007	<p>When an educator is dismissed on the basis of sexually abusing a learner, he/she is also deregistered as an educator and cannot be appointed again by any education provider.</p> <p>An educator must:</p> <ul style="list-style-type: none"> • Refrain from improper physical contact with learners • Refrain from any sort of sexual harassment (physical or otherwise) of learners • Refrain from any sort of sexual relationship with learners at a school.
Sexual Offences Amendment Act	2007	<p>A <i>child</i> is a person who is:</p> <ul style="list-style-type: none"> • Under the age of 18, or • With reference to sections 15 and 16, a person 12 years or older but under the age of 16 years. <p><i>Sexual act</i> means an act of sexual penetration or an act of sexual violation.</p> <p>Acts of consensual sexual penetration with certain children (<i>statutory rape</i>):</p> <ul style="list-style-type: none"> • A person who commits an act of sexual penetration with a child, despite the consent of the child, is guilty of an act of sexual penetration with the child. <p>Acts of consensual sexual violation with certain children (<i>statutory sexual assault</i>):</p> <ul style="list-style-type: none"> • A person who commits an act of sexual violation with a child is, despite the consent of the child, guilty of the offence of having committed an act of sexual violation with a child. <p><i>Rape</i></p> <ul style="list-style-type: none"> • Intentionally and unlawfully committing an act of sexual penetration with a complainant without her or his consent. <p><i>Intention</i></p> <ul style="list-style-type: none"> • Purposefully and intentionally and aware of what he/she was doing. • Foresaw the possibility that he/she was having intercourse with the complainant without his/her consent.

1 BACKGROUND INFORMATION

NAME OF THE ACT	YEAR	PROVISIONS
Sexual Offences Amendment Act (cont.)	2007	<p><i>Sexual penetration</i> Any act which causes penetration to any extent whatsoever by:</p> <ul style="list-style-type: none"> • The genital organs of one person into or beyond the genital organs, anus or mouth of another person; • Any other part of the body of one person or, any object, including any part of the body of an animal, into or beyond the genital organs or anus of another person; and • The genital organs of an animal into or beyond the mouth of another person. <p><i>Age of consent</i></p> <ul style="list-style-type: none"> • 0 – under 12 years (too young to give consent) • 12 years – under 16 years <p><i>Statutory rape</i> (consensual sexual penetration with a child)</p> <ul style="list-style-type: none"> • 16 years is the age of consent • There is an obligation to report commission of sexual offences against children or persons who are mentally disabled. • A person who has knowledge that a sexual offence has been committed against a child must report such knowledge immediately to a police official. • A person who fails to report such knowledge is guilty of an offence and is liable on conviction to a fine or imprisonment for a period not exceeding five years, or to both a fine and such imprisonment.

What can schools and educators do to counter gender-based violence?

Just as GBV is learned behaviour, so is behaviour based on values of respect and equality. Schools are key resources in communities. They are ideally placed to encourage and develop positive and constructive behaviours and relationships amongst young people, and to discourage abusive behaviour and unhealthy relationships. Schools therefore have a strong mandate to deal with GBV.

At one level, schools and educators need to develop clear-cut, committed and compassionate processes for dealing with incidents of GBV. For example:

- Reporting incidents/cases to the principal/school support team, school safety team/the South African Police Service and following through processes properly (see the *National School Safety Framework*, which can be obtained from the provincial and district Department of Basic Education offices).
- Ensuring that incidents are handled confidentially.
- Giving emotional support to abused learners.
- Getting counselling and other support for abused learners by developing a network: health and social services, the South African Police Service, community-based organisations, churches, non-governmental organisations etc.
- Helping learners to obtain protection orders (in the case of domestic violence/harassment).
- Helping learners who have been raped to obtain post-exposure prophylaxis, be tested for HIV and, if necessary, get treatment.
- Reporting colleagues who abuse learners.

At another level, schools and educators need to put 'whole-school' structures, policies and procedures in place around school discipline and school safety. For

example, establishing school support and school safety teams; developing school and classroom codes of conduct; and setting up regular auditing and monitoring of potential GBV 'hotspots' such as toilets, empty classrooms and playing fields.

In addition, work is needed in investigating and transforming the school and classroom culture and ethos.

The following are questions that should be asked by educators:

- What are gender relations like at your school?
- How could gender relations at your school be improved?
- How can you ensure that girl learners
 - develop strong self-esteem and confidence?
 - learn to set goals, make choices and control their own lives?
 - learn to assert their own needs and wants and negotiate (for example) sexual situations and safe sex?

Furthermore, how can you ensure that boys and girls develop healthy, friendly relationships rather than highly sexualised and often hostile encounters?

Educators can work to help learners understand the attitudes and structures that promote GBV and the ways in which their behaviour contributes to the problem. They can encourage peer structures such as Girls' and Boys' Education Movement clubs that build positive support relationships within and across gender lines. They can develop positive, gender-equal classroom discipline and take extra care to involve girls and withdrawn or shy learners in classroom interaction.

This manual is designed to help schools and educators take up the challenge. The eight workshops in this manual respond to these needs and can be used with all members of the school community.



FACILITATOR'S GUIDELINES FOR

Workshop 1

WORKSHOP
LENGTH:

3 HOURS 40
MINUTES

OBJECTIVES

The objectives of the workshop are to:

- Provide an understanding of violence in South Africa as well as strategies for ending it.
- Explain key concepts of gender.
- Sensitise participants on how gender is socially constructed.
- Understand the nature of GBV, including the types of GBV prevalent in schools.
- Provide high level information on the legislative framework on GBV.
- Provide strategies for dealing with GBV in schools.

OUTCOMES

At the end of the workshop, participants will be able to:

- Identify some of the triggers of violence in South Africa.
- Define what gender is, including key gender concepts and how they perpetuate GBV. Describe social construction of gender and the key socialisation institutions, agents and processes.
- Define gender-based violence, including various forms of GBV.
- Define key provisions of the GBV legislation.
- Identify suitable strategies to address GBV in schools.

OUTLINE

- **Introduction** (10 minutes)
- **Topic 1.** What is violence? (50 minutes)
- **Topic 2.** What is gender? (30 minutes)
- **Topic 3.** What is GBV? (60 minutes)
- **Topic 4.** GBV and the law (40 minutes)
- **Topic 5.** What can schools and educators do to address GBV? (30 minutes)

MATERIALS

- Coloured cards/coloured stickers
- Flipchart paper
- Markers
- PowerPoint presentations

WORKSHOP 1 HANDOUTS

HANDOUT 1A WHAT DO WE KNOW ABOUT VIOLENCE?

HANDOUT 1B SUGGESTED RESPONSES TO HANDOUT 1A

HANDOUT 2 SEX AND GENDER

HANDOUT 3 IS THIS GBV?

HANDOUT 4 LAWS RELATING TO GBV AGAINST LEARNERS

HANDOUT 5 TAKING ACTION AGAINST GBV IN SCHOOLS



1

Workshop

GUIDELINES FOR PRESENTING TOPICS

Workshop 1

TIPS FOR THE FACILITATOR



Considering values If there is extra time, participants can do the 'considering values' task (see page 8) before starting Workshop 1 tasks. However, make a clear distinction between the value consideration task and the workshop tasks. Ideally, arrange for the task to be done in advance during a separate meeting.

Background information Read this section because it contains information you may need for giving input during the sessions and supporting participants.

The *Background information* section is longer for Workshop 1 because it is the foundation workshop of the programme and it will ensure that you have enough information to ground your participants in GBV issues.

Scope, style and timing of the workshop GBV is an extensive topic: it is not possible to address every issue and nuance in just one workshop. Workshop 1 focuses particularly on GBV as it affects schools and learners. Therefore, try to engage and involve participants in the key focus areas.

In addition, this workshop deals with the relevant issues quite broadly. There is an opportunity to explore different forms and aspects of GBV more comprehensively in subsequent workshops.

Because it is a fairly comprehensive workshop, you may want to divide it into two sections and facilitate each section at separate meetings.

Dealing with sensitive issues This workshop addresses extremely sensitive content and your approach should reflect this (see *Guidelines for facilitating activities focused on sensitive topics*, page 6).

LENGTH:



INTRODUCTION

Give an overview of the workshop and its objectives, and do an icebreaker activity that will enable participants to introduce themselves and get to know each other and the facilitator.

TOPIC 1. WHAT IS VIOLENCE?

MATERIALS

- Flipchart
- Markers
- PowerPoint presentation
- **Handout 1A.** What do we know about violence?
- **Handout 1B.** Suggested responses to Handout 1A

Task 1. What do we know about violence?

Small group discussion. Organise groups of four and distribute Handout 1A. Groups should respond *Agree* or *Disagree* to each statement and give reasons for their answers.

Report back in small groups and whole group. Ask participants to compare their responses with the answers on Handout 1B and with other groups. Allow comments, questions and answers. Summarise key issues, insights and 'rethinks' that have arisen in discussion.

Task 2. Defining violence

Brainstorm in groups. Ask groups to brainstorm a definition of violence (2 or 3 minutes). Encourage participants to draw on insights from Task 1.

Whole group report back. Write the definitions on the flipchart, reflecting all contributions without repetition. Discuss the following questions with the whole group and write up responses on the flipchart.

- What are the common features across the definitions?
- What broad types of violence can you identify? (If participants offer examples of physical violence only, ask whether threats, stalking, insults, withholding food, etc. aren't also examples of violence.)
- What kinds of violence occur in our schools?
- How does violence affect people, society and schools?

Facilitator input/PowerPoint presentation. Revise and finalise a single definition on the flipchart. Summarise by giving a brief PowerPoint presentation/oral presentation on the nature, types and effects of violence in society generally and in schools. Base this presentation on the World Health Organization definition and information in *Background information*, page 16.

LENGTH:



1

Workshop



Suggested answers to Handout 2

- | | |
|------|-------|
| 1. S | 6. S |
| 2. G | 7. G |
| 3. G | 8. G |
| 4. G | 9. G |
| 5. S | 10. S |

TOPIC 2. WHAT IS GENDER?

MATERIALS

- Flipchart paper
- Markers
- PowerPoint presentation
- **Handout 2.** Sex and gender

Task 1. Sex and gender

Small group discussion. Organise groups of 3–4, distribute Handout 2 and set the task. Ask participants to give reasons for their answer in each case.

Report back. During the group report back, summarise discussion on each statement to emphasise the difference between sex and gender, and outline the nature of gendered roles.

Task 2. How gender is constructed in society?

Think individually. Tell participants they have a few minutes to think about their responses to the following questions:

- What 'messages' did you get as a young child about qualities and behaviours that people expected of you as a boy/girl?
- Who gave you these messages?
- Which messages did you find positive/helpful? Which messages were negative/a problem for you? Give reasons.

In pairs. Participants can spend five minutes sharing their responses with a partner. Remind them to listen very carefully to each other's responses.

In small groups and whole group. Ask pairs to join up with another pair to form small groups. Participants must take turns sharing with the group what his/her partner said. Then discuss the following questions with the whole group:

- Have you given (or would you give) your sons and daughters the same messages about gender roles you received as a young person? What has/hasn't changed in these messages?
- How have the messages you are giving your sons and daughters changed/not changed since you were younger?
- Why are the messages our sons and daughters are receiving changing? or
- What is preventing changes to these messages?

Report back and facilitator input. Comment on group findings. Point out how gendered identities and roles are established at home during early childhood and then usually reinforced in schools. Ensure that participants discuss how this creates issues of status, power and control between men and women, girls and boys. (See *Background information*, page 17.)

TOPIC 3. WHAT IS GBV?

MATERIALS

- Flipchart
- Markers
- PowerPoint presentation
- 'Problem tree' diagram on flipchart
- Prestik®
- Sticker-squares or discs of coloured paper (two colours; at least one sticker per participant)
- **Handout 3.** Is this GBV?

Task 1. Defining GBV

Brainstorm. Organise same-sex groups. Ask participants to discuss and identify:

- the main characteristics of GBV;
- a few examples to illustrate these characteristics;
- targets/victims of GBV; and
- the perpetrators of GBV.

Emphasise that they should apply the understanding they have already developed about violence and gender. The task should go quite briskly after the brainstorming session.

Report back. Lead the report-back and finalise a definition (see below) with participants.

Suggested responses

See *Background information* (page 19). Another definition is:

GBV is any form of violence directed against women, girls, boys and men on the basis of socially attributed differences between males and females (United Nations, 1993).

Also remind participants that GBV has the key features of all and any forms of violence, namely:

- It is intentional, i.e. it is inflicted deliberately
- It involves force and/or threat – direct physical force, or the force of power/control
- It seeks to 'bring down' its target – to overpower, kill, harm and/or humiliate them.

LENGTH:



1

Workshop

Task 2. Identifying GBV in schools

Group discussions. Distribute Handout 3 and ask participants to note the key features of GBV and violence (see Task 1). Record these on a flipchart. Groups need 15–20 minutes to complete Sections A (GBV mini-scenarios) and B (questions about prevalence) on the handout. Emphasise to participants that this task is about *their* definition and understanding of violence and GBV rather than the laws that apply; they will have an opportunity later in this workshop to look at the legal aspects.

Report back

Section A. Help participants to rethink issues and apply criteria for GBV and violence generally. Remind them of relevant points around violence (Topic 1). Keep the focus on attitudes and values rather than legal definitions/provisions. However, acknowledge any uncertainty/conflict that arises over scenarios such as mini-scenario 8 (i.e. Ben and Thoko, where there is underage, technically illegal and irresponsible sex rather than power-related GBV) and note that they will look at legal aspects in the next topic.

Section B. It is essential for participants to refer to GBV experiences and prevalence at their own schools, as well as the given mini-scenarios. Every context has its own issues. If necessary, adapt the task to engage more fully with these realities; later workshops will deal with some issues in more detail.

You could do a brief PowerPoint or oral presentation on prevalence nationally. (See *Background information*, page 21 for statistics.)

Task 3. Causes and consequences of GBV

Facilitator and whole group. Draw a tree trunk with wide branches and roots on a flipchart (i.e. the GBV 'problem tree'). Label the tree trunk: 'GBV'.

Individual participants need sticker-squares or discs of coloured paper (provide Prestik® if necessary): one colour for causes of GBV (the roots) and another colour for consequences of GBV (the leaves/fruit on the branches). They should write their response (one cause or consequence, depending on the colour they have been given) on the sticker in clear large script and stick it on the GBV 'problem tree'.

Tips for the facilitator

- Remind participants of ideas and information already shared in earlier activities (e.g. the GBV scenarios can help them to think concretely about causes and consequences).
- Responses should reflect the situation in their own school communities.
- Responses can focus on causes and consequences both at personal/family level and at a broader level (school, community and national).

Discussion. Lead the discussion by looking at the responses on the stickers, eliciting more responses if necessary. (For some supporting ideas see *Background information*, page 22.)

TOPIC 4. GBV AND THE LAW

MATERIALS

- Flipchart paper
- Markers
- PowerPoint presentation
- **Handout 3.** Is this GBV?
- **Handout 4.** Laws relating to GBV against learners

Task. Matching GBV scenarios with the laws that apply

Pair work. Distribute Handout 4. Explain that the current epidemic of violence and GBV against children prevails despite detailed and extensive legislation that is in place to protect their rights. Read through the legislation with participants and ensure that the terms are understood.

Pair work. Also refer participants to Handout 3 and ask them to match each mini-scenario to a legal provision listed in Handout 4.

Note: There might be more than one provision that applies to a case.

Report back. Encourage comments and questions from the whole group. Be sure to refer participants to scenario 8 (Ben and Thoko: the Sexual Offences Act criminalises their behaviour but the issue has been put on hold so prosecution cannot take place).

LENGTH:



NOTE:

If time is short, do the task 'jigsaw' style: share out the mini-scenarios so that each group has to match only one or two scenarios to the relevant legal provisions.

1

Workshop



TOPIC 5. WHAT CAN SCHOOLS AND EDUCATORS DO TO ADDRESS GBV?

MATERIALS

- Flipchart paper
- Markers
- **Handout 3.** Is this GBV?
- **Handout 4.** Laws relating to GBV against learners
- **Handout 5.** Taking action against GBV in schools

Task. Sharing ideas for action

Brainstorm. Do this task either in small groups or in 'jigsaw' style, depending on available time. Distribute Handout 5 which focuses on learner Maria (case study 6). Participants should brainstorm general ideas in response to the five questions in the handout and record them on the handout. Alternatively, use the same questions to examine what action to take in any of the scenarios from Handout 3, or any other GBV incidents which may have occurred at their own schools.

Report back. In summary, emphasise the different types and levels of action in response to GBV cases, preventing GBV, equalising gender relations in schools and encouraging and empowering girls. The variety of questions in Handout 5 highlights the complexities of dealing with GBV. Explain that these complexities will be explored in more detail in future workshops. (Also refer to *Background information*, page 26, for additional support.)

SUGGESTED FOLLOW-UP ACTIVITIES

1. Arrange a discussion or a quiz with colleagues and/or learners based on the information in Handout 4. This information can be a prevention tool and also help you to promote more determined action in response to incidents of GBV at school. It will be most effectively used if you have a functioning school safety committee (see below).
2. Introduce learners in your classes to the handbook *Speak Out! Youth Report Sexual Abuse*. Link it to Life Orientation lessons or get permission to hold workshops (see the suggestion for a Violence Awareness Day below).
3. Create a bulletin board with the heading: 'What one learner can do to end violence'. Learners write what they can do to end violence under a photo or drawing of themselves.
4. Organise a Violence Awareness Day at your school. Learners can participate in educational workshops that address the various forms of violence, and develop plays, songs and artwork designed to raise awareness about violence.
5. Form a school safety committee at your school which includes educators, learners and parents who can discuss ways to address school violence and help school management develop a school safety plan. Such a committee can develop guidelines for dealing with violent incidents and suggest strategies for educating the school community. It can help to develop safety support networks across the broad school community and coordinate more effective responses to specific incidents of GBV, so that individual educators are not overburdened when an incident arises. (Refer to the *National School Safety Framework* to help you develop a whole-school response to school safety issues.)

Workshop 1 HANDOUTS

HANDOUT 1A. WHAT DO WE KNOW ABOUT VIOLENCE?



Decide if you agree or disagree with each statement.

Tick the appropriate column. Write reasons for each response in the space provided.

STATEMENTS	AGREE	DISAGREE	REASONS FOR YOUR RESPONSE
1. It's natural for boys to be more aggressive than girls.			
2. It's easy for women to get out of abusive relationships if they really want to.			
3. Men who beat women are mentally ill.			
4. Children should always do what adults tell them.			
5. GBV is nearly always perpetrated by men or boys towards women or girls.			
6. Educators can be targets of GBV in schools.			
7. Young children are too immature to engage in GBV.			
8. Poverty is the main cause of GBV which occurs very little amongst higher-income groups.			
9. Drinking and using drugs can contribute to GBV.			
10. One reason for the under-reporting of GBV in schools is that many learners and educators do not recognise it as abuse.			
11. If some cultures tolerate violence, there is little educators can do to change attitudes.			
12. Teenagers who consent to sex with an adult are not experiencing GBV or being abused.			

HANDOUT 1B. SUGGESTED RESPONSES TO 1A

1. It's natural for boys to be more aggressive than girls.

Disagree

Violence is a learned behaviour. In societies where there is high male-on-female violence, aggression and hostility to women tend to be viewed as part of being masculine. Boys learn their masculine roles early. Educators often experience boys practising their domination by hitting girls.

2. It's easy for women to get out of abusive relationships if they really want to.

Disagree

It is often traumatic for women to end an abusive relationship. Many women do not have the economic resources to support themselves and their children. Some women fear they will be ostracised by their families and communities if they end their relationship. Women are often blamed for their abuse and believe it will stop if they change their behaviour. In many cases, women worry that the violence they are experiencing will increase if they try to leave.

3. Men who beat women are mentally ill.

Disagree

The problem of violence against women is too widespread to be a product of mental illness. The indifference (lack of attention/care) of the police and judicial authorities to incidents of men's abuse against women contributes to the problem, because men are not held accountable for their behaviour.

4. Children should always do what adults tell them.

Disagree

Children need to learn what appropriate behaviour is for adults. Children should know they have the right not to be abused by anyone, including adults who have authority over them. Children should be encouraged to trust their own 'gut feelings'.

5. GBV is nearly always perpetrated by men or boys towards women or girls.

Disagree

Women and girls are most often targeted for sexual violence. Sexual violence is in most instances perpetuated by men and boys. Male-on-male 'gay bashing' is also GBV and is very common in schools. Boys are more likely than girls to be the targets of homophobic (anti-homosexual) harassment/bullying. In general, boys are put down by being compared to members of marginalised groups, particularly women and homosexual men. Many boys act as aggressively 'masculine' to avoid being harassed themselves. Studies also show a high rate of GBV of boys, especially in primary schools, and GBV is also perpetrated by female educators on male learners. Both boys and girls harass (bully) homosexual schoolmates.

6. Educators can be targets of GBV in schools.

Agree

Educators, especially young women, do get sexually harassed or even assaulted by other educators and by learners. Educators have reported an increase in learner-educator violence due to increased availability of alcohol and drugs.

7. Young children are too immature to engage in GBV.

Disagree

The bullying behaviour of young children can lead to GBV. Bullying becomes GBV when learners are harassed because they are a girl or a boy. It is not uncommon for learners in the primary grades to suffer gendered put-downs and physical touching by their peers.

8. Poverty is the main cause of GBV which occurs very little amongst higher-income groups.

Disagree

GBV occurs widely across the population, regardless of income, race, religion, etc., reflecting gendered values and attitudes. However, while poverty (together with unemployment and poor living conditions) cannot be taken as a direct cause of GBV, poor conditions do favour sexual exploitation. For example, an abuser may offer money and/or other incentives in exchange for sex, either directly to a child, or through an adult caregiver who may openly accept/support the arrangement or turn a blind eye. People are often reluctant to report abuse when the abuser is giving financial support to a household. In addition, poverty brings stresses that raise the level of anger and thus violence and abuse in learners' homes.

9. Drinking and using drugs can contribute to GBV.

Agree

It is true that alcohol and other drugs affect behaviour. If a person has difficulty controlling anger, alcohol and drugs can aggravate the problem. They can also make girls or boys who are targets of abuse less alert to the danger signs. But alcohol and drugs are not the direct cause of violence and should never be used as an excuse for abusive behaviour.

10. GBV is under-reported in schools partly because many learners and educators do not see it as abuse.

Agree

Violence in relationships has become so widespread that many men and women accept forced and violent sex as normal. Various studies among adults and high school learners reveal a very common view that forcing someone you know to have sex with you is not considered to be sexual violence. Some educators support homophobic (anti-homosexual) bullying, while many ignore it for various reasons such as: they feel ill-equipped to deal with it; they don't consider it to be a school matter; they disapprove of homosexuality for religious reasons; or they fear parents objecting to acceptance of homosexual identities at school.

11. Teenagers who consent to sex with an adult are not experiencing GBV.

Disagree

Adults often persuade or encourage willing teenagers to have sex with them and sometimes accept sexual invitations from a teenager. While this may seem like consensual sex, teenagers are too immature to be in responsible control of such decisions. Those living in poverty are frequently driven by material needs and wants. Therefore, the adult is exploiting and abusing them. According to South African law, it is illegal for adults to have consensual sex with children of 12–16 years and children under 12 years are taken as being incapable of having consensual sex.

12. If some cultures tolerate violence, there is little educators can do to change attitudes.

Disagree

While cultural attitudes towards women may be relevant in some forms of violence, it is stereotyping to label all members of a particular cultural group as holding the same viewpoint. People within cultures have a variety of perspectives and culture changes constantly. Also, although we should respect cultural differences, they cannot be used as an excuse for abusive behaviour. This is the message that educators need to convey.

Educators have the opportunity to change learners' attitudes before they are firmly fixed. Therefore, violence-prevention education programmes in schools may be our best bet for eliminating violence in the larger society.

HANDOUT 2. SEX AND GENDER

Read each statement and decide if it is about Sex (S) or Gender (G). Write S or G in the column.



	S	G
1. Most women have stopped menstruating by the age of 50.		
2. Men are the strong, silent ones whereas women talk a lot.		
3. Men are supposed to be the heads of households.		
4. Young boys are usually naughtier than girls.		
5. About one-third of boys experience some breast tissue growth during puberty.		
6. Women can become pregnant; men can impregnate.		
7. Childcare is the responsibility of women; men should be concerned with other work.		
8. Women do the majority of agricultural work in African countries.		
9. Women usually are paid less than men for the same work.		
10. Women can breast-feed babies; men can bottle-feed babies.		

HANDOUT 3. IS THIS GBV?



Section A. Mini-scenarios

Read each mini-scenario below and in groups decide (Yes or No) whether or not it is an example of GBV. Use your understanding of the nature of violence and of GBV and how it affects people and give reasons for each response.

	YES	NO
1. Thembisa (13) is very upset because a boy in her class is always touching her, sometimes even on her breasts or bum. It happens at break time and also in class. When she asks him not to do it, he just laughs at her and does it again.		
2. Dodo (15, Grade 9) is scared of getting pregnant because her boyfriend Sello (17) uses no protection when they have sex. When Dodo mentions this to Sello, he gets furious and forces her to have sex. She is traumatised and afraid of what he might do to her if she breaks up with him.		
3. Joseph (10) has been pushing other kids around in the playground. When his teacher takes him to one side to tell him off, Joseph breaks down and tells her that his mother's boyfriend has lost his job. He is getting drunk and beating up Joseph's mother every weekend. Last time she fell and broke her arm and when Joseph ran to help her, he also punched Joseph hard.		
4. Thamisanqua (11) used to admire uncle Solly (24) who lives with Thami's family and often takes him to soccer matches. But now Solly has started taking Thami into the bush near their house after watching soccer, making him undress and masturbating in front of him. Thami is disturbed and frightened.		
5. A handsome taxi driver who is new in the area appears at the pick-up point for learners outside the school. He chats very attentively with Lerato (14, Grade 8). She tells her friends that he has an amazing life and knows where to hear the best music in the city. One day she doesn't arrive home after school, and she doesn't return to school the next day either. After two days, no one has seen or heard anything from Lerato.		
6. Maria (15) is in love with her married teacher and has fallen pregnant. He has kept the affair secret. He won't help her now, although at the beginning he gave her money and a cellphone, bought groceries for her parents and changed her marks so she passed his subject. She wants to leave school because he is there and she also fears the stigma.		
7. A group of boys lean against the wall in the school corridor or stand by the road shouting comments about the bodies of girls who walk past or yelling sex invitations. Sometimes they closely follow the girls and whisper loudly what they want to do.		
8. Ben and Thoko (both 15) have been boyfriend and girlfriend for two years. They just kissed and cuddled for a long time but recently they have started having sex. Ben's sister has found out and told them that they could easily go to jail for this.		
9. David is regularly mocked and trailed at school in the corridors and during break by other kids who copy and exaggerate his walk and way of speaking and call him 'izitabane' or 'moffie'. A few boys corner him and tell him that they are going to 'get' him one of these days if he dares to come anywhere near them.		

Section B. Questions

1. Are any of these scenarios common/prevalent in your own school and community? If so, which? How common are they?
2. What other kinds of GBV also occur? Outline the incidents and explain why you would describe them as GBV.

HANDOUT 4. LAWS RELATING TO GBV AGAINST LEARNERS



NAME OF ACT	YEAR	PROVISIONS
South African Schools Act, section 8	1996	<p>The Act provides that:</p> <ol style="list-style-type: none"> 1. The governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school. 2. The code of conduct referred to must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. 3. Nothing exempts a learner from the obligation to comply with the code of conduct of the school attended by the learner. 4. A code of conduct must contain provisions of due process, safeguarding the interests of the learner and any other party involved in disciplinary proceedings. 5. The code of conduct must also provide for support measures or structures for counselling a learner involved in disciplinary proceedings.
Domestic Violence Act, 116 of 1998	1998	<p>A <i>domestic relationship</i> is a relationship where the complainant and the respondent are:</p> <ul style="list-style-type: none"> • Married, divorced or separated couples • Couples living together (including homosexual couples) • Parents of a child • Family members (including the extended family) • People who are engaged or dating one another • Children • People who share a living space. <p><i>Domestic abuse</i> is:</p> <ul style="list-style-type: none"> • <i>Physical abuse</i> – pushing, slapping, punching, kicking, burning, biting or stabbing. • <i>Emotional, verbal and psychological abuse</i> – name-calling, yelling and belittling the victim, threatening to kill the victim, self or others, isolating the victim. • <i>Sexual abuse</i> – any conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the complainant. • <i>Economic abuse</i> – taking the victim's money, refusing to provide money for household expenses, not paying maintenance. • <i>Forced entry</i> – making uninvited calls or visits, refusing to leave. • <i>Stalking</i> – following, constant phoning, waiting outside the victim's workplace or home. • <i>Damaging property</i> – tearing clothes, destroying belongings. • <i>Abusing children</i> – verbal, physical and sexual abuse of children. • <i>Any other behaviour</i> which is <i>controlling</i> and <i>abusive</i>. <p><i>What is a protection order?</i></p> <p>A form of legal injunction that requires a party to do or to refrain from doing certain acts, e.g. to stop abusing or contacting the complainant or being made to leave a shared residence.</p> <p>An application for a protection order may be brought on behalf of a complainant by any other person, including a counsellor, health service provider, member of the South African Police Service, social worker or teacher, who has a material interest in the well-being of the complainant.</p> <p>There must be a written consent of the complainant, except in circumstances where the complainant is (1) a minor, (2) mentally retarded, (3) unconscious or (4) a person whom the court is satisfied is unable to give the required consent.</p> <p>A minor may apply for a protection order without the assistance of a parent, guardian or any other person.</p>

NAME OF ACT	YEAR	PROVISIONS
The Employment of Educators Amendment Act	2000	<p>Provides for educator dismissal in cases of:</p> <p><i>Serious misconduct</i> if he/she is found guilty of:</p> <ul style="list-style-type: none"> • Committing an act of sexual assault on a learner, student or other employee; • Having a sexual relationship with a learner of the school where he/she is employed; • Seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee. <p><i>Misconduct</i> if he/she:</p> <ul style="list-style-type: none"> • Unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution.
South African Council for Educators Act	2000	<p>Provides for deregistration of educators.</p> <p>When an educator is dismissed on the basis of sexually abusing a learner, he/she is also deregistered as an educator and cannot be appointed again by any education provider.</p>
The Code of Conduct for Educators (SACE)	2007	<p>An educator must:</p> <ul style="list-style-type: none"> • Refrain from improper physical contact with learners • Refrain from any sort of sexual harassment (physical or otherwise) of learners • Refrain from any sort of sexual relationship with learners at a school.
Sexual Offences Amendment Act	2007	<p>A <i>child</i> is a person who is:</p> <ul style="list-style-type: none"> • Under the age of 18, or • With reference to sections 15 and 16, a person 12 years or older but under the age of 16 years. <p><i>Sexual act</i> means an act of sexual penetration or an act of sexual violation.</p> <p>Acts of consensual sexual penetration with certain children (<i>statutory rape</i>):</p> <ul style="list-style-type: none"> • A person who commits an act of sexual penetration with a child, despite the consent of the child, is guilty of an act of sexual penetration with the child. <p>Acts of consensual sexual violation with certain children (<i>statutory sexual assault</i>):</p> <ul style="list-style-type: none"> • A person who commits an act of sexual violation with a child is, despite the consent of the child, guilty of the offence of having committed an act of sexual violation with a child. <p><i>Rape</i></p> <ul style="list-style-type: none"> • Intentionally and unlawfully committing an act of sexual penetration with a complainant without her or his consent. <p><i>Intention</i></p> <ul style="list-style-type: none"> • Purposefully and intentionally and aware of what he/she was doing. • Foresaw the possibility that he/she was having intercourse with the complainant without his/her consent. <p><i>Sexual penetration</i></p> <p>Any act which causes penetration to any extent whatsoever by:</p> <ul style="list-style-type: none"> • The genital organs of one person into or beyond the genital organs, anus or mouth of another person; • Any other part of the body of one person or, any object, including any part of the body of an animal, into or beyond the genital organs or anus of another person; and • The genital organs of an animal into or beyond the mouth of another person. <p><i>Age of consent</i></p> <ul style="list-style-type: none"> • 0 – under 12 years (too young to give consent) • 12 years – under 16 years <p><i>Statutory rape</i> (consensual sexual penetration with a child)</p> <ul style="list-style-type: none"> • 16 years is the age of consent • There is an obligation to report commission of sexual offences against children or persons who are mentally disabled. • A person who has knowledge that a sexual offence has been committed against a child must report such knowledge immediately to a police official. • A person who fails to report such knowledge is guilty of an offence and is liable on conviction to a fine or imprisonment for a period not exceeding five years, or to both a fine and such imprisonment.

HANDOUT 5. TAKING ACTION AGAINST GBV IN SCHOOLS



Maria is in love with her married teacher and has fallen pregnant. He has kept the affair secret. He won't help her now, although at the beginning he gave her money and a cellphone, bought groceries for her parents and changed her marks so she passed his subject. She wants to leave school because he is there and she also fears the stigma. Imagine Maria is a learner at the same school you teach at. She shares her story with you.

1. What would you say to the learner?

2. What action must be taken on behalf of the learner?

3. Who else needs to be involved in dealing with this situation (i.e. multi-stakeholder/support networks)?

4. As a teacher, how can you prevent further cases/situations like this?

5. What prevention measures need to be in place at school management/governance level?

Workshop 2

Recognising Harassment and Taking Action



2

BACKGROUND INFORMATION

NOTE:



Before conducting Workshop 2, facilitators must read *Background information in Workshop 1 on gender-based violence (GBV)* (pages 19 to 27).

What is harassment?

It is widely believed that sexual harassment is the only type of harassment that occurs. In reality, while sexual harassment is perhaps the most common form of harassing behaviour, it is not the only one.

According to the Protection from Harassment Act, 17 of 2011, harassment is

unreasonably following, watching, pursuing or accosting (approaching or addressing someone else aggressively) a person (or related person) or loitering outside of or near a building or place where a person (or related person) resides, works, carries on business, studies or happens to be.

The Act applies to everyone and can be used by anyone to seek legal redress against harassment.

At school, as elsewhere, this behaviour does not always take an obvious form. It can range from unwelcome, unreasonable verbal communication to electronic or other communication (regardless of whether or not a conversation ensues), such as:

- Unreasonable sending or delivery of letters, telegrams, packages, faxes or email.
- Bullying (including cyberbullying).
- Sexual harassment.

What is sexual harassment?

Sexual harassment is any unwelcome sexual attention from a person who knows, or ought reasonably to know, that such attention is unwelcome; and unwelcome explicit (direct) or implicit (indirect) behaviour, suggestions, messages or remarks of a sexual nature that have the effect of offending, intimidating or humiliating the complainant or a related person.

Some sexually harassing behaviours include, but are not limited to:

- Using gender-based or homophobic terms like 'slut' and 'moffie' as put-downs.
- Making insulting comments or gestures (e.g. grunts or dog-like barking sounds, loud remarks rating a girl's looks or commenting on body parts, etc.).
- Using sexist racial slurs such as calling a woman a 'black bitch'.
- Making sexual propositions like "How about it, babe?"
- Spreading rumours like "She'll do it with anyone."
- 'Sexting' (sending sexual messages or pictures to a cellphone).
- Chasing and/or cornering women and girls to grab and kiss them, flip up their skirts, simulate rape, etc.
- Touching, pinching and grabbing body parts or clothing in a sexual way.
- Making verbal and physical threats, for example: "We're going to do it to you."
- Telling sexual jokes and distributing posters and T-shirts which have sexually offensive messages and/or pictures on them.
- Persistent unwelcome sexual advances.

The most important factor in defining sexual harassment is how the behaviour makes the recipient feel. Jokes and compliments can make someone feel good and draw people closer together – sexual harassment does not. It involves one person exerting their power (their 'higher' gender status, age, physical strength and professional authority) over another in one of the ways listed above, so that the recipient feels insulted, intimidated, embarrassed or threatened.

We should feel concern if there are established patterns of harassment in schools in which people use abusive and insulting behaviour as a way of exerting power. Learners need to realise that a bullying, harassing culture at school inhibits personal growth and learning; equality is about sharing power, not abusing it. This becomes clearer to them when they observe educators showing respect to everyone equally and challenging those who practise harassing and violent behaviour. Breaking patterns of sexual harassment at school enables positive relationships that support healthy emotional, physical and intellectual growth.

Who gets harassed?

Although anyone can be harassed, researchers have found that boys are more likely to be sexual harassers and girls are more likely to be the targets. This is because sexual harassment expresses the sexism within our society.

According to the 2012 National School Violence Study in South Africa:

One in seven female learners – a total of 15.1 per cent – reported being victimised in ways other than the criminal acts explored. The majority of these incidents involved unwanted touching (70 per cent), being pushed or shoved into toilets (14.9 per cent), being subjected to verbal abuse or teasing (6.8 per cent), or being hit, punched or slapped (4.5 per cent). ... [T]hese gender-based incidents involved either single perpetrators or several perpetrators who tended primarily to be male (90 per cent) (Burton and Leoschut 2013).

However, some boys do get harassed, and because people are reluctant to address the problem, they do not deal effectively with the harassment of boys. This can also affect girls negatively because boys who do not want to be harassed themselves will often try to 'prove' their masculinity by harassing girls.

While evidence shows that learners harass other learners, educators also harass learners (South African Council of Educators 2011). Some male educators are over-familiar with girls, comment on their appearance and physical features inappropriately and/or issue sexual invitations to them. Other educators (male and female) will insult learners as 'whores' or 'sluts' in the guise of disciplining them, or speak in a derogatory manner about the female body, and punish girls in class by pinching or poking them. Some male educators jeer at boys (including 'straight' boys) using anti-gay language in order to challenge them for lack of toughness and 'masculinity'.

Sometimes educators are also the victims of sexual harassment. Female educators are the usual targets, as well as those male educators who do not express stereotypical masculine behaviour.

What about bullying as another form of harassment?

Bullying involves one or more people singling out and deliberately and repeatedly hurting or harming physically or mentally another person or group of people. It can affect anyone, may occur at any age, and may be specifically targeted at certain individuals. It is done repeatedly over a period of time and involves an imbalance of power. This imbalance of power may come from difference in age, physical strength, status or popularity.

Types of bullying

- **Physical** – includes hitting, pushing, slapping, tripping or pulling someone's hair. Can involve forcibly taking something, like lunch, money or possessions.
- **Verbal** – includes threats, insults, ridiculing, name-calling and making racist or sexual slurs.
- **Non-verbal** – includes writing hurtful messages, letters or graffiti, or distributing pictures and videos that hurts someone or damages their reputation.
- **Social** – includes gossiping, spreading rumours, leaving people out on purpose and breaking up friendships.
- **Sexual** – includes passing inappropriate notes, making jokes, showing pictures, taunting and starting rumours of a sexual nature.
- **Cyber** – includes using the internet, mobile phones or other electronic technologies to insult and harass, spread rumours, damage people's reputations, and distribute videos and pictures that harm them.
- **Homophobic** – is sometimes called 'gay bashing'. However, in the school context it is better understood as bullying and discrimination directed at anyone whose sexual orientation or gender identity differs from the norm. In many of our schools, learners are marginalised if their physical characteristics or behaviour raise questions in others about their sex and gender. These learners include male gay learners and lesbian learners, as well as bisexual, transgender and intersex learners. Homophobic harassment is very common in our schools.

Boys often worry about being harassed by gay men. This fear is fuelled by the fact that gay relationships are stigmatised and gay men are stereotyped as sexual predators. However, the most common form of male–male harassment is not gay men harassing 'straight' ones, but insults that vilify gay men – homophobic harassment. This harassment is often brutal and extreme, and happens even when the gay or supposedly gay male has made no 'moves' on the harasser at all.

Harassment or cultural differences?

There can be a tendency to dismiss some incidents of harassment as a consequence of cultural differences. However, it is important to realise that culture is not fixed and unchanging. Not all members of a cultural group have the same viewpoint and cultures change constantly. Negative patterns of behaviour that develop in a society (e.g. aggression and male–female hostility and abuse) should not be justified in the name of culture.

No culture is free from sexism, although there may be differences in the ways sexism is expressed. South African women from different cultures experience similar gender-related beliefs and stereotypes – most commonly, the devaluing of women. Such attitudes are often expressed through sexual harassment. Although there may be some cultural variance in sexually harassing behaviour, culture cannot be used either to excuse or to dismiss these abusive acts.

Why do we need to deal with sexual harassment as a priority?

It lays the groundwork for extreme abuse

Many people do not understand the connection between harassment and the more extreme forms of abuse such as rape, physical assault and sexual violation. Young boys who insult girls as 'sluts' or 'pigs' and remain unchecked can move on to degrading girls by lifting up their skirts, thrusting their hands between girls' legs or holding them down in mock intercourse. This can be the training ground for actual rape. We allow this progression when we tolerate harassing behaviour.

It impacts very negatively on learners' self-esteem and well-being

Self-esteem is shaped by the messages of approval or disapproval we get from society. Harassing words can slowly erode a child's self-esteem. At another level, ongoing harassment creates intense fear of extreme violence and rape, particularly in girls, who are more vulnerable to this than boys.

The effects of harassment on learners' emotional well-being can be devastating. It can result in learners dropping out of school and even in suicide attempts, especially in situations where there is repeated public humiliation and where silence rules and educators do not intervene. This is the situation in many schools.

It impacts on education

Some learners (often girls) may experience a form of discrimination that amounts to implicit abuse in the classroom, where educators side-line or belittle them, while others command educator attention and dominate discussions and classroom decision-making. At the same time, the overt harassment already described takes place in playgrounds, near and in school toilets, on the way to and from school, in corridors and in empty classrooms. When implicit discrimination steadily reduces confidence and ongoing harassment makes learners feel extremely insecure in their school environment, their ability to learn and grow intellectually is compromised and their school performance (and often attendance) suffers.

Learners who have been harassed often say that they have no one to report to. When they do report an incident, they may be ridiculed and made to feel that they have lied, or they are labelled as troublemakers. Sexual harassment thus makes it difficult for learners to get a fair education.

What can educators do to stop harassment of learners?

Learners spend most of their days at school and therefore what happens there can influence their behaviour significantly. School culture can encourage aggression and harassment amongst learners, but conversely it can socialise learners in respectful and non-violent attitudes and behaviours. Individual educators can influence learners strongly, even when they have little or no support from the school. Educators need not feel that they are only able to help with isolated cases of harassment. They can:

- Be models of courteous, non-sexist, inclusive behaviour and communication.
- Observe their learners carefully to pick up signs of harassment, help them report incidents, refer them to relevant support services, and also monitor learners who have reported harassment and may need support.
- Use the curriculum and day-to-day classroom and school activities to challenge sexist and homophobic attitudes and practices before these become established. The life orientation curriculum (and also other subject curricula) offers many opportunities. Educators can teach learners about the

following: sexual harassment and the importance of reporting it; different sexual orientations; values of respect and mutual support; and how to keep themselves safe. They can familiarise their learners with the *Speak Out!* handbook for learners (Department of Basic Education 2013, available from district and provincial Department of Basic Education offices).

- Use positive discipline with their learners and develop classroom codes of conduct (rules) together with learners. The codes should be based on respect and equality as core values.
- Manage their classroom so that all learners are given equal opportunities to contribute and work cooperatively with each other.
- Advocate with school management and colleagues to persuade them to recognise the problem of sexual harassment at school and deal with it.

The importance of the school taking responsibility

As with ordinary bullying, educators can contribute to ending harassment if their school takes responsibility. The school can do this by developing policy and putting in place structures and procedures that show it is serious and holds itself accountable. Here are some key pointers for policymaking:

- **Clearly define harassment and possible disciplinary action.** Your policy should explain the types of behaviour that constitute harassment and lay out possible disciplinary actions the school can take against perpetrators.
- **Ensure confidentiality and prohibit retaliation.** Your policy should ensure that complaints will be handled with as much confidentiality as possible and make it clear that retaliation is definitely prohibited.
- **Lay out a formal complaint procedure.** The procedure will inform the school community of the following: how, where and with whom to file a complaint; what will happen during the investigative process and how final decisions will be made; the time frames that will generally apply in an investigation of harassment; the possible penalties for committing harassment; and how to file an appeal.
- **Every learner, parent and school employee should receive a copy of, and regular reminders of, the policy and complaint procedures or a brochure or pamphlet summarising them.** Place posters in hallways, classrooms, administrators' offices, the library or other public places.



Workshop 7 deals with developing policy on GBV at school. In this workshop, Handouts 5A and 5B outline corrective actions for different levels of harassment. Handout 6 offers a simple report format for learners and educators to report an incident.

- **It is crucial that the school enables and validates learner reporting of harassment and violation.** If the policy is not implemented and/or the school does not act on reported cases, learners will feel that justice has not been done and will stop reporting harassment. Learners are put at risk if they report without feeling confident that action will be taken. In addition, if educators are not supported by school authorities, they could become vulnerable to harassment themselves and their efforts to change classroom and school culture may be ridiculed or even actively opposed.
- **Form a team for effective action.** Responsibilities must be clear when reporting, investigating and finalising cases. Final accountability rests with the principal, who should initiate a school policy on GBV. However, the principal

can delegate responsibility to designated educators or a group consisting of the school governing body, school management team or school safety team (including educators, learners and caregivers). This group can deal with reported cases by investigating and finalising cases through disciplinary hearings (for serious offences) and corrective measures, and they can ensure that harassed learners are supported and protected from further harassment.

In most schools there are educators who could fill these roles or cooperate with the team as referring educators. However, if there is no whole-school policy or code of conduct with disciplinary structures and procedures, individual educators will have to work more informally against harassment. They should find other ways to encourage reporting and provide follow-up support. A community network with social workers, the South African Police Service and community-based and non-government organisations might help to support harassed learners and encourage action by the school.

Types of corrective action recommended

Handout 5A deals with corrective actions to take with perpetrators of harassment at schools. A key issue is the message corrective actions send to learners about how to solve problems like harassment. The Department of Basic Education recommends a 'positive discipline' approach in which the offender has to review his/her values and attitudes and do community service, work with a peer action group, etc. Serious harassers can also be suspended from some or all school activities and, in extreme cases, the process for expulsion from the school can be applied for or the case can be reported to the police.

School codes of conduct for learners must be implemented in line with section 8(3) of the South African Schools Act, No. 84 of 1996. *Example of a Code of Conduct for a School* (DOE 2008) lays out fair standards for the issuing of verbal or written warnings for offences at Levels 1 or 2; expulsion can only be applied at Level 4 and only after a formal disciplinary hearing (see Handout 5B for more information on Levels 1–4). However, suspension or expulsion are options because the priority concern is the harassed learner's right to a 'conducive learning environment'.

Anti-harassment programmes and campaigns at school

Schools can organise workshops, school assemblies, staff development days and school governing body meetings to raise awareness of harassment and share strategies for dealing with it. The first step to ending it is to acknowledge the problem. Developing policy and a school campaign against harassment sends out a strong message that educators take the problem seriously.

Peer education programmes and campaigns are even more effective. See the *Speak Out!* handbook for ideas such as forming a peer club for solidarity and group action against harassment. This workshop also includes activities that can be used in a harassment educational programme.

FACILITATOR'S GUIDELINES FOR

Workshop 2

WORKSHOP
LENGTH:

2 HOURS 45
MINUTES

OBJECTIVES

The objectives of the workshop are to:

- Provide a context within which harassment takes place in South Africa.
- Explain key definitions of harassment and types of harassment with a particular focus on harassment that takes place in schools.
- Provide information on legislation that deals with harassment.
- Outline strategies that can be adopted by schools to deal with harassment.

OUTCOMES

At the end of the workshop, participants will be able to:

- Explain various contexts in which harassment occurs in South Africa.
- Define harassment and identify the various types of harassment.
- Refer learners to appropriate institutions that deal with harassment.
- Design prevention and remedial programmes to deal with harassment in schools.

OUTLINE

- **Introduction** (10 minutes)
- **Topic 1.** What is sexual harassment? (30 minutes)
- **Topic 2.** Issues and misconceptions related to sexual harassment (30 minutes)
- **Topic 3.** Disciplinary action against sexual harassment (30 minutes)
- **Topic 4.** Reporting sexual harassment (15 minutes)
- **Topic 5.** Responding to incidents and reports (40 minutes)
- **Topic 6.** Promoting harassment-free learning (10 minutes)

MATERIALS

- Coloured markers
- Flipchart
- Laptop (optional)
- Masking tape or drawing pins
- Overhead projector (optional)

WORKSHOP 2 HANDOUTS

HANDOUT 1	WHAT IS SEXUAL HARASSMENT?
HANDOUT 2	DEFINITION
HANDOUT 3A	TEST YOUR AWARENESS ABOUT SEXUAL HARASSMENT
HANDOUT 3B	SUGGESTED RESPONSES TO 3A
HANDOUT 4	THE CONDUCT OF THE EDUCATOR
HANDOUT 5A	HOW CAN SEXUAL PERPETRATORS BE DISCIPLINED AT SCHOOL?
HANDOUT 5B	RECOMMENDED DISCIPLINARY MEASURES
HANDOUT 6	AN INCIDENT REPORT
HANDOUT 7	SEXUAL HARASSMENT SCENARIOS
HANDOUT 8	HARASSMENT-FREE LEARNING ENVIRONMENTS



2

Workshop

GUIDELINES FOR PRESENTING TOPICS

Workshop 2

TIPS FOR THE FACILITATOR



- **Be prepared to deal with some confusion surrounding the notions of harassment and discipline.** Research indicates that some educators use sexual harassment as a disciplinary tool, e.g. accusing girls of acting like 'sluts' when they use sexual language or flaunt their sexuality. Harassment in the guise of negative discipline can erode a learner's trust, confidence and identity.
- **Spend more time on this workshop if necessary.** Sexual harassment is very poorly identified and addressed in schools. Therefore, you may need to spend more time on this workshop than the basic allocations per activity suggest. If so, conduct the workshop over two sessions: Topics 1–2 focus on understanding sexual harassment and how to respond to it, while Topics 3–6 focus on taking action at school.
- **Dealing with painful emotions.** Note that this session is quite likely to raise painful and emotional experiences among workshop participants and their learners, such as fear and trauma after severe harassment; harassment that has been followed by assault; or harassment that has continued after a rape. Carefully consider how you could support distressed participants, both during the session and afterwards. It is vital that you have a list of contacts and support organisations to which you can refer participants who need support.

LENGTH:



INTRODUCTION

Provide an overview of the workshop and, if necessary, give participants the opportunity to get to know you and the other participants.

TOPIC 1. WHAT IS SEXUAL HARASSMENT?

MATERIALS

- Flipchart
- **Handout 1.** What is sexual harassment?
- **Handout 2.** Definition

Task. Harassment or not?

This task should demonstrate that whether or not a behaviour constitutes sexual harassment depends on a variety of factors.

Small group discussion. Distribute Handout 1. Many of the listed behaviours are examples of both sexual harassment and non-sexual harassment. Ask participants to identify the factors which make the behaviour harassment. Encourage them to add their own example(s) from observation and personal experiences at the bottom of the handout. After they have completed the sheet individually, ask them to compare and discuss their responses in their groups.

Report back. See *Background information* on sexual harassment (page 48) to help you lead a discussion on the factors which make behaviour sexual harassment. Legally, the effect of the behaviour on the recipient, rather than the perpetrator's intentions, determines whether or not a specific behaviour is sexually harassing.

Encourage participants to give as many examples of harassment at their schools as possible. Write them up on the flipchart and ask where they took place. Discuss why perpetrators choose these places. Emphasise that recognising and monitoring 'hotspots' is part of identifying harassment as a reality and an issue at schools.

Optional. Ask groups to prepare short role-plays illustrating one of the common behaviours at their school (either a behaviour already on the list or one of their own examples). If it is a behaviour that is only sometimes sexual harassment, ask them to role-play it in both ways: as harassment and non-harassment. The audience should comment on what made the behaviour harassment or non-harassment.

Distribute Handout 2. This information will help to distinguish harassment behaviour from other forms of GBV. Point out that these learner-friendly definitions reflect formal legal definitions of the different forms of GBV.

LENGTH:



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Workshop



TOPIC 2. ISSUES AND MISCONCEPTIONS RELATED TO SEXUAL HARASSMENT

MATERIALS

- Flipchart
- **Handout 3A.** Test your awareness about sexual harassment
- **Handout 3B.** Suggested responses to 3A
- **Handout 4.** The conduct of the educator

Task. Discussing issues and misconceptions

This task addresses issues such as the impact of sexual harassment, misconceptions and stereotypes about sexual harassment, concerns about false allegations, and the role and obligations of the educator. (The *Background information* on pages 48–52 explores these aspects.)

Individual task and small group discussion. Ask participants to complete the exercise on Handout 3A. Then distribute Handout 3B to small groups so they can review their answers together and generate suggestions on how educators can counter harassment (there is space at the end of the handout for their ideas).

Report back. Summarise issues that arose in the group discussions. Ask participants if their opinions changed as a result of the discussions. Record participants' ideas for educator action on the flipchart. (See *Background information* pages 52–53.)

Reinforce the seriousness of sexual harassment and the educator's role by referring participants to Handout 4.

TOPIC 3. DISCIPLINARY ACTION AGAINST SEXUAL HARASSMENT

Task 1. Grouping offences at different levels of seriousness

Small groups. Distribute Handout 5A. Examples of sexual harassment and violation have been organised according to four levels of seriousness so that schools can respond fairly and consistently. Ask participants to:

- Discuss the grouping of offences.
- Add other offences identified in earlier activities. They must assign these offences to the appropriate levels (in the table or on the back of the handout).

Report back. Discuss how participants grouped offences by referring to earlier discussions and definitions.

Task 2. Identifying appropriate and positive disciplinary measures

Whole group. Explain to participants that they are going to look at how to discipline offenders. What does 'positive discipline' mean? Is 'positive discipline' appropriate for instances described in Levels 1–3 in Handout 5A? Give reasons for your answers.

Point out to participants that violent punishment endorses violence and could encourage retaliation and further harassment. Disciplinary action should help the offender realise the pain he/she has caused and, if possible, make reparation. However, the victim must not be put at risk. You want to try to change the perpetrator's attitude so he/she will not repeat the offence.

Small group discussion. Ask participants to suggest corrective actions for offences at the Levels 1–3 left blank on Handout 5A. Provide the following guidelines:

Your suggestions for corrective action must:

- Be set at an appropriate level
- Help to ensure the victim's safety
- Provide 'positive discipline'
- Avoid violent forms of punishment.



NOTE:

Level 4 offence and corrective actions measures have already been filled in on Handout 5A. They apply to sexual violation and assault/rape, which are not the focus of this workshop.

Report back. Facilitate feedback and discussion. Then refer participants to Handout 5B and let them compare the Department of Basic Education's recommendations with their responses. Useful suggestions can be added to the official list.

LENGTH:



MATERIALS

- Flipchart
- **Handout 4.** The conduct of the educator
- **Handout 5A.** How can sexual perpetrators be disciplined at school?
- **Handout 5B.** Recommended disciplinary measures

NOTE:



Discuss how participants' ideas can help their schools develop their own codes of conduct, as required by section 8 of the South African Schools Act, No 84 of 1996, to address sexual harassment. Also emphasise the importance of mandatory disciplinary procedures, such as verbal and written warnings, and informing parents about disciplinary action: these are outlined in Handout 5B.

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Workshop



TOPIC 4. REPORTING SEXUAL HARASSMENT

MATERIALS

- Prepared questions on a flipchart
- **Handout 6.** An incident report

Task. Exploring the reporting issues

Whole group. Ask participants the following questions. Discuss their responses to each question before proceeding to the next. Record answers on the flipchart.

1. Who might report an incident of sexual harassment at school? Should it always be the victim who reports?
2. How can the reporting be done? (For example, verbal, written, formal, informal, etc.)
3. What information should the form always ask for when a formal written report is made?
4. What guidelines would you suggest on how to manage with a harassed learner?

Suggested answers

(Refer participants to Handout 6)

1. Any of the people listed on the incident report form (Handout 6), e.g. the victim or someone who witnessed the incident.
2. As long as the appropriate information is given and the key aspects are recorded, it could be verbal or written, formal or informal. For example, the information could be transferred to a form later from rough notes taken on the spot. A learner might report verbally to an educator, another learner or a parent who takes notes. Or the official form might be the first record.
3. The information required for completing the incident form (Handout 6); check through the form with participants.
4. You need to ensure that: the person reporting feels safe; the circumstances are confidential and remain so as long as possible; you explain what will happen next; and you give (or refer them to) counselling, if necessary.

In summary, emphasise possible benefits of increased reporting and follow-up: perpetrators would be exposed and deterred; harassment would be recognised for what it is; more learners would be encouraged to report; harassment hotspots around the school would be properly identified and monitored; learners (especially girls) would feel safer; harassment would be reduced, etc.

TOPIC 5. RESPONDING TO INCIDENTS AND REPORTS

MATERIALS

- **Handout 5A.** How can sexual harassers be disciplined at school?
- **Handout 5B.** Recommended disciplinary measures
- **Handout 6.** An incident report
- **Handout 7.** Sexual harassment scenarios
- **Background information** pages 52 to 53

Task. Applying the tools and strategies to given cases



NOTE:

The scenarios are designed to enable participants to strategise ways to deal with a variety of sexually harassing behaviours.

Small group discussion. Allocate *one* of the scenarios on Handout 7 to each group so that different scenarios can each be explored in depth. You can select and adapt scenarios to suit your participants. Ask participants to suggest strategies for dealing with their sexual harassment scenario. They should apply their knowledge from the workshop and also use the formats in Handouts 5A, 5B and 6 to help them decide:

- How to respond and whether misconceptions might need to be corrected
- What level of offence the harasser has perpetrated
- What disciplinary action would be suitable
- How the harassed learner should be supported
- How the report form should be filled in (complete it as far as possible).

Report back. Ensure that the different scenarios are explored. List the suggested strategies and discuss any other strategies schools could adopt to prevent these kinds of behaviour.

LENGTH:



NOTE:



This activity introduces participants to reporting incidents of harassment, ensuring conditions that encourage reporting and using a simple user-friendly format that is suitable for both educators and learners.

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TOPIC 6. PROMOTING HARASSMENT-FREE LEARNING

MATERIALS

Handout 8. Harassment-free learning environments

Task. Harassment-free learning

Whole and small group. Participants are asked to suggest ways their school would be different if sexual harassment were eliminated.

Feedback. In addition to the ideas participants suggest, you may also wish to add the following senior primary learners' comments.

- *You could joke around and no one would get hurt.*
- *There would be no boys against girls and girls against boys.*
- *You wouldn't have to be afraid to walk down the corridor.*
- *The school would be like one big family.*

Remind participants that this is the kind of positive environment we would like to create for our learners and ourselves.

NOTE:



Participants will have the opportunity to consider how sexual harassment can affect the school environment.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Observe the kinds of harassment that occur in your school and strategise ways to handle incidents involving harassment. Discuss helpful coping skills and mechanisms with concerned colleagues and share these with each other.
2. Use the Consciousness Dial (page 23) of the *Values in Action* manual (Department of Basic Education, 2011). Explore with colleagues and learners how specific forms of sexual harassment express one or more of the types of intolerance and discrimination displayed on the Consciousness Dial. Discuss how this affects values and school culture.
3. Declare your school to be a harassment-free environment. Organise a display which includes learners' opinions on how they would feel if there was no harassment at school.
4. Conduct workshops on sexual harassment with educators, learners and parents in your school community.
5. Raise the issue of there being no policy on sexual harassment at your school (e.g. definitions of harassment, a code of conduct and set procedures for reporting, disciplining harassers and following cases through). The South African Schools Act mandates the setting up of a code of conduct, i.e. a school is in contravention of the Act if there isn't one. The *National School Safety Framework* can be used to help put these features in place. Refer to *Example of a Code of Conduct for a School* (2008), available at www.thutong.doe.gov.za/ResourceDownload.aspx?id=39278&userid.
6. Help learners to start youth clubs or action groups such as the Girls'/Boys' Education Movement (GEM/BEM) or Soul Buddyz clubs at school. Learners should manage these clubs themselves, as far as possible, with the support of educators where necessary. Clubs can:
 - Teach peers procedures for reporting harassment and getting help.
 - Involve learners in developing school and classroom codes of conduct.
 - Organise debates focused on harassment.
 - Develop plays, songs and poems that help to raise awareness.
 - Offer 'buddyz on the road' to escort learners who get harassed walking to and from school.
 - Help monitor the school toilets for safety.
 - Organise 'stop sexual bullying' campaigns.

USEFUL RESOURCES

The *Speak Out!* handbook, pages 28 and 29 (Department of Basic Education 2013, available from district and provincial Department of Basic Education offices) can form an excellent resource for youth groups.

Other useful resources are *Challenging Homophobic Bullying in Schools* (Department of Basic Education 2014a) and *Example of a Code of Conduct for a School* (Department of Education 2008).

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workshop

Workshop 2 HANDOUTS

HANDOUT 1. WHAT IS SEXUAL HARASSMENT?



Part 1

Sexual harassment is often undetected and unchecked by educators, and unreported by learners, because there are different ideas and uncertainty about what it is. Read this list of behaviours and decide if they are sexual harassment *Always*, *Sometimes* or *Never*. Tick the appropriate column.

BEHAVIOUR	ALWAYS	SOMETIMES	NEVER
1. Comments on your body, dress or personal appearance			
2. Derogatory comments about or to gay men and boys, and lesbians			
3. Casual physical contact (e.g. hugging, patting)			
4. Jokes with sexual themes			
5. Whistling, catcalls			
6. Having someone stare at your body			
7. Invitations for dates			
8. Using terms like 'sweetheart', 'baby', etc.			
9. Casual conversations			
10. Graffiti			

Part 2

Add three examples of sexual harassment and non-sexual harassment behaviour you have experienced or noticed at your school (amongst learners or educators) or in other settings in your life.

BEHAVIOUR	ALWAYS	SOMETIMES	NEVER
1.			
2.			
3.			

Adapted from: Bond. 1989. Community Action Research Conference.

HANDOUT 2. DEFINITION

Recently there have been many changes to the law; therefore, we have new ways of looking at forms of GBV. 'Sexual abuse' is now the term we use for describing sexual harassment, illegal sexual penetration (rape) and sexual violation.

The following information is based on the definition in the *Speak Out!* handbook (Department of Basic Education 2013).



What is sexual harassment?

It is when someone

- Talks to you about sex when you don't want them to.
- Touches, pinches or grabs parts of your body you don't want touched.
- Sends you sexual notes, SMSes or pictures from a cellphone (called 'sexting').
- Writes rude graffiti about you, or spreads sexual rumours about you.
- Makes sexual comments or jokes.
- Calls you rude names, like 'bitch', 'moffie', 'izitabane', 'slut', etc.
- Demands sex in return for a bribe, like higher marks.

HANDOUT 3A. TEST YOUR AWARENESS ABOUT SEXUAL HARASSMENT



How well do you understand sexual harassment? Record in the right-hand column whether you *Agree* (✓) or *Disagree* (✗) with each statement, and discuss your reasons in your group.

STATEMENT	AGREE OR DISAGREE?
1. Females are more likely to experience sexual harassment than males.	
2. Serious sexual harassment occurs primarily in the workplace, not in schools.	
3. The effects of sexual harassment are much less serious than the effects of sexual assault.	
4. Sexual harassers are always people in a more powerful position than the harassed person (i.e. people in positions of authority, like educators and bosses).	
5. People often allege falsely that they have been harassed.	
6. The idea of sexual harassment is a new one created by people who don't really understand traditional male and female roles in cultures other than their own.	
7. Gay men/boys often harass straight boys, so it is not harassment if people warn off gays to teach them a lesson.	
8. Bullying at school is an entirely different problem from sexual harassment.	
9. When schoolgirls flaunt their sexuality overtly (e.g. by using sexual language, wearing revealing clothes, etc.) educators who reprimand them and say they are acting like 'sluts' are exercising discipline and not harassing these girls.	
10. Ordinary teaching and learning often contribute towards sexual harassment.	
11. It is impossible for girls to sexually harass other girls.	
12. Sexual harassment is too deep-rooted and widespread for educators to be able to effect any change.	

HANDOUT 3B. SUGGESTED ANSWERS



1. Females are more likely to experience sexual harassment than males.

Agree

Because women are frequently perceived as sexual objects, it is often considered 'natural' for men to treat women in a sexual way. This results in women being more likely than men to experience sexual harassment.

2. Serious sexual harassment occurs primarily in the workplace, not in schools.

Disagree

Sexual harassment occurs not only in the workplace, but also on the street, at home and at school.

3. The effects of sexual harassment are much less serious than the effects of sexual assault.

Disagree

Sexual harassment is part of a continuum of (usually) violence that affects and restricts women's and girls' lives, and it is often perpetrated by male persons. Women/girls who are sexually harassed at school or work may experience more extreme forms of violence too – date rape or sexual assault. In addition, they never know when an incident will lead to more extreme assault, and they may be unable to leave the situation easily if they are at school or in a job. The effects can therefore be very serious – people can experience ongoing misery, fear and dread.

4. Sexual harassers are always men in a more powerful position than the harassed person (i.e. people in authority, like educators and bosses).

Disagree

Co-workers, customers and other learners can also create a hostile, harassing school or work environment. Although anyone can be a sexual harasser, most sexual harassers are male.

5. People often allege falsely that they have been harassed.

Disagree

Because people who speak out about harassment experiences are often disbelieved, ridiculed or labelled as 'trouble makers', most people are reluctant to complain about sexual harassment and most incidents of sexual harassment are not reported. If there was more reporting in our schools, it would almost certainly reduce harassment and change attitudes.

6. The idea of sexual harassment is a new one that comes from people who don't understand traditional male and female roles in cultures other than their own.

Disagree

The term 'sexual harassment' is quite recent, but sexual harassment has existed as a problem for years. Although there may be some cultural differences in sexually harassing behaviour, similar gender-related beliefs and roles that devalue women are found across different South African (and other) cultures. Culture should not be distorted and used to justify aggressive and abusive behaviour.

7. Gay men/boys often harass straight boys, so it is not harassment if people warn gays off to teach them a lesson.

Disagree

Gay men are often stereotyped as sexual predators, although the male–male harassment that is actually more common is when heterosexual males insult and vilify gay men. These attacks often escalate into serious physical beatings. Most gay people do not harass 'straight'/heterosexual people.

8. Bullying at school is an entirely different problem from sexual harassment.

Disagree

Sexual harassment is actually a form of bullying, since the intention of the harasser is to put down or humiliate another person, often with threats of violence. In schools where there is a lot of bullying, sexual harassment is likely to be common. Homophobic bullying is a clear example. Like other bullying, it tends to be repeated until someone intervenes, and generally results in silent withdrawal, anxiety and depression, and can have similarly devastating and long-lasting effects on the bullied learner, sometimes leading to suicide.

9. When schoolgirls flaunt their sexuality overtly (e.g. by using sexual language, wearing revealing clothes, etc.) educators who reprimand them and say they are acting like 'sluts' are exercising discipline, not harassing these girls.

Disagree

It is unnecessary to use personal, sexual and insulting language in order to manage the classroom effectively and discipline learners. Using harassment as a disciplinary tool also makes it difficult to address the problem of sexual harassment when it arises.

10. Ordinary everyday school and classroom practice in teaching and learning often contributes indirectly towards sexual harassment.

Agree

For example, in many schools and classrooms there is inequality regarding who gets to speak the most in class discussions, or does chores like cleaning, or gets leadership positions, or gets access to resources, or is encouraged in their studies and gets advice on careers. In addition, some educators do not communicate respectfully and courteously with all their learners. Over time this can affect learners' sense of identity and self-esteem. Girls who are socialised to



HANDOUT 4. THE CONDUCT OF THE EDUCATOR

The South African Council of Educators Code of Ethics outlines the following about behaviour of an educator.

The educator

- respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
- strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- refrains from improper physical contact with learners;
- promotes gender equality;
- refrains from any form of sexual harassment (physical or otherwise) of learners;
- refrains from any form of sexual relationship with learners at any school;
- uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- takes reasonable steps to ensure safety of the learners.

HANDOUT 5A. HOW CAN SEXUAL PERPETRATORS BE DISCIPLINED AT SCHOOL?



Write suggestions for between two and four suitable disciplinary measures for Level 1–3 offences in the space provided.

LEVEL OF OFFENCE	EXAMPLES OF MISCONDUCT	PROCEDURES OR CORRECTIVE ACTIONS
Level 1	<ul style="list-style-type: none"> • Making rude jokes • Graffiti of a sexual nature 	
Level 2	<ul style="list-style-type: none"> • Circulating offensive material (e.g. homophobic statements, insulting sexual information about girls at school, etc.) • Threatening assault and intimidation of a fellow learner 	
Level 3	<ul style="list-style-type: none"> • Pornography distribution at school • Improper sexual suggestions • Sexual harassment (repeated sexual invitations, touching, pinching, grabbing, demanding sex in return for a bribe, etc.) • 'Sexting': sending sexual messages and pictures to a cellphone; and sexual cyberbullying 	
Level 4	<ul style="list-style-type: none"> • Persistent harassment despite previous corrective measures • Public indecency (exposing sexual organs, having sex in public etc.) • Sexual assault and rape 	<ul style="list-style-type: none"> • The school governing body can suspend a learner from school for a week • The learner's parents/caregivers must be informed of a violation charge • A letter outlining the decision must be placed in learner's personal file • Cases of sexual violation must be reported to the police within 72 hours • The school governing body may recommend to the provincial education head of department that the learner be expelled; expulsion can only take place after a fair hearing.

HANDOUT 5B. RECOMMENDED DISCIPLINARY MEASURES



These measures should inform school codes of conduct for learners which must be implemented in line with section 8(3) of the South African Schools Act (SASA), No. 84 of 1996.

LEVEL OF OFFENCE	EXAMPLES OF MISCONDUCT	PROCEDURES OR CORRECTIVE ACTIONS
Level 1	<ul style="list-style-type: none"> • Making rude jokes • Graffiti of a sexual nature 	<ul style="list-style-type: none"> • Verbal warning by the educator or principal • Learner must give a public apology • Improving school environment (e.g. scrubbing toilets) provided that parents are informed and the security of the learner is assured • Learner must replace and fix damaged property • Temporary suspension from some school activities (e.g. sport, cultural).
Level 2	<ul style="list-style-type: none"> • Circulating offensive material (e.g. homophobic statements, insulting sexual information about girls at school, etc.) • Threatening assault and intimidation of a fellow learner 	<ul style="list-style-type: none"> • Supervised schoolwork focused on learning values of respect • Verbal or written warning from the educator or principal • Conflict resolution in a peer education group for a specified period • Temporary suspension from some school activities (e.g. sport, cultural).
Level 3	<ul style="list-style-type: none"> • Pornography distribution at school • Improper sexual suggestions • Sexual harassment (repeated sexual invitations, touching, pinching, grabbing, demanding sex in return for a bribe, etc.) 	<ul style="list-style-type: none"> • Disciplinary hearing • Detention with an assignment on values • Detention with community service • Detention and work with leaders of a peer education group for a period • Temporary suspension from some school activities (e.g. sport, cultural).
Level 4	<ul style="list-style-type: none"> • Persistent harassment despite previous corrective measures • Public indecency (exposing sexual organs, having sex in public etc.) • Sexual assault and rape 	<ul style="list-style-type: none"> • The school governing body can suspend a learner from school for a week • The learner's parents/caregivers must be informed of a violation charge • A letter outlining the decision must be placed in learner's personal file • Cases of sexual violation must be reported to the police within 72 hours • The school governing body may recommend to the provincial education head of department that the learner be expelled; expulsion can only take place after a fair hearing.

Adapted from *Speak Out! Youth Report Sexual Abuse: A Handbook for Learners on How to Prevent Sexual Abuse in Public Schools* (Department of Basic Education 2013)

Incident report

Incident number: _____ School: _____

Circuit: _____ District: _____

EMIS number: _____



**HANDOUT 6.
AN INCIDENT
REPORT**

Adapted from the
*National School
Safety Framework*
(Department of Basic
Education 2014,
pages 58 and 59).

Person reporting incident: (a) Principal (b) Educator (c) Learner (d) School safety officer/team (f) Parent (g) Other

Date and time of incident?	Who was involved?	Where occurred?	What happened?
		<ul style="list-style-type: none"> • On way to or from school • Just outside school grounds • In classroom • In toilets • Behind toilets • In playgrounds • Between classes • Behind the school building • At the gate • Tuck shop • Office or staff room • Car park • Other _____ 	
Necessary response – who needs to do what?			
Referred to:	<ul style="list-style-type: none"> • District support team • Discipline committee • Clinic or hospital • Report to the police • Other 		

Signature of principal _____ Date: _____

Incident report (continued)

Name of school _____ EMIS number _____

Reported by: _____ Incident number: _____

Officials involved: _____ Contact details: _____

Description of incident: _____

Action taken: _____

Signature: Principal _____ Signature: Chairperson SGB _____ Signature: Witness _____

HANDOUT 7. SEXUAL HARASSMENT SCENARIOS

One of these four scenarios will be allocated to your group to discuss.



Scenario 1

Some new graffiti has appeared in the school toilets which reads: “SEX: 072 123 4567 Nomsa.” It’s a fake number, but this message is written in both the girls’ and the boys’ toilets, and several girls named Nomsa are upset. Nomsa Z from Grade 6 tells her educator, Miss S, that she recently refused to be the girlfriend of a certain Grade 7 boy, Bheki. Since then, her friend Thuli has seen him sneaking out of the girls’ toilets with a felt-tip pen in his hand. When Thuli went into the toilets, she found the fresh graffiti – not yet dry – on the wall. Nomsa feels humiliated because the Grade 7 boys now look at her and laugh when she walks past and she is also scared that Bheki will do something even worse to her soon. Nomsa seems extremely upset. Miss S says she will take up the matter. After thinking about it for a few days, she consults her colleague Mr. D, an older, experienced teacher who teaches Bheki’s Grade 7 class. Mr. D says, “This is surely just a joke, Miss S? The girl is over-reacting. It will all blow over soon and anyway, these learners are just children involved in childish nonsense.”

Scenario 2

Mrs. F is approached by Puma, a girl in her Grade 7 class, who is holding back tears and looking extremely stressed. She identifies a boy in the class who keeps touching her as she walks past his desk during class, between classes and so on. He grabs her leg, pats her bum or tries to pinch her breasts. She has asked him to stop, but he laughs at her and continues. She has tried avoiding his desk altogether, but there are times when she has no choice but to go past him. Mrs. F moves Puma to another desk and gives the boy a talking to. He looks sulky and says it is not true and challenges Mrs. F to prove it. She is a bit short-sighted and would have been unable to see easily anyway because both learners sit at the back of the class. She is not sure what to do.

Scenario 3

Mr. M, the history teacher, has noticed for some time that a group of learners has been teasing a boy from his class, usually during break times or between lessons as learners are walking around. They call him names like ‘moffie’ or ‘izitabane’ when they see him, and walk mockingly behind him acting in an ‘effeminate’ way and threatening to beat him up if he comes anywhere near them. There are rumours at school that this particular boy is gay and Mr. M has heard colleagues in the staff room talking about him and saying that it would be a good thing if he was beaten up. The boy looks very scared and tense whenever Mr. M sees him. He used to perform well in History but his attention level and marks have been dropping steadily. However, he has not reported anything to a teacher. Mr. M feels that something should be done.

Scenario 4

A group of Grade 10 girl learners have reported six boys at the school to their educator, Mrs. L. These boys often make comments about female learners’ bodies and call them insulting names when they are walking down a school corridor. If the girls get angry or ask them to stop, the comments get worse and the boys seem to enjoy their distress. The girls say that these boys do the same thing on the roadside when the girls are walking to or from school. Some of the boys also follow the girls for some distance, calling them names, inviting them for sex there and then and laughing loudly. One of them said, “These girls need some rape to sort them out, hey guys.” Mrs. L is not sure how seriously this should be viewed and whether she should deal with it herself or take it further.

Workshop 3

Dealing with Hate Crimes at School



3

BACKGROUND INFORMATION

What is hate crime?

Hate crime is the violence of intolerance and bigotry (intolerance towards people who hold different opinions to oneself), intended to hurt and intimidate someone because of their race, ethnicity, national origin, religion, sexual orientation or disability. A 'hate crime' is an act which constitutes a criminal offence that is motivated in part or whole by prejudice or hate.

Anyone can be a victim of a hate crime so it is not only minority or vulnerable groups that can benefit from having protection from hate crimes. Hate crimes can be acts of prejudice and discrimination. They can also be message crimes (crimes intended to send a message to a particular group that they are unwelcome), are often violent, are under-reported and can be group crimes.

What are some types of hate crimes common in our schools?

- **Racism** – the belief that all members of a race possess characteristics or abilities specific to that race, especially to distinguish it as being inferior or superior to another race.
- **Xenophobia** – the unreasoned fear of that which is perceived to be foreign or strange.
- **Sexism** – prejudice, stereotyping or discrimination, typically against women, on the basis of sex.
- **Homophobia** – the term used to describe the irrational, extreme fear, loathing and intolerance that some people feel towards those whose sexual orientation is towards members of their own sex rather than towards members of the opposite sex.
- **Bigotry** – intolerance towards those who hold different opinions from oneself.

Homophobia

Learners whose physical characteristics and behaviour raise questions in others about their sex and gender are marginalised in many schools. They can be:

- **Lesbian.** A woman who is sexually, physically, emotionally and romantically attracted to another woman.
- **Gay.** A woman or man who is sexually, physically, emotionally and romantically attracted to another person of the same sex.
- **Bisexual.** A person who is attracted to both men and women, being capable of having romantic, sexual, intimate feelings for/or a love relationship with someone of the same sex and/or with someone of the opposite sex. Note: Being bisexual does not mean that people necessarily have feelings at the same time or that there is equal amount of attraction to both sexes.
- **Transgender.** A person who does not conform to the sex to which they are assigned at birth, e.g. boys who are physically boys but feel themselves to be girls, and girls who feel they are really boys.
- **Intersex.** A person whose body is neither typically male nor typically female.

These types of sexual orientation are often collectively called LGBTI – for lesbian, gay, bisexual, transgender and intersex (see page 94 for a list of LGBTI organisations).

In our schools, LGBTI learners are generally bullied/harassed similarly to other marginalised learners: the abuse may be verbal, physical or emotional. It can include name-calling, following and taunting or threatening, cyberbullying and beating up. It may also take the extreme form of 'corrective' rape, intended to show a lesbian how to be a 'real woman', or to show a male gay person how a 'real' man behaves.

Homophobic bullying at school, like bullying in general, is often repeated and relentless. It can target not only learners but also educators who are (or are perceived to be) LGBTI, as well as learners who have an LGBTI parent or sibling.

What are the effects of homophobic bullying?

The experience of homophobic bullying can have a serious negative impact on LGBTI young people. It can lower self-esteem and contribute to high levels of anxiety, a deep sense of isolation and depression. Victimised learners can choose silence and bottling up their feelings. They might sleep badly, have poor physical health, perform below their ability at school, stay away a lot and even drop out. Depression and loss of stability may cause these young people to turn to addictive substances and risky behaviour such as unprotected sex. Extended isolation and depression raises the risk of suicide.

Why is homophobia prevalent in our schools?

Homophobia is prevalent in schools when it is prevalent in the wider society. It readily takes hold in gender-unequal societies where stereotypes of manhood and womanhood prevail. Homophobia can flourish where 'manliness' means large, rugged, forceful and violent, and where ideal 'womanliness' is at the opposite extreme: passive, decorative, domesticated and submissive. In this context, boys who are peaceable, gentle, studious or artistic and girls who are active, independent and outspoken may be seen as uncomfortably 'different', even when they are not gay. People who are actually and openly gay may attract deep disapproval, stigma and even persecution.

Homophobia also flourishes where only 'straight' sexual activity is accepted by the state and the strongest religious groupings. Many homophobes think that their hatred or, at least, rejection of homosexuality is based on scriptural authority. Their view is that only heterosexual sexual practice is God-ordained because it is procreative (can result in children) and homosexual sex is entirely 'recreational' (focused only on pleasure), unnatural and therefore sinful. However, homosexuality is as old as society itself and many LGBTI people through the ages have made enormously productive, positive and creative contributions to society, human knowledge and culture. These opposed ideas makes homophobia an extremely sensitive issue which must be handled with care and delicacy. (See *Follow-up activities* for this workshop, page 91.)

An important issue is that legal and religious prohibition of homosexuality, as in the days of apartheid, gives authority to homophobia. The force of this authority can last even when the law changes. The 1994 Interim Constitution of South Africa introduced a Bill of Rights, signed into law in 1996, which protects lesbians

and gay men from discrimination based on their sexual orientation. However, the protection given by the law and the Constitution may be compromised when many of those who are supposed to ensure this protection are themselves homophobic and may feel morally justified in being so. These might be people in the police force, social services, health services and other government services, as well as the church, the business sector, the education sector and people in other professions.

In this context, the attitude of educators will strongly affect whether or not homophobia prevails at school. An issue is that many educators themselves do not readily accept and include gay learners, and are therefore unwilling to take responsibility for upholding their constitutional rights to equality, human dignity and education. Such educators might directly or indirectly promote stigma by (Bhana 2012):

- harassing these learners through discriminatory joking and taunting;
- treating the gay identity of learners as irrelevant at school;
- expressing religious objections to homosexuality;
- seeing LGBTI issues as outside the curriculum, even though sexuality, life and values are included in it; and
- withholding encouragement and acceptance of LGBTI learners because they fear that parents will disapprove of a more open and inclusive approach.

How does homophobic bullying impact youth?

- Homophobic bullying is a symptom of a pervasive societal culture of homophobia and heterosexism that threatens the physical and mental health, safety and well-being of sexual- and gender-minority youth.
- Sexual- and gender-minority youth are not inherently at risk; it is the homophobic beliefs and behaviours of others that produce a number of risks and stressors that may negatively impact on their lives, health and educational outcomes. For example, research indicates that sexual-minority youth report more emotional and behavioural difficulties; higher symptoms of depression and externalising behaviours; more hostile peer environments and experiences of victimisation; greater rates of bullying and sexual harassment; and less social support in their family, school and peer group contexts when compared with their heterosexual peers (Williams et al. 2005).

What can educators do?

Educators can:

- learn more about sexual orientation and related issues;
- move away from 'othering' LGBTI people and rather attempt to empathise with their experiences of life;
- remember that while LGBTI learners are different from other learners in sexual orientation, in crucial ways they are the same and need to be treated equally as people, as children and as learners;
- recognise the level of responsibility and power that educators hold with regard to LGBTI learners; and
- question their own thinking and their possible prejudices against LGBTI people.

Workshop 3 will help in this process of developing empathy (see Topics 1–3). Topics 4 and 5 focus more on taking action on homophobic bullying at school.

Reread the basic guidelines for taking action against harassment as an educator and a school in the *Background information* in Workshop 2. These guidelines

include relevant information on using a whole-school approach to discipline learners who harass/bully others, and encouraging reporting of harassment/homophobic bullying.

Further ideas for school action on homophobic bullying

In Workshop 8, we emphasise that a whole-school approach is needed to deal effectively with gender-based violence (GBV). This applies equally to homophobic bullying and indeed to general bullying. All bullying behaviours rely on violent cultures and hate speech being accepted as 'normal' at school. A positive culture of respect and community (belonging) needs to be created at all levels of school life.

Part of this preventative strategy can be to use normal anti-bullying strategies such as these, provided by the *National School Safety Framework* (DBE 2014):

- Define bullying (include homophobic bullying behaviours in this definition).
- Set up and enforce school rules and policies on bullying (include homophobic bullying).
- Assess what is happening, including the extent and nature of the bullying (When and where does it occur? Who are the targets? What do the bullying learners do and say? Who encourages them? What do the bystanders do?).
- Form school safety committees which integrate anti-bullying into their activities.
- Provide ongoing training to school administrators, teaching staff, non-teaching staff and other school role-players on how to prevent bullying (and extend this to include specific aspects/examples of homophobic bullying).
- Deal appropriately with bullying: apply positive disciplinary measures and get bullying learners to make reparation. Increase adult supervision in bullying hot-spots.
- Focus class time on bullying prevention where the aim is to change norms around bullying (e.g. lessons in life orientation, languages, history, etc. can focus on dealing with diversity, including sexual and gender diversity).
- Make bullying 'uncool' and make it 'cool' to help learners who are bullied: engage peer educators in this effort.

Some additional strategies schools can implement are given below:

- Work with the Representative Council of Learners and learner clubs to involve all learners in confronting issues of discrimination, and be sure to include sexual orientation in the picture of diversity that is raised.
- Target the issue of homophobia specifically and seriously with school staff as part of staff development.
- Involve parents in developing understanding and tolerance of diversity, including gender/sexual diversity, and building a safe and inclusive school.
- Develop an information base on LGBTI identity and homophobia prevention: build useful, positive resources to draw on during meetings and/or campaigns with all sectors of the school community.
- Involve LGBTI people (e.g. known and respected ex-learners) who can help build empathy and advocate diversity effectively.
- Involve role-players in the wider community such as the South African Police Service, health workers, social workers and local non-governmental organisations to educate learners about LGBTI issues and homophobia.

FACILITATOR'S GUIDELINES FOR

Workshop 3

WORKSHOP

LENGTH:

3 HOURS

OBJECTIVES

The objectives of the workshop are to:

- Understand what hate crimes are.
- Dispel misconceptions about LGBTI people and their sexuality.
- Raise awareness about the levels of violence perpetrated against LGBTI people in South Africa.
- Reflect on participants' own beliefs and practices in relation to homophobia and homophobic bullying.
- Recognise how expectations based on gender stereotyping are connected to homophobic bullying.
- Explore what educators can do about homophobic bullying at school.

OUTCOMES

At the end of the workshop, participants will be able to:

- Define hate crimes, including the different types.
- Define sexual identities.
- Understand the plight of LGBTI people in South Africa.
- Identify which beliefs and practices violate the rights of LGBTI people.
- Link GBV and crimes perpetrated against LGBTI people.
- Identify and implement various strategies aimed at dealing with homophobic bullying at schools.

OUTLINE

- **Introduction** (10 minutes)
- **Topic 1.** Defining terms and exploring examples (60 minutes)
- **Topic 2.** What do we know about homosexuality? (30 minutes)
- **Topic 3.** Looking at heterosexual privilege (15 minutes)
- **Topic 4.** Where to begin? (15 minutes)
- **Topic 5.** Standing up to homophobic bullying at school (50 minutes)

MATERIALS

- Chalkboard/flipchart
- Chalk/markers
- Laptop/PowerPoint presentation and projector

WORKSHOP 3 HANDOUTS

HANDOUT 1 DEFINING TERMS

HANDOUT 2 HOMOPHOBIC SCENARIOS

HANDOUT 3A WHAT DO WE KNOW ABOUT HOMOSEXUALITY?

HANDOUT 3B SUGGESTED ANSWERS

HANDOUT 4 HETEROSEXUAL PRIVILEGE QUESTIONNAIRE

HANDOUT 5 WHERE TO BEGIN?

HANDOUT 6 RATE YOUR SCHOOL ON THE BULLY BAROMETER



3

Workshop

GUIDELINES FOR PRESENTING TOPICS

Workshop 3

TIPS FOR THE FACILITATOR



Read the *Guidelines for facilitating activities focused on sensitive topics* on page 6 of this manual, which contains important advice for every workshop.

Some specific concerns for Workshop 3 are given here:

- Be prepared for heated debate. Many unexamined religious and cultural issues are likely to surface in this discussion.
- You may find it helpful to use icebreakers to reduce stress in the group.
- You may wish to allow further debate and therefore require a longer time period. Topics 1–3 could be presented in a morning session, for example, and Topics 4 and 5 in the afternoon session. Note that the latter activities focus on positive actions and strategies for schools and individuals.
- If possible, invite LGBTI speakers/presenters from outside who can allay concerns and fears raised in this workshop and help build homosexual–heterosexual understanding. (See page 94 for a list of useful contacts.)

LENGTH:



INTRODUCTION



NOTE:

Provide a broad overview of the workshop and, if necessary, give participants the opportunity to get to know you and the other participants.

Inform participants that this workshop covers issues which are culturally and religiously sensitive. Introduce the objectives and outcomes of the workshop. Does anything need to be negotiated? Does anything need to be changed? Once consensus has been reached, move on to defining terms.

TOPIC 1. DEFINING TERMS AND EXPLORING EXAMPLES

MATERIALS

- Chalkboard/flipchart
- Chalk/markers
- PowerPoint presentation
- **Handout 1.** Defining terms
- **Handout 2.** Homophobic scenarios



NOTE:

Make full use of the *Background information* to prepare for facilitating discussion of concepts and for the tasks for this topic.

LENGTH:



Task 1. Defining terms

Brainstorming in small groups. Write the following terms on the flipchart: *sexual orientation*, *LGBTI*, *homophobia* and *homophobic bullying (gay bashing)*. Ask participants to brainstorm definitions for each term.

Report back. After participants have shared some of their definitions with the whole group, distribute Handout 1. Allow time for participants to read the handout and share their reflections; you could use a PowerPoint presentation to summarise feedback. Tell participants that the next task will look at homophobic bullying in the school context.

Task 2. Exploring examples of homophobic bullying/violence

Small group discussion. Distribute Handout 2 and refer participants to the questions on the handout.

Report back. During feedback on groups' responses to the questions, explore the causes and effects of homophobic bullying, using participants' own school environments as well as the scenarios in the handout. The next activity deals with perceptions in a systematic way.

3

Workshop



TOPIC 2. WHAT DO WE KNOW ABOUT HOMOSEXUALITY?

MATERIALS

- Handout 3A. What do we know about homosexuality?
- Handout 3B. Suggested answers

Task. Perceptions and misconceptions



NOTE:

Read through the answers to the questionnaire beforehand to feel comfortable enough to respond to all the questions and any other issues which may be raised by participants.

Individual response. Distribute copies of Handout 3A. Participants should complete the activity by ticking the *Agree* or *Disagree* column in response to the various statements. Allow participants five minutes to answer the questionnaire.

Small group discussion. Participants can compare their answers to Handout 3A with their group; they must give reasons for their choices. Then distribute Handout 3B so groups can review their own responses in relation to the suggested ones on the handout. What new information have they learned about homosexuality? Ask each participant to make one suggestion.

Large group. Ask volunteers to describe how their attitudes and/or opinions have changed after working through this topic. The purpose of this activity is not to determine who had the 'correct' answer, but to explore how opinions have changed. Be prepared for some heated discussion.

TOPIC 3. LOOKING AT HETEROSEXUAL PRIVILEGE

MATERIALS

- **Handout 4.** Heterosexual privilege questionnaire

Task. Developing empathy

Individual reflection. Distribute copies of Handout 4. Participants should complete the activity by ticking the *Yes* or *No* column. This activity raises important issues, so allow participants time for reflection and discussion after completing the questionnaire.

Participants must appreciate that the majority of gay and lesbian people would not be able to agree with most, if any, of these statements. Participants who disagree with any of these statements might be from other marginalised groups such as mixed-race couples, people from differing religious backgrounds, etc. Helping heterosexually privileged people to identify their privilege will hopefully encourage them to develop empathy and understanding towards others who experience discrimination in society.

LENGTH:



TOPIC 4. WHERE TO BEGIN?

MATERIALS

- **Handout 5.** Where to begin?

Task. Reflecting on one's own beliefs and practices

Individual reflection. Distribute Handout 5. Ask individual participants to consider the questions asked, and to think carefully about their responses. At first, participants may incorrectly assume that these questions are irrelevant to their particular teaching situations, so help participants see their relevance.

Small group reflection. Organise participants who haven't worked together before into small groups. They should reflect on and compare their own beliefs and practices in relation to homophobia and homophobic bullying with the other members of the group.

LENGTH:



3

Workshop



TOPIC 5. STANDING UP TO HOMOPHOBIC BULLYING AT SCHOOL

MATERIALS

- Questions written up on chalkboard/flipchart/PowerPoint presentation
- **Handout 6.** Rate your school on the bully barometer

Task 1. Assessing the extent of homophobic bullying in schools

Whole group. Explain that homophobic bullying is usually part of a more general bullying culture. Participants will have an opportunity to examine the extent of this culture in their own schools. Distribute Handout 6.

Pair work. Read out the extract from *Speak Out* in Handout 6 with participants and then give pairs 5–10 minutes to rate their school on the bully barometer.

Whole group feedback. Ask pairs to share their assessment of bullying levels at their schools.

Pairs, groups or whole group. Re-focus participants on the issue of homophobia (stigma and discrimination) raised in the last item of Handout 6. Discuss these questions (written on the chalkboard/flipchart/PowerPoint presentation ahead of the workshop):

1. What kinds of learners at your school are targets of homophobic bullying? How are they different from other learners and from each other? How are they similar to all other learners?
2. What do the bullying learners do to 'gay' learners, generally? How do other learners respond when they see it happening?
3. What attitudes do educators have towards learners who are different (i.e. gay, lesbian, etc.)? What attitudes and values are appropriate in an educator when there are homophobic bullying and abusive situations? (Refer participants to previous activities.)



NOTE:

This activity will help participants place homophobic bullying in the context of general school bullying so that they can formulate practical and effective ways of dealing with it as a whole-school issue.

Task 2. Generating anti-bullying strategies for schools

Whole class. Remind participants that a bullying culture at school is the most fertile ground possible for all GBV (including homophobic bullying), since most types of sexual harassment and sexual assault are more or less extreme forms of bullying. Therefore, it is very important to work against bullying in as many specific and strategic ways as possible and to build a caring and inclusive culture instead.

Creative groups. Ask groups to develop anti-bullying strategies for their schools by suggesting positive preventive strategies in response to each of the bullying indicators in the 'bully barometer' quiz (see Task 1). Suggested strategies should also be suitable as anti-homophobic bullying strategies.

Report back. Encourage participants to share their strategies. Remind participants about the value of developing a code of conduct for the school, having a school safety team and reporting procedures, and the relevance of the anti-harassment strategies explored in Workshop 2. Strategies focused on attitude change are particularly important in this context.



NOTES:

1. While recognising the ways in which LGBTI learners are different and therefore targeted, it is vital that participants also appreciate the ways in which LGBTI learners are just like all other learners.
2. Encourage a range of answers from participants.
3. Educators might identify various negative attitudes in their schools as described in the *Background information*. Acknowledge this reality, but discourage indulgent elaboration on these, and instead urge participants to move on to inclusive values such as *ubuntu* and the constitutional rights of respect, dignity and 'the best interests of the child' as the way forward – whatever people's personal views might be.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Invite LGBTI activists to your school. Form a group of key role-players from your school and community that includes members of the school management team, school governing body and representative council of learners (your school support team or school safety team would be ideal). Share your school's particular homophobia issues with the activists and ask them to help you strategise around changing homophobic mindsets and ensuring the safety of all learners at the school. Ask them to talk to learners/educators/parents.
2. Involve learners (including a significant representation of 'straight' learners) in developing a drama and/or songs and/or a poster campaign around issues of homophobia at school.
3. Similarly, engage the debating club at school with these issues and/or organise a panel discussion (this needs careful and constructive guidance, however). Help learners research and develop pro-gay positions and counter-arguments to homophobic perspectives that are often raised. For example:
 - Reading what the South African Constitution says about sexual orientation in the Bill of Rights and studying all relevant rights with this in mind.
 - Identifying achievements and contributions of gay people through history.
 - Identifying and highlighting South African gay people who have made great contributions to our national life.
 - Placing anti-gay religious texts in their historical context and distinguishing between positive spiritual teachings and narrow cultural prohibitions in scripture.
 - Identifying positive, inclusive teachings in different religions practiced by learners at your school to counter anti-gay religious positions and texts.
4. Select suitable activities from this workshop to use in a learner workshop at school to develop awareness of homophobia, empathy for LGBTI learners and possibilities for constructive anti-bullying action.
5. Start a safe space for communication (e.g. a strategically placed suggestion box) where learners can share issues and problems confidentially and without fear of ridicule or harassment from peers. Encourage LGBTI learners to make use of this resource.

USEFUL RESOURCES

RESOURCES ON HOMOPHOBIA AND HOMOPHOBIC BULLYING

- Bhana, Deevia. 2012. "Understanding and Addressing Homophobia in Schools: A View from Teachers." *South African Journal of Education*, 32 (3): 307–318.
- Department of Basic Education. 2014a. *Challenging Homophobic Bullying in Schools*. Pretoria: DBE.
- Francis, Dennis and Thabo Msibi. 2011. "Teaching About Heterosexism: Challenging Homophobia in South Africa." *Journal of LGBT Youth*, 8 (2): 157–173.
- Msibi, Thabo. 2012. "'I'm Used to it Now': Experiences of Homophobia Among Queer Youth in South African Township Schools." *Gender and Education*, 24 (5): 515–533. Online at: <http://dx.doi.org/10.1080/09540253.2011.645021>.

RESOURCES ON HATE CRIMES AND GAY BASHING

- Berk, Richard A. 1990. "Thinking About Hate-Motivated Crimes." *Journal of Interpersonal Violence*, 5 (3): 334–349.
- Bohn, Ted R. 1984. "Homophobic Violence: Implications for Social Work Practice." *Journal of Social Work and Human Sexuality*, 2 (2–3): 91–112.
- Herek, Gregory M. 1992. "The Social Context of Hate Crimes: Notes on Cultural Heterosexism." In G. Herek & K. Berrill (eds.), *Hate Crimes: Confronting Violence Against Lesbians and Gay Men*, 89–104. Newbury Park, California: Sage Publications.

RESOURCES ON QUEER PEDAGOGY

- Britzman, Deborah P. 1995. "Is There a Queer Pedagogy? Or, Stop Reading Straight." *Educational Theory*, 45 (2): 151–165.
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3 GUIDELINES FOR PRESENTING TOPICS

LGBTI ORGANISATIONS

ORGANISATION	AREA	CONTACT
GAUTENG		
African Men for Sexual Health and Rights (AMShEr)	Johannesburg	011 482 4630 www.amsher.org
Forum for the Empowerment of Women (FEW)	Braamfontein	011 403 1906/1907/1035
GALA	Braamfontein	011 717 4239 www.gala.co.za
New Living Way Ministry	Kempton Park	071 326 8034 www.learnlove.co.za
OUT	Pretoria	012 430 3272 www.out.org.za
National LGBTI Health Campaign		011 027 1912
IHAWU	Ekurhuleni, Kathlehong	078 936 7725
Transgender Intersex and Intersex Africa	Pretoria, Soshanguve	transgenderintersexafrica.org.za
Vutha LGBTI	Ekurhuleni, Etwatwa	079 993 5609
1 in 9	Johannesburg	011 024 5185 oneinnine.org.za
KWAZULU-NATAL		
Pietermaritzburg Gay and Lesbian Network	Pietermaritzburg, Midlands	033 342 6165/033 342 6500 www.gaylesbiankzn.org
Durban Lesbian and Gay Community Health Centre	Durban	031 312 7402 outreach3@gaycentre.org.za
Deo Gloria Family Church	Durban	082 698 5332 info@deogloriakzn.org.za
WESTERN CAPE		
Free Gender	Khayelitsha, Cape Town	021 362 9491/321 0276 freegender.wordpress.com
Gay and Lesbian Christian Outreach	Cape Town	021 975 1636
Gender Dynamix	Athlone, Cape Town	021 633 5287 www.genderdynamix.org.za
The Inner Circle	Wynberg, Cape Town	021 761 3862/0037/4434 theinnercircle.org.za
Pride Shelter	Oranjezicht, Cape Town	021 423 2871 www.pridesheltertrust.com
Triangle Project	Mowbray, Cape Town	021 686 1475 community@triangle.co.za

ORGANISATION	AREA	CONTACT
EASTERN CAPE		
Eastern Cape Gay and Lesbian Association (ECGLA)	Port Elizabeth	041 582 1111 www.ecgla.org.za
Eastern Cape LGBTI	East London	083 354 8091
I Am Gay Eastern Cape		086 7227014 iamgay.co.za
NORTHERN CAPE		
LEGBO	Kimberly	073 626 3346
Diamond Gay and Lesbian Organisation	Kimberly	053 871 4527
NORTHWEST		
Gays and Lesbians of Rustenburg	Rustenburg	014 592 3158
Gay Umbrella	Mafikeng	060 383 8470
LIMPOPO		
Vhembe Forum of LGBTI	Musina, Vhembe	079 724 9948
Limpopo OUT Pride	Sekhukhune	078 108 7717
MPUMALANGA		
Boithato Project	Ermelo, Gert Sibande	017 811 5661
Highveld Heroines Forum	Ermelo	076 843 9284



HANDOUT 1. DEFINING TERMS

Gender identity

The term 'gender identity' refers to how we see ourselves as male or female. Most people's gender identity is linked to the sex they are at birth, i.e. a person born male generally sees himself as a man. However, some people are different. Some men see themselves as women and some women see themselves as men. They are described as transgender. In addition, some people are born with bodies that are neither typically male nor typically female – they are intersex.

Sexual orientation

Your sexual orientation refers to the attraction you feel towards people of one sex or another (or both).

- Most people are attracted to people who are the opposite sex to themselves and they are described as heterosexual or (informally) 'straight'.
- Many people are attracted to people who are the same sex as themselves. They are described as homosexual or 'gay' (an informal term which is often applied to male homosexuals) or lesbian (for female homosexuals).
- Some people are attracted to people of both sexes: they are bisexual.

LGBTI

LGBTI is an acronym for lesbian, gay, bisexual, transgender and intersex. Broadly speaking, it means people whose sexual orientation is homosexual or bisexual and whose gender identity is different from the heterosexist norm. The percentage of people who are LGBTI in any country is generally much higher than statistics suggest. Many gay and lesbian people do not 'come out' and disclose their gay identity freely because they fear discrimination.

Lesbian A woman who is sexually, physically, emotionally and romantically attracted to another woman.

Gay A man who is sexually, physically, emotionally and romantically attracted to another man.

Bisexual A person who is attracted to both men and women. Being capable of having romantic, sexual, intimate feelings for, or a love relationship with someone of the same sex and/or with someone of the opposite sex. Note: being bisexual doesn't mean that the people necessarily have feelings at the same time, or have an equal amount of attraction to both sexes.

Transgender A term for persons whose gender identity, gender expression or behaviour does not conform to that typically associated with the sex to which they are assigned at birth.

Intersex An atypical combination of features that usually distinguish male from female, such as sex chromosomes, gonads, internal reproductive organs and external genitalia.

Homophobia

This term is used to describe the irrational and extreme fear, loathing and intolerance that some people feel towards those whose sexual orientation is towards members of their own sex rather than towards members of the opposite sex. People who are homophobic feel disgust, anxiety, discomfort, fear and anger when they come into contact with homosexual people, even when they simply see homosexual people on television or think about them.

For homophobes, heterosexuality is the only natural and justifiable sexual orientation and therefore the rage, hatred and even violence they express towards homosexual people seems similarly justified to them. Many homophobes feel that this hatred is divinely sanctioned and based on scriptural authority and, therefore, morally righteous and necessary. Some psychologists believe that homophobia often expresses an inner fear of being homosexual.

Homophobic bullying ('gay bashing')

Homophobic bullying is sometimes called 'gay bashing'. However, in the school context it is better understood as bullying and discrimination directed at anyone whose sexual orientation or gender identity differs from the norm. In many of our schools, learners are marginalised if their physical characteristics or behaviour raise questions in others about their sex and gender.

Homophobic discrimination occurs in most cultures, and might take any of the following forms:

- **Verbal abuse** – name-calling, abusive language about the person's appearance and behaviour, public humiliation, threats of physical violence.
- **Physical abuse** – beatings, torture, rape, throwing people out of their homes without support, killing them.
- **Property crimes** – damaging or destroying a gay person's property.
- **Institutional abuse** – laws against homosexual activity, homophobic television and radio programmes, hate literature and education systems that exclude or condemn homosexuality.

In our schools, LGBTI learners are generally bullied/harassed similarly to other marginalised learners: the abuse may be verbal, physical or emotional. It can include name-calling, following and taunting or threatening, cyberbullying and beating up. It may also take the extreme form of 'corrective' rape, intended to show a lesbian how to be a 'real woman', or to show a male gay person how a 'real' man behaves.

Homophobic bullying at school, like bullying in general, is often repeated and relentless and can have tragic outcomes such as suicide. It might target not only learners but also educators who are (or are perceived to be) LGBTI, as well as learners who have an LGBTI parent or sibling.



HANDOUT 2. HOMOPHOBIC SCENARIOS

Read the two scenarios in this handout and answer the following questions about each scenario:

1. What forms of homophobic bullying/violence can you identify?
2. Do homophobic practices and attitudes like these occur in your own school? Are there other kinds of homophobic bullying at your school? Briefly describe examples.
3. In your view, why does homophobic bullying/violence take place?
4. What effect does it have on the people who are targeted?
5. How have these kinds of incidents and practices been dealt with at your school?

Scenario 1

[Adapted from a newspaper report: source unknown]

Learners at a school in northern KwaZulu-Natal who were labelled 'spirits of the devil' said they were put in a separate class because of their sexual orientation. Although school authorities said 'there are no gays' at the school, a 19-year-old Grade 12 learner said the educators made life in the classroom unbearable.

"At one stage we were put in a separate class because everyone knew we were gay and did not like us for that. Educators told us they could not teach us because we were the spirits of the devil and because they were Christians. Sometimes they would just ignore us if we wanted to contribute in class. It was so painful that sometimes I felt like leaving school. I just hated school because I could not concentrate and I felt unwanted", the learner said.

He said some of his gay friends had left school because they could not handle the situation.

Scenario 2

Zinzi is a tall, strong 16-year-old learner in Grade 10 at a large Soweto high school. She is reserved in manner, a good athlete and also a high achiever in class. She recently made friends with a new learner, Naledi, a bubbly and lively girl in Grade 11. They both read a lot and met at the local library. They became close friends surprisingly quickly – for Zinzi – and would spend time together after school. Suddenly, one day when they were alone together doing their homework at Naledi's house, Naledi ran up to Zinzi and kissed her lovingly. Zinzi had never been interested in dating boys, and realised at that moment that she was in love with Naledi. A steady relationship has grown between them.

Although Zinzi is a reserved person, Naledi is not. She shows her love for Zinzi quite openly at school, although not in a particularly sexual manner, taking her hand and giving her hugs. Zinzi is delighted at this and people have started to notice her untypically eager responsiveness. Thabo, a learner who is interested in Naledi, is watching.

One day, Zinzi is leaving school alone late after athletics practice. Three guys jump at her as she crosses an empty park near her home. They push her into some bushes and rape her. Through stunned shock, fear, humiliation and pain, she recognises Thabo's voice: "Well, who's the man, now? Seems she's a woman after all, guys – or we showed her that she was. Perhaps she'll stop stealing our meat, after this."

HANDOUT 3A. WHAT DO WE KNOW ABOUT HOMOSEXUALITY?

Read each statement and decide if it is *True* or *False*. Tick the appropriate column.

STATEMENTS	TRUE	FALSE
1. Most gays and lesbians can be identified by their mannerisms, dress and appearance because one partner is always 'male' and the other is 'female'.		
2. All homosexual men are paedophiles.		
3. Homosexuality is an emotional illness.		
4. All lesbian and gay people secretly want to change so as to become heterosexual.		
5. Acting like a 'sissy' or a 'tomboy' causes homosexuality.		
6. Lesbians and gay men gravitate towards certain occupations.		
7. Homosexuality is un-African.		
8. Gay and lesbian parents will raise gay or lesbian children.		
9. Gay and lesbian people are sinful.		
10. Homosexuality has always existed in the world.		
11. The majority of child molesters are heterosexual men whose victims are young girls.		
12. Homosexual educators can cause learners to become homosexual.		



3

Workshop

HANDOUT 3B. SUGGESTED RESPONSES TO 3A



1. False

Media stereotypes of gay men and lesbians have led to this misconception. In reality, it is impossible to 'spot' homosexual people in this way. In any relationship, certain tasks/roles fall to the person who most enjoys doing them, but they need not be drawn along these lines. Some homosexual couples have taken on roles more commonly linked to either masculinity or femininity, but this does not mean that one is 'male' and the other 'female'.

2. False

This is a harmful belief. Most paedophiles are heterosexual men.

3. False

Homosexuality is one of the various forms of human sexual response and expression. Because homophobia is so pervasive, many homosexual people are led to believe that they are ill and need to be cured.

4. False

Many homosexuals celebrate who and what they are. Social pressure – from narrowly heterosexual perspectives and homophobia – often forces lesbian and gay people into a heterosexual lifestyle, although this does psychological and emotional harm to them. However, some people believe that all expressions of sexuality are learned behaviour, and that if there was no pressure to be heterosexual, many people would not be as distinctly homosexual or heterosexual as they are now.

5. False

There is no definitive evidence which points to how homosexuality originates in a person. Furthermore, the terms 'sissy' and 'tomboy' result from gender stereotyping. Not all girls behave in traditionally feminine ways and not all boys behave in traditionally masculine ways, nor should they have to.

6. False

This perception is also related to media representation of gay men and lesbians.

7. False

Homosexuality exists in African culture, as in all other cultures. Some historical revisionists have attempted to blame European colonialism for importing homosexuality into Africa, but a great deal of academic research indicates that this is not the case.

8. False

Gay and lesbian parents are as likely or unlikely to raise homosexual children as are heterosexual parents.

9. False

Gay and lesbian people are as likely or unlikely to be sinful as are heterosexual people. Many homosexual people have abandoned orthodox religion because they are discriminated against. Many gay and lesbian church congregations exist and many religious groups are starting to welcome gay and lesbian people.

10. True

There is a great deal of undisputed evidence of this.

11. True

Child molestation statistics indicate that an overwhelmingly high proportion of child abuse is perpetrated by heterosexual men.

12. False

People cannot cause others to become homosexual. What homosexual educators can do, though, is try to create a safe space in schools where gay and lesbian learners can acknowledge their sexuality.

HANDOUT 4. HETEROSEXUAL PRIVILEGE QUESTIONNAIRE

Read each statement and decide *Yes* or *No*. Tick the appropriate column.

STATEMENT	YES	NO
1. If I get involved in a new relationship or if my relationship breaks up, I can discuss this freely with my colleagues at work or with my fellow churchgoers.		
2. My partner and I can go shopping together and can be overheard deciding what we need for our home without fear of being sneered at or harassed.		
3. I can kiss my partner goodbye at the bus stop or airport, confident that onlookers will either ignore us or smile understandingly.		
4. I can be sure that any neighbours my partner and I ever have will be neutral or friendly towards us.		
5. I would be able to invite anyone at all to a wedding or commitment ceremony my partner and I might wish to hold.		
6. If I had a seriously ill partner, he/she would be admitted without question to the intensive care unit of the hospital.		
7. My partner and I would automatically be regarded as next of kin.		
8. Stories and pictures of families like ours are depicted in mainstream children's books.		
9. I can always find an appropriate card for my partner for celebrations such as anniversaries.		
10. If I experience violence on the street, it will not be because I am holding hands with my partner.		
11. We can book a double bed in a hotel without thinking about it.		
12. My partner can legally adopt my children.		
13. My partner can attend all functions with me, such as school and church dances, office parties, etc.		



HANDOUT 5. WHERE TO BEGIN?



Use the following questions to explore specific teaching challenges you may have regarding sexual orientation and diversity generally.

1. How do I feel about having learners who are lesbian or gay in my classroom?

2. What type of diversity makes me most uncomfortable? With what type of diversity am I most comfortable?

3. What do I expect from my learners? Do they differ:

- from culture to culture?
- from colour to colour?
- according to ability or disability?
- depending on sexual orientation?
- from male to female?
- according to socioeconomic class?

4. How does it affect me as a straight/gay educator to have lesbian/gay learners in my classroom?

5. How do I feel about having a classroom with very little diversity?

6. What are the benefits of having a classroom with LGBTI learners?

7. Am I comfortable with LGBTI people, generally? Give reasons.

8. Which values do I have which I think are also universally important?

9. How would I respond if one of my learners made a racial or sexist comment, or presented work that contained racist or sexist statements?

10. Would I respond differently to a colleague or figure of authority who demonstrated homophobic behaviour?

11. Would I respond differently if one of my learners made a homophobic comment or presented schoolwork which contained homophobic statements? Give reasons for your answer.

12. Learners in my school or classroom all appear to be heterosexual. Do I consider this to be positive, or negative?

HANDOUT 6. RATE YOUR SCHOOL ON THE BULLY BAROMETER



Below is advice and a learner quiz from the publication *Speak Out! Youth Report Sexual Abuse* (DBE 2013). Read the extract and work with a partner to complete the quiz about your own school.

Learners also have a duty to act against sexual abuse

You have the right to be respected. You have the responsibility to respect others, even if they are different to you.

As you know, it is **not only** adults who abuse learners. Sometimes learners abuse their peers. This happens in many different ways - from homophobic bullying or sexting to rape and assault. This type of bullying culture makes people unsafe and vulnerable in many ways, including sexually. **It is not OK! Take action now and Speak Out against all forms of abuse.**

Rate yourself Do you treat others with respect? Or are you a bully who walks all over others and always wants your own way?

Tick the box next to each statement below (that applies to your school) and then check your results.

- You often see bullying at school.
- Lots of people gather to watch fights and bullying.
- Bullying usually continues until a teacher stops it.
- Some kids get bullied repeatedly.
- When one person starts bullying, others join in.
- People who bully are quite popular or hold leadership positions.
- Some teachers are bullies.
- Older kids bully younger kids who are new at school.
- Boys bully girls sexually with things they say, movements or touching. This happens at school or on the way to school.
- There are places in the school where younger kids or girls are scared to go.
- There is stigma and discrimination against different people or groups of people. People who are different are judged as bad, disgraceful or different and people avoid them or insult them.

Rate your school on the bully barometer

Great! Your school seems to be bully-free

No ticks

There could be a problem: you have the beginnings of a bullying culture

One tick

Bullying is part of life at your school

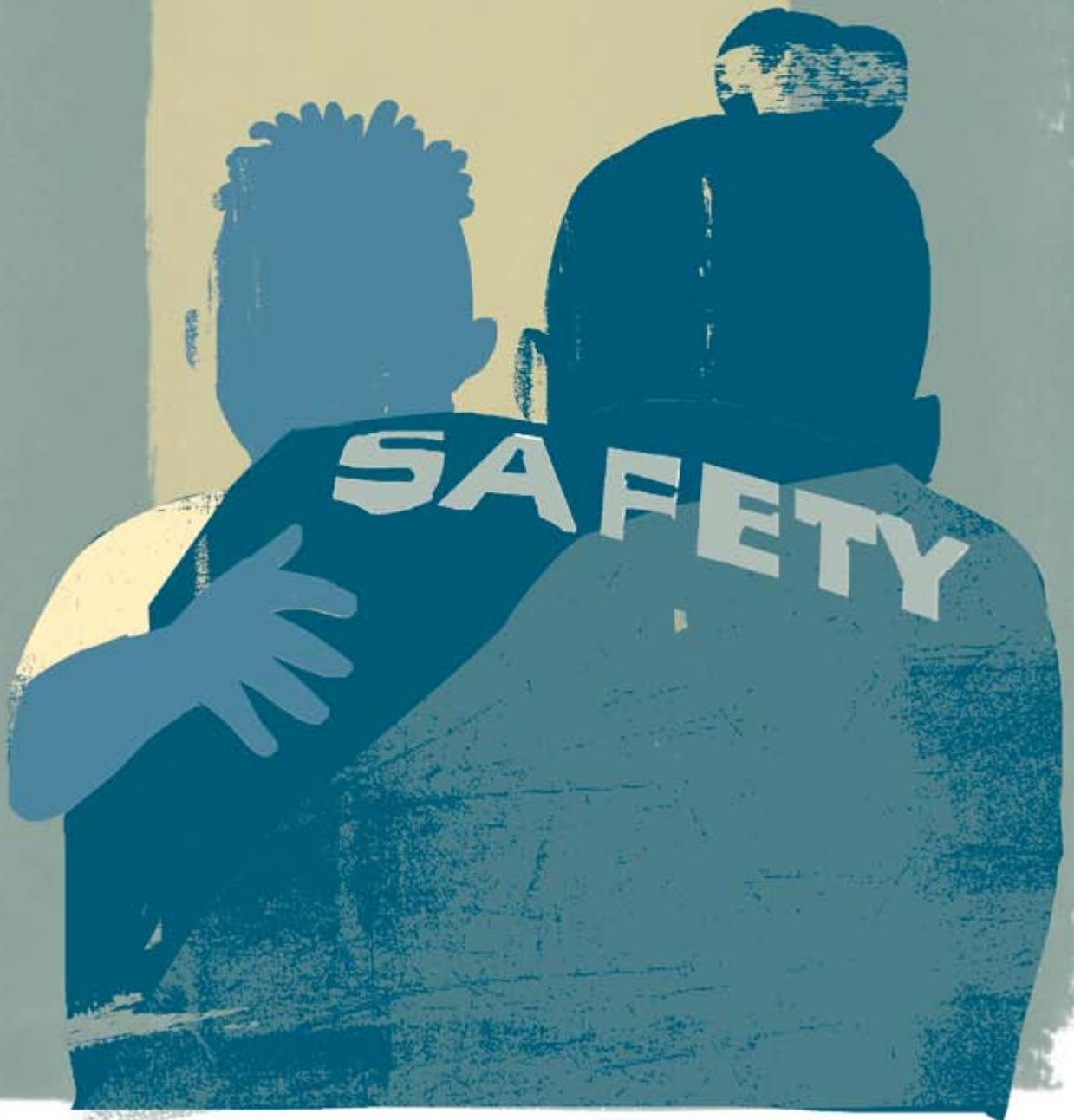
More than one tick

Oh no! Your school sounds like a bully's dream! (The more ticks you have, the stronger the bullying culture)

Lots of ticks

Workshop 4

Responding to Situations of Child Abuse



4

BACKGROUND INFORMATION

In addition to this Background information, facilitators should read the *Background information on gender-based violence* (page 16) before conducting Workshop 4.

What is child abuse?

Abuse in relation to a child means any form of harm or ill-treatment deliberately inflicted on a child. It includes:

- assaulting a child or inflicting any other form of deliberate injury to a child;
- sexually abusing a child or allowing a child to be sexually abused;
- bullying by another child;
- a labour practice that exploits a child; or
- exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally.

The Children's Act 38 of 2005 defines neglect as 'failure in the exercise of parental responsibilities to provide for the child's basic physical, intellectual, emotional or social needs'. At least one in four children in South Africa will become a victim of some form of abuse in his/her lifetime: physical abuse in the home; lack of care and supervision; emotional abuse; labour exploitation; sexual exploitation; or rape and abuse at school. Sexual abuse of young children and adolescents is widespread.

Adults are the most frequent perpetrators of child sexual abuse, but it is increasingly clear that many children and adolescents also abuse younger children sexually.

In what context does child sexual abuse occur?

Child sexual abuse occurs worldwide across all social, economic and cultural groups. Incest or intra-familial sexual abuse is the most common form of child sexual abuse and can range from fondling to intercourse. In South Africa, incest constitutes 80 per cent of all child sexual abuse cases and is most commonly perpetrated by fathers, stepfathers or some other father figure. Mother-son, brother-sister and father-son incest can also occur.

Extra-familial sexual abuse, i.e. abusive behaviour where non-family members are the perpetrators, is also common. Perpetrators might be family friends, school peers, teachers, members of the clergy and (less commonly) strangers. Quite often, they are also well-known and respected members of a community. This means that some parents and other adults find it hard to believe that the child who complains is telling the truth. Clearly, an abuser who is known to the child is committing an extremely serious violation of that child's trust. The 2005 National Youth Victimization Survey found that 88 per cent of sexual assault victims knew their perpetrator; 29 per cent of perpetrators were friends or acquaintances of the victim and 11 per cent were relatives or household members (Leoshut and Burton 2006). The 2008 National Youth Lifestyle Study found that 24 per cent of the sexual assaults reported by young people occurred in their homes (Leoshut 2009).

Both girls and boys experience child sexual abuse. A 2008 National Youth Victimization Survey found that in primary schools more boys (2.5 per cent) than girls (0.2 per cent) reported sexual abuse. However, in secondary schools, girls reported much higher levels of abuse (4.8 per cent) than boys (2.5 per cent)

(Burton 2008). Overall and across different countries, girls experience this two to three times more frequently than boys. In South Africa, victims range in age from 3 months to 18 years, with the average age (of reported cases) being approximately 5–7 years.

About 21 per cent (one in five) of sexual assault cases in South Africa occur at school. A quarter (25 per cent) of primary school learners who reported assault had experienced it twice, while 22 per cent experienced it three times. Of the secondary learners who reported, 19 per cent had experienced sexual assault twice, while a third (33.8 per cent) had had three experiences (Burton 2008). Peers at school were perpetrators in 61 per cent of cases of unwanted touching and in 62 per cent of cases of unwanted sexual intercourse (Madu and Peltzer 2001). However, another national study found that educators made up 33 per cent of the perpetrators of rape (Jewkes et al. 2002).

Why does child sexual abuse occur?

There are various misconceptions about the causes of child sexual abuse in South Africa. The startlingly high prevalence of child abuse reflects deep social problems that are hard for us to confront, as individuals, families, communities and schools, and as a nation. People, therefore, often look for 'convenient' explanations. A common misconception is that abusers are psychologically disturbed or intellectually disabled, but such explanations account for very few cases indeed.

As already mentioned, child sexual abuse is mainly about the abuse of an adult's power, authority and responsibility. The power differences between adults and children make it extremely difficult for many children to say no to adults or to avoid abusive situations. This is increased when the abuser is a parent, particularly a father figure. In many families the father is viewed as the head of the household, holding unquestionable power over his wife and children. Many fathers maintain power by threats or acts of violence. Parents also may see their children as their property, and feel they have a right to control and raise them as they wish, without interference from outsiders. Furthermore, children are commonly expected to obey their parent's wishes unquestioningly.

Children are therefore vulnerable in family structures where they are inherently powerless. Girl children are particularly vulnerable in a society where males take it as their right to own and control the lives of women as well as children. In social circumstances where violence has become 'normal', many men and boys will use their sexuality as well as their aggression to demonstrate their power and dominance over women and girls. This means that in our society sexual abuse, even incestuous abuse of girl children and the shocking rape of very young girl children, is not a strange and exceptional phenomenon that is perpetrated only by the mentally ill. The necessary ingredients for these incidents are there in our violent, sexualised and gender-unequal society – our present culture of aggression and domination.

As discussed earlier in this workshop manual, socioeconomic factors like poverty and unemployment fuel anxiety, frustration and aggression in our communities. 'Survival sex' – where parents exploit their own children for their family to survive

(and which often involves children as young as 6 or 7 years) – needs to be seen against this background. Other forms of transactional sex relationships (often accepted by girls' parents because of the financial benefits) also fall into this category. This is not to condone parents' exploitation of their children and their neglect of their children's interests. However, it reminds us of the need to tackle the social problems that enable the abuse.

When we educate groups about child sexual abuse, we need to be aware of various misconceptions that impact on the prevalence of child sexual abuse. One such idea is that AIDS can be cured if an infected person has sex with a virgin. With the high incidence of HIV and AIDS in South African communities, this can increase the vulnerability of young girls to sexual abuse, though it is not clear whether it has actually been a significant causal factor. Another misconception that is common in teenage communities in particular is that not having sex is bad for your mental health.

What are the signs and effects of child abuse?

Some of the immediate consequences of abuse include depression, feelings of guilt, withdrawal, acting out, lowered self-esteem, phobias, nightmares, bed-wetting, refusing to go to school and refusing to be left alone with individuals, cutting one's body, attempted suicide, a sense of powerlessness and distrust of individuals.

Adolescent pregnancy, sexually transmitted diseases, unusual or excessive itching of the genitals or anal area and bleeding around the vagina or rectum (bedclothes may be stained) are also frequent consequences of child sexual abuse. The effects of child sexual abuse can persist well into adulthood for some individuals. Long-term effects can include depression, substance addiction (drugs and alcohol), problems relating sexually to partners, eating disorders, problems associated with trust, self-blame and powerlessness.

Another effect is that violence becomes normalised in young children's lives. This was evident in a pre-school where children were playing 'hit me, hit me' and 'rape me, rape me' (SAHRC 2008). In such circumstances, girls learn early that submission is a survival skill.

If teachers and parents do not deal appropriately with GBV by young boys and girls in early childhood and primary schools, these learners will continue to perceive GBV as appropriate behaviour throughout their lives. For boys in particular, behaviour patterns which reflect 'normalised' masculine violence and aggression against women and girls must be interrupted in early childhood.

Understanding the law on child sexual abuse

The Criminal Law (Sexual Offences and Related Matters) Amendment Act (also called the Sexual Offences Act) of 2007 reflects a clear intention to protect children from sexual predators, as reflected in the table on page 109, together with information about the Child Justice Act 75 of 2008 and the Children's Act 35 of 2005 that seek to protect children not only as victims or survivors of child abuse but also when they find themselves in conflict with the law.

The Act also deals with the problem that children and teenagers may appear to consent to abusive sexual acts because of the power gap between child and adult or child and older child. Children tend to believe adults – do what they ask and seek to please them. They are not yet able to give clear and independent consent. Many sexual predators exploit children's need for attention and affection to gain their trust and compliance. They then begin to abuse them.

Intergenerational relationships fall within this picture. Although teenage girls may appear tough, confident and sexually provocative, many of them (especially if they have had little parental care) do not yet have an independent identity and value system from which they can make sound choices. 'Sugar daddies' and 'sugar mommies' (sometimes educators) (Prinsloo 2006) exploit the material needs of poor families and the low status of young girls in their families; but they also play on the girls' vulnerability and immaturity. They know that these children might easily respond to short-term material attractions.

Laws concerned with child sexual abuse

NAME OF THE ACT	YEAR	PROVISIONS
Child Justice Act 75	2008	<p><i>Child</i> means any person under the age of 18 years and, in certain circumstances, means a person who is 18 years or older but under the age of 21.</p> <p><i>Child justice court</i> means any court provided for in the Criminal Procedure Act, dealing with the bail application, plea, trial or sentencing of a child.</p> <p><i>Minimum age of criminal capacity</i></p> <p>A child who commits an offence while under the age of 10 years does not have criminal capacity and cannot be prosecuted for that offence.</p> <p>A child who is 10 years or older but under the age of 14 years and who commits an offence is presumed to lack criminal capacity, unless the State proves that he or she has criminal capacity.</p> <p><i>Arrest of a child</i></p> <p>A child may not be arrested for an offence referred to in Schedule 1, unless there are compelling reasons justifying the arrest.</p>
Children's Act 38 of 2005, amended 2007	2007	<p><i>Abuse</i>, in relation to a child, means "any form of harm or ill-treatment deliberately inflicted on a child, and includes-</p> <ul style="list-style-type: none"> (a) assaulting a child or inflicting any other form of deliberate injury to a child; (b) sexually abusing a child or allowing a child to be sexually abused; (c) bullying by another child; (d) a labour practice that exploits a child; or (e) exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally". <p><i>Abandoned</i>, in relation to a child, means a child who-</p> <ul style="list-style-type: none"> (a) has obviously been deserted by the parent, guardian or care-giver; or (b) has, for no apparent reason, had no contact with the parent, guardian, or care-giver for a period of at least three months. <p><i>Child</i> means a person under the age of 18 years.</p> <p><i>Child labour</i> means work by a child which</p> <ul style="list-style-type: none"> (a) is exploitative, hazardous or otherwise inappropriate for a person of that age; and (b) places at risk the child's well-being, education, physical or mental health, or spiritual, moral, emotional or social development. <p><i>Neglect</i>, in relation to a child, means a failure in the exercise of parental responsibilities to provide for the child's basic physical, intellectual, emotional or social needs.</p>

4 BACKGROUND INFORMATION

NAME OF THE ACT	YEAR	PROVISIONS
Children's Act 38 of 2005, amended 2007 (cont.)	2007	<p><i>Exploitation</i>, in relation to a child, includes all forms of slavery or practices similar to slavery, including debt bondage or forced marriage; sexual exploitation; servitude; forced labour or services; child labour; and the removal of body parts.</p> <p><i>Commercial sexual exploitation</i>, in relation to a child, means</p> <p>(a) the procurement of a child to perform sexual activities for financial or other reward, including acts of prostitution or pornography, irrespective of whether that reward is claimed by, payable to or shared with the procurer, the child, the parent or care-giver of the child, or any other person; or</p> <p>(b) trafficking in a child for use in sexual activities, including prostitution or pornography.</p> <p><i>Sexual abuse</i>, in relation to a child, means</p> <p>(a) sexually molesting or assaulting a child or allowing a child to be sexually molested or assaulted;</p> <p>(b) encouraging, inducing or forcing a child to be used for the sexual gratification of another person;</p> <p>(c) using a child in or deliberately exposing a child to sexual activities or pornography; or</p> <p>(d) procuring or allowing a child to be procured for commercial sexual exploitation or in any way participating or assisting in the commercial sexual exploitation of a child.</p>
Criminal Law (Sexual Offences and Related Matters) Amendment Act (also called the Sexual Offences Act)	2007	<p><i>Sexual penetration</i></p> <p>Any act which causes penetration to any extent whatsoever by genital organs of one person into or beyond the genital organs, anus or mouth of another person;</p> <p>Any other part of the body of one person or any object including any part of the body of an animal, into or beyond the genital organs or anus or another person;</p> <p>The genital organs of an animal, into or beyond the mouth of another person.</p> <p><i>Sexual violation</i></p> <ul style="list-style-type: none"> • Any act which causes direct or indirect contact between: <ul style="list-style-type: none"> • the genital organs or anus of one person or in the case of a female, her breasts and any part of the body of another person or an animal or any object, including any object resembling or representing the genital organs or anus of a person or an animal. • the mouth of one person and the genital organs or anus of another person or in the case of a female, her breasts; the mouth of another person; any other part of the of another person, which could be used in an act of sexual penetration, cause sexual arousal or stimulation or be sexually arouse or stimulated thereby; any object resembling the genital organs, anus of person or animal or mouth or female breast; the mouth of the complainant and genital organs or anus of an animal • Masturbation of one person by another person; • Insertion of any object resembling or representing the genital organs of a person or animal, into or beyond the mouth of another person. <p><i>Statutory rape</i> – an act of sexual penetration with a child despite the child's consent.</p> <p><i>Statutory sexual assault</i> – an act of sexual violation with a child despite the child's consent</p> <p><i>Age of consent:</i></p> <ul style="list-style-type: none"> • 0–11 years cannot consent • 12–15 – may consent to someone whose age is not more than two to that of the consenting party. • 16 – age of consent. <p><i>Sexual exploitation of children</i></p> <p>Unlawful and intentional engaging a child with or without consent for financial or other reward, favour or compensation to the child or a third person, for purposes of engaging in a sexual act, whether committed or not, or committing a sexual act.</p>

NAME OF THE ACT	YEAR	PROVISIONS
Criminal Law (Sexual Offences and Related Matters) Amendment Act (also called the Sexual Offences Act) (cont.)	2007	<p><i>Sexual grooming</i></p> <ul style="list-style-type: none"> • Preparing or making a child ready to engage in a sexual act (could be showing the child pornography, supplies or displays an article, publication or film) <p><i>Using children for or benefitting from child pornography</i></p> <ul style="list-style-type: none"> • unlawful and intentional use of children for creating, making or producing child pornography. <p><i>Compelling or causing children to witness sexual acts, sexual offences or self masturbation</i></p> <ul style="list-style-type: none"> • Intentionally compelling a child to watch commission of sexual offences. <p><i>Exposure of genital organs, anus and female breasts to children</i></p> <ul style="list-style-type: none"> • Unlawful and intentional exposure of genital organs, anus or female breasts to children whether for sexual gratification or not. • Exception – legitimate cultural practice.

What about reporting of child sexual abuse?

As might be expected, child sexual abuse is very badly under-reported, even by adolescents. It is estimated that the 28,128 sexual offences against children under 18 years that were reported to the police in 2010 were only about one-ninth of the actual cases (South African Police Services 2010/2011). The National School Violence Study of 2012 found that only 61.7 per cent of cases were reported, suggesting that close to 40 per cent of sexual assaults occurring at schools go unreported. Learners most often told educators about sexual assaults (49.7 per cent). They were less likely to inform their parents (13.7 per cent) or a sibling (1.6 per cent) or other family members (1.1 per cent), but nearly a third (31.1 per cent) of sexual assault victims chose to inform their friends about their experience rather than an adult. Generally, perpetrators strongly urge/order children not to tell – under threat of harm to themselves or their families, or as ‘our secret’.

Although our laws might seek to protect our children, this protection is meaningless unless the laws are understood, respected and applied by our citizens and our institutions. Reporting sexual abuse is absolutely crucial: once prosecutions increase, a clear message is sent to perpetrators that these acts will not be tolerated. Educators are obliged by law to report suspected child abuse.

Although sexual violation is reported more than sexual harassment, it is well known that rape and other forms of sexual crimes against children are massively under-reported around the world and in South Africa in particular.

Why does this failure to report occur? The experience of rape raises feelings of intense traumatic distress, defilement and shame, and the horror of privacy is utterly violated. Friends and family often reinforce the sense of shame and may suggest the abuse was invited by the way the survivor was dressed, their behaviour or the company and location they chose to socialise or walk in. It is indicated or implied that others will know this too, will suspect consent, will now see the person as ‘soiled goods’, and so on. To expose the abuse would be like revealing a terrible personal or family secret – rather take a bath, calm down, deny or cover up the experience. However, reporting means telling more people – usually strangers – about the experience, with further loss of privacy (the medical examination) and possible secondary abuse or insensitive treatment by poorly trained or unprofessional police, medical personnel or social workers.

4

Workshop

Support for survivors reporting sexual abuse, especially if they are children, is therefore critically important. Their rights need to be upheld as far as possible and must include absolute confidentiality; counselling; privacy during interviewing; a female interviewing officer; the support of a trusted adult; careful and considerate medical examination and treatment; and copies of their statement. Similarly, it is vital that the progress of the case is monitored.



NOTE:

Some of the handouts for this workshop (taken from *Speak Out! Youth Report Sexual Abuse*) set out simple reporting procedures for learners and educators to follow.

What can educators do?

Early childhood educators in particular, because they spend so much time with children, are in a position to notice changes in behaviour, or bruising and bleeding. For example, a young child who is sexually abused by peers, older children or adults on the way to school might show clear discomfort and/or difficulty walking or sitting. Educators are also often the first people in whom young children and adolescents confide their experiences of abuse. It is crucially important that educators:

- Believe children who disclose abuse, though it may be difficult to accept that a certain person is an abuser or that there was abuse. Disclosing abuse can be very difficult for children. They need to be listened to and believed.
- Keep simple, carefully dated notes (document cases) about changes in children's behaviour, things they say, etc. These may be needed as evidence in court.
- Reassure the child that speaking up about the abuse was important and that they will do what they can to find someone to help. Educators should not make promises they can't keep.
- Reassure the child that the abuse is not his/her fault. Many children believe that they somehow contributed to the abuse or should have been able to prevent it.
- Remain aware of their own relationships with children and adolescents and their own possible abuse of power and status in these contexts.
- Operate as advocates for the rights of young children, who are often denied a voice, to be safe from violence and free from oppression.
- Support learners who are pregnant as a result of abuse. These learners often suffer the dual burden of the abuse itself and the stigma/blame that pregnant teenagers suffer at school. Encourage them to continue their schooling and realise their right to education.
- Intervene and appropriately deal with abusive behaviour in which children engage, including GBV and other forms of sexual violence.
- Report colleagues who abuse learners. Educators are obliged to do so by law.

What can schools do?

Many incidents of sexual abuse take place at school, and abuse that learners suffer at home or in the community may result in no intervention if the school does not take action. Schools are well placed to establish strong links with the police, clinics and hospitals, social workers and other relevant government or non-governmental organisation role-players who can help the school report, investigate and prosecute cases, support and counsel abused learners and raise

awareness amongst educators and learners. The multi-sectoral approach has had good results in many school communities. For example, support is important when abusers are family members and/or also breadwinners or contributors to the family's material needs. These situations are delicate and potentially devastating if appropriate support is unavailable.

Similarly, school management needs to act promptly when an abused learner has to face the learner–perpetrator or teacher–perpetrator at school every day. Internal disciplinary processes need to function properly. In cases that call for expulsion of a learner or dismissal of an educator, there must be prompt and decisive communication with the provincial head of department and the South African Council of Educators. Each school should have a team of designated educators to deal with cases of sexual abuse and harassment. An effective school safety team or school-based support team can help report cases and build excellent support networks and corrective mechanisms. School management can also contribute usefully to developing school policy on sexual abuse and school and classroom codes of conduct.

Even if a school does not have an effective support team and established multi-sectoral links, a committed Life Orientation educator can ensure that he/she has a good knowledge of reporting procedures, some counselling skills, effective ideas for education and classroom management, and a good network of contacts for support locally. The support of a caring educator can make a considerable difference to the life of a child who has experienced sexual abuse.

FACILITATOR'S GUIDELINES FOR

Workshop 4

WORKSHOP
LENGTH:

3 HOURS

OBJECTIVES

The objectives of the workshop are to:

- Gain an understanding of various forms of violence against children, including sexual violence.
- Develop an awareness of the factors contributing to child abuse.
- Investigate misconceptions often associated with child abuse.
- Examine some of the indicators associated with abused children.
- Explore some of the effects of child sexual abuse.
- Become familiar with reporting procedures for child abuse.
- Develop capacity to respond to varied cases of child abuse.

OUTCOMES

At the end of the workshop, participants will be able to:

- Define the various forms of violence against children.
- Understand factors that contribute to child abuse.
- Understand the misconceptions associated with child abuse
- Identify indicators of child abuse in their schools and examine measures that can be employed to address child abuse.

OUTLINE

- **Introduction** (10 minutes)
- **Topic 1.** What is child sexual abuse? (20 minutes)
- **Topic 2.** Factors contributing to child sexual abuse (30 minutes)
- **Topic 3.** Misconceptions about child sexual abuse (10 minutes)
- **Topic 4.** Indicators of child sexual abuse (10 minutes)
- **Topic 5.** The effects of sexual abuse on children, communities and society (20 minutes)
- **Topic 6.** Procedures for dealing with cases of learner sexual abuse (30 minutes)
- **Topic 7.** Responding to learner sexual abuse scenarios (40 minutes)
- **Closing activity** (10 minutes)

MATERIALS

- Chalkboard/flipchart
- Chalk/markers
- Large sheets of paper
- Masking tape or pins/Prestik®

WORKSHOP 3 HANDOUTS

- HANDOUT 1** **WHAT IS CHILD SEXUAL ABUSE?**
- HANDOUT 2A** **WHAT FACTORS CONTRIBUTE TO CHILD SEXUAL ABUSE?**
- HANDOUT 2B** **SUGGESTED RESPONSES TO 2A**
- HANDOUT 3A** **MISCONCEPTIONS ABOUT CHILD SEXUAL ABUSE**
- HANDOUT 3B** **SUGGESTED RESPONSES TO 3A**
- HANDOUT 4** **INDICATORS OF CHILD SEXUAL ABUSE**
- HANDOUT 5** **STEPS FOR REPORTING CASES OF CHILD SEXUAL ABUSE**
- HANDOUT 6** **DEALING WITH CHILD SEXUAL ABUSE DISCLOSURE**
- Speak Out!* Extract 1, pages 18–19: **Speak Out! Report abuse to the police**
- Speak Out!* Extract 2, page 20: **Report abuse at school: If the abuser is an educator**
- Speak Out!* Extract 3, page 21: **Report abuse at school: If the abuser is a learner**
- Speak Out!* Extract 4, pages 22–23: **Speak out! against rape!**



GUIDELINES FOR PRESENTING TOPICS

Workshop 4

TIPS FOR THE FACILITATOR



Read *Background information* in Workshop 1 which contains important advice for most of the workshops in this manual. Some specific concerns for Workshop 4 are:

- Educators might wish to discuss cases of abuse which have occurred in their own schools. However, this must be done very carefully so that people's identities are not revealed. A learner who has confided in an educator needs to trust that this information will not be divulged to other educators, learners or parents, but if the learner faces the risk of further abuse, then the learner needs to know that other people will have to be informed to provide assistance.
- Workshop 4 is a key workshop and therefore longer than average. Divide up the activities over a day or four-hour long session that allows for tea/lunch. Topics 1 to 5 focus on understanding sexual abuse, while Topics 6 and 7 are longer and focus more on taking action at school.

LENGTH:



INTRODUCTION

Provide an overview of the workshop and, if necessary, give participants the opportunity to introduce themselves to you and the group. Then outline the objectives and workshop agenda more specifically, and (if relevant) explain why you have arranged more time for this workshop.

Emphasise that child sexual abuse is a very emotional issue that may be difficult for some people to deal with. If anyone needs to have time out at any stage, he/she should feel free to leave the workshop for a short time.

TOPIC 1. WHAT IS CHILD SEXUAL ABUSE?

MATERIALS

- Flipchart sheets and markers for participants
- PowerPoint
- Prestik®
- **Handout 1.** What is child sexual abuse?

Task. Defining and analysing child sexual abuse

Brainstorm. Ask participants: *What is child sexual abuse?* Record all contributions on the flipchart, eliciting the differences between extra-familial and intra-familial child sexual abuse. Then ask for examples of situations or incidents that could be classed as child sexual abuse, indicating who might be the perpetrators in each case.

Whole class discussion. After participants have exhausted their examples, examine the suggested behaviours and ask participants:

- Who are targeted most often, boys or girls? Or are they equally affected?
- Would each behaviour be extra-familial or intra-familial? Could it be either/both?
- What specific aspects of child abuse do laws need to respond to in order to make perpetrators accountable, and ensure that children are protected?

Facilitator input. Distribute Handout 1 which will be an important reference for participants in the future. Summarise child sexual abuse by referring to the handout and the *Background information* on a flipchart or in a PowerPoint presentation. Emphasise the particularly exploitative nature of child sexual abuse by an adult (or an older child), and discuss how the law responds.

LENGTH:



4

Workshop



TOPIC 2. FACTORS CONTRIBUTING TO CHILD SEXUAL ABUSE

MATERIALS

- **Handout 2A.** What factors contribute to child sexual abuse?
- **Handout 2B.** Suggested responses to 2A

Task. Identifying factors contributing to child sexual abuse

Small group brainstorm. Organise groups of two or three people and distribute Handout 2A to participants. Give groups 15 minutes to brainstorm possible examples of factors under the five broad headings on the handout. If the participants need direction, use some of the examples on Handout 2B but do not distribute it at this point.

Report back. Ask one group to share their suggestions, and other groups can contribute additional examples. When the groups have exhausted their ideas in each of the categories, distribute Handout 2B.

Go through the examples on the handout. Allow 15 minutes for the report-back, which should include some discussion on the examples given.

TOPIC 3. MISCONCEPTIONS ABOUT CHILD SEXUAL ABUSE

MATERIALS

- Handout 3A. Misconceptions about child sexual abuse
- Handout 3B. Suggested responses to 3A

Task. What are the misconceptions?

Individual and small groups. Distribute Handout 3A. Give individual participants a few minutes to complete the activity. In small groups (2–3 people), participants can compare their answers with other group members.

Report back. Bring the whole group back together and have a brief discussion about the misconceptions before distributing Handout 3B. Participants can now review their suggested answers in relation to the research and statistics. What misconceptions are common among participants? What new information has encouraged participants to change their misconceptions?

TOPIC 4. INDICATORS OF CHILD SEXUAL ABUSE

MATERIALS

- Flipchart
- Markers
- Handout 4. Indicators of child sexual abuse

Task. What are the indicators of child sexual abuse?

Brainstorm. Lead a brainstorming session around the indicators of child sexual abuse. Note all the contributions on the flipchart. Examples of indicators can be placed under three headings: (a) Physical, (b) Emotional and (c) Behavioural. When participants have exhausted their suggestions, distribute Handout 4. Highlight and discuss the indicators which participants have not identified yet.

Remember to point out that there is often more than one indicator of sexual abuse operating at any given time and that sexual abuse is frequently accompanied by other kinds of emotional abuse.

LENGTH:



LENGTH:



4

Workshop



TOPIC 5. THE EFFECTS OF SEXUAL ABUSE ON CHILDREN, COMMUNITIES AND SOCIETY

MATERIALS

- Coloured markers/coloured chalk
- Large sheets of paper
- Flipchart paper (divide the flipchart into three sections, and give each section a heading: Children, Communities and Society)
- PowerPoint presentation/chalkboard

Task. What are the effects of child sexual abuse?

Brainstorm in pairs. Participants should suggest the short- and long-term effects of child sexual abuse on children, communities and society at large.

Report back. Bring participants back into the large group and ask for examples for each of the three sections. List suggestions on the flipchart under the appropriate headings, allowing for some discussion around the issues. Identify a volunteer to write the answers onto a large sheet which can be viewed later.

Facilitator input/PowerPoint presentation. Remember to raise the following points from the *Background information* to this workshop:

- The extent to which the effects of abuse vary across individual survivors.
- The violation of trust.
- The implications for children's health: child sexual abuse is associated with sexually transmitted diseases and HIV and AIDS.
- The normalisation of violence in children's lives (e.g. children playing 'hit me, hit me' and 'rape me, rape me' at school – SAHRC 2008) which reinforces the idea that this is a female's lot in life.
- That young children practise GBV in early childhood and primary school settings where it is often interpreted as 'harmless childish play' or 'boys being boys'. However, if this behaviour is not appropriately dealt with and stopped, young children can become very skilled sexual harassers and sexual violators as they grow older.

TOPIC 6. PROCEDURES FOR DEALING WITH CASES OF LEARNER SEXUAL ABUSE

LENGTH:



MATERIALS

- **Handout 5.** Steps for reporting cases of learner sexual abuse
- Copies of the relevant pages in *Speak Out! Youth Report Sexual Abuse*:
Speak Out! Extract 1 pages 18–19: Report abuse to the police
Speak Out! Extract 2 page 20: Report abuse at school: If the abuser is an educator
Speak Out! Extract 3 page 21: Report abuse at school: If the abuser is a learner
Speak Out! Extract 4 pages 22–23: Speak out! Against rape!

Task. What are the procedures for reporting learner sexual abuse?

Many educators feel uncertain about the appropriate procedures to follow when approached by a learner who has been sexually abused. This task will clarify some laid-down procedures and possibilities for support. It also gives participants the opportunity to highlight some of the issues around varied cases of abuse in their own school settings.

'Jigsaw' groups. Each small group must prepare and deliver a short report-back on *one* of the four *Speak Out!* extracts, so that by the end of the activity all participants have been exposed to each of the four extracts.

Group work. Distribute Handout 5 and copies of each of the *Speak Out!* sections to the groups. Read the instructions to the activity before giving groups time to discuss.

Report back. Get feedback on each set of guidelines and encourage the large group to ask questions about all the guidelines with their own school situation in mind. Note that issues of sensitivity about disclosure, stigma, children's family attachment to their abusers, confidentiality, etc. may come up in the discussion. Explain that these will be dealt with in more detail in Topic 7 and Workshop 6. Focus this activity on familiarising participants with the steps to follow when dealing with learner sexual abuse cases, and on how they can build school structures and links to the community for support.

4

Workshop

Some possible responses to Handout 5

1.

Speak Out! Extract 1 pages 18–19: *Report abuse to the police*. This advice is especially useful for helping children who have been abused at home or in the community, including younger learners, although it applies to all cases of sexual violation or rape, i.e. cases where the abuse must be reported to the police.

Speak Out! Extract 2 page 20: *Report abuse at school: If the abuser is an educator*. This advice could apply to cases involving learners of both genders and all ages, but it applies to teenage girl learners and male teachers most frequently. Note that there needs to be a school (internal) process for possible discipline and/or dismissal of the educator, and an external criminal process, i.e. reporting to the police, possibly laying a charge, etc. Note that educators are legally required to report colleagues who abuse learners.

Speak Out! Extract 3 page 21: *Report abuse at school: If the abuser is a learner*. Again, this extract sets out both the internal school process and the requirement to go to the police for serious offences. The educator could help the learner write a letter, or an incident form (see samples from the *National School Safety Framework* on pages 73–74 of this manual) could be completed. This could apply to learners of all ages.

Speak Out! Extract 4 pages 22–23: *Speak out! Against rape!* This extract focuses mainly on reporting rape to the police, being prepared for the medical examination, getting medical treatment and tracking the case. It applies to all ages of abused learners.

2. & 3.

The support capacity at school and in the community may be discussed. Does the school have designated educators for dealing with abuse cases? Does the school have counselling capacity? Does the school have a school safety or support team? Does the local South African Police Service office deal effectively and sensitively with cases, or is there secondary abuse? Similarly, are local health workers and social worker(s) effective and sensitive in handling cases? Has the school established a support network and investigated further support capacity if needed (e.g. local non-governmental organisations and community-based organisations)?

4.

- You could refer participants to all *Speak Out!* extracts.
- If they think that a child has been raped, educators have to inform the police.
- Educators have a responsibility to investigate all learners' complaints of sexual abuse. Guidelines suggest that this be done by a team of designated educators at school.
- Parents of the abused learner and (if relevant) abusing learner must be informed.
- Educators must help learners to report sexual abuse.
- They must believe the learner, comfort them and organise counselling.

Note: Educators cannot conduct a criminal investigation or offer professional counselling but they can observe learners, help them report cases, help with internal investigations and help to build a caring and supportive school and classroom culture.

TOPIC 7. RESPONDING TO LEARNER SEXUAL ABUSE SCENARIOS

MATERIALS

- Coloured markers
- Large sheets of paper
- **Handout 6.** Dealing with learner sexual abuse disclosure

Task. How do we deal with sexual abuse disclosures?

Small groups. Divide the large group into smaller groups of 2 or 3 and provide each group with several large sheets of paper and coloured marker pens. Distribute Handout 6 to all participants. Allocate *one* of the three scenarios to each group and ask participants to consider these questions in relation to the scenarios:

1. What are the relevant issues in their assigned scenario?
2. How should the educator handle the situation? In other words, how should they deal with the issues, support the learner and also use the steps explored in Topic 6?

Report back. Each group needs 20 minutes to work through their scenario, recording their ideas on the sheets of paper provided. A member of each group can report back on their suggestions to the whole group, allowing for some discussion and sharing of ideas. Ask participants whether they have encountered similar situations, how such situations play out in their own school settings and what is needed to improve the response at school.

Sensitive issues will arise: issues of fear of disclosure and confidentiality; the undeniable attachment children still feel for a family member who is an abuser and whom they may fear losing; the loss of income for families where the abuser is breadwinner; stigma; and secondary abuse (e.g. Lettie's experience at the clinic).

CLOSING ACTIVITY

In the last 10 minutes of this session, ask the whole group to consider the following question: *How can educators be advocates for children against child sexual abuse?* Ask volunteers to share their thoughts with the group.

LENGTH:



4

Workshop

LENGTH:



SUGGESTED FOLLOW-UP ACTIVITIES

- 1. Compile your own help directory of services** dealing with child sexual abuse or related issues (include, for example, Childline, the Child Protection Unit, the Stop Abuse Action Group and Rape Crisis). See the Workshop 6 activity on page 180 that focuses on building a support network in your own school community. You can decide when and if you want to use this activity in a workshop context. If you combine Workshop 4 with Workshop 6, this activity could provide a useful practical round-up for the composite workshop.
- 2. Personal 'helping hands' poster.** Children devise a poster representing the people they would trust the most if they were in trouble. Children can trace around their hands on a sheet of paper and then write their own name on the top of the page. In each of the fingers and in the thumb, they write the names of the people they would trust to tell if something bad was happening to them. Point out that if one of their support people doesn't believe them or can't help them, then they can go to the next person on their 'hand'. They must keep going through the names until someone listens to them and agrees to try to help.
- 3. Activist group.** Begin networking with other educators and parents in your area who are interested in organising a group that can meet on a regular basis to discuss ways of intervening actively in child sexual abuse in the community. At the end of Workshop 4, distribute a sign-up sheet for those wishing to keep in contact. Make photocopies and distribute to interested participants.
- 4. Distribute a sign-up sheet and conduct a follow-up workshop** for those participants interested in sharing feedback on progress towards implementing ideas from this workshop in their communities.

USEFUL RESOURCES

Contact the Centre for the Study of Violence and Reconciliation (CSVr), Tel. 011 403 5650 (Johannesburg), 021 447 2470 (Cape Town); e-mail: info@csvr.org.za; website: www.csvr.org.za

Books and articles

Department of Basic Education. (2013). *Speak Out! Youth Report Sexual Abuse*. Pretoria

Department of Basic Education. (2011). *Values in Action*. Pretoria: DBE.

Department of Basic Education. (2014). *National School Safety Framework*. Pretoria.

MIET Africa and KwaZulu-Natal Department of Education. (2010). *My Life! My Future! Staying Healthy*. Durban: MIET Africa.

MIET Africa and KwaZulu-Natal Department of Education. (2011). *Let's Talk: Breaking the Silence Around Sexual Abuse and Teenage Pregnancy*. Durban: MIET Africa

Legislation

Children's Act 38 of 2005, amended 2007.

SACE Code of Professional Ethics

Sexual Offences Act, 2007



HANDOUT 1. WHAT IS CHILD SEXUAL ABUSE?

Child sexual abuse takes place when an adult, adolescent or older child exploits a child for sexual purposes, with or without the child's consent. Chiefly, this behaviour abuses the power and authority that adults have over children. The perpetrator uses their advantages of size, age, sex and status to exploit the child. Child sexual abuse includes a range of behaviours such as the following: exposing one's genitals to a child; forcing or allowing a child to witness sexual acts; sexual touching; rape; oral, anal and vaginal penetration with an object, a penis or a finger; and involving children in prostitution, pornography and ritually abusive practices. (Also see the section below: *Understanding the law on child sexual abuse*.)

Adults are the most frequent perpetrators of child sexual abuse, but it is increasingly clear that many children and adolescents also abuse younger children sexually.

Intra-familial sexual abuse is the most common kind of child sexual abuse and can range from fondling to intercourse. In South Africa incest constitutes 80 per cent of all child sexual abuse cases and is most commonly perpetrated by fathers, stepfathers or another father figure. Mother–son, brother–sister and father–son incest also occurs.

Extra-familial sexual abuse is abusive behaviour where non-family members are the perpetrators; it is also common. Perpetrators might be family friends, school peers, teachers, members of the clergy and (less commonly) strangers. Quite often, they are also well-known and respected members of a community, which makes it difficult for some parents and other adults to believe that the abused child who discloses is telling the truth. Child sexual abuse is most frequently perpetrated by someone who is known to the child, and this seriously violates that child's trust.

Child sexual abuse occurs in all social, economic and cultural groups. Both girls and boys can experience it; however, girls are most frequently the victims. Males are predominantly the perpetrators of child sexual abuse against both girls and boys. Victims have been known to range from 3 months to 18 years of age: the average age of reported cases is approximately 5–7 years.

Understanding the law on child sexual abuse

The Criminal Law (Sexual Offences and Related Matters) Amendment of 2007 (also called the Sexual Offences Act) reflects a clear intention to protect children from sexual predators. Key provisions are as follows:

- A child of 12 years or under is considered not capable of consenting to sexual acts. Any sexual contact with a child under 12 years is called 'statutory rape' and is illegal.
- Rape is any form of sexual penetration (of genital organs, mouth or anus) without consent, irrespective of the gender of perpetrator and victim.
- Sexual violation is sexual contact (sexualised touching – or forcing someone to touch – intimate parts), exposing children to pornography or using them for pornography, or making them watch sex acts.
- An adult who engages in sexual penetration or sexual contact/stimulation with a child of between 12 and 16 years, even with their consent, commits rape or sexual violation respectively.

These provisions mean that a wider range of sexual acts now fall within the same category as rape or sexual violation, so that abuse cannot be dismissed on technical distinctions.

The Act deals with the problem that children and teenagers may often appear to consent to abusive sexual acts because of the power gap between child and adult or child and older child. Children tend to believe adults, do what they ask, and seek to please them. They are not yet in a position to give clear and independent consent. Many sexual predators exploit children's need for attention and affection to gain their trust and compliance. They then begin to abuse them. The law therefore recognises how abusers exploit children's vulnerability, and regards children under 12 years as unable to consent under any circumstances and children/teenagers of 12–16 years as unable to consent to sexual acts with an older person.

The National Child Protection Register

In terms of section 111 of the Children's Act, the Director General must keep and maintain a National Child Protection Register. This Register consists of a Part A and a Part B.

Part A has a record of all reports of abuse or deliberate neglect of a child, convictions of all persons on charges involving the abuse or deliberate neglect of a child and all findings by a children's court that a child is in need of care and protection because of the abuse and deliberate neglect of the child (Western Cape Government website, accessed 23 April 2015).

Part B of the Register is a record of persons found to be unsuitable to work with children. This record includes the name, address, fingerprints and photograph of the person, together with a summary of the reasons why the person was found to be unsuitable to work with children and information of conviction, if relevant.

A finding that a person is unsuitable to work with children may be made by a children's court, other courts or an established or legally recognised forum which deals with disciplinary proceedings.

If a person is found to be unsuitable to work with children, and if he/she is employed in terms of the Public Service Act in a position where he/she works with or has access to children, that person must disclose the finding to the head of the state department in which he/she is employed. Failure to disclose the fact that his/her name is entered in the Register is misconduct, and may result in dismissal.

It is the responsibility of heads and managers of schools (and other bodies that deal with children, as well as all state departments) to establish whether the name of anyone connected with the school appears in Part B of the Register.



HANDOUT 2A. WHAT FACTORS CONTRIBUTE TO CHILD SEXUAL ABUSE?

Suggest factors contributing to child sexual abuse. Write suggestions under each of these five categories.

1. Individual factors contributing to child sexual abuse:

2. Family factors contributing to child sexual abuse:

3. Community factors contributing to child sexual abuse:

4. Institutional factors contributing to child sexual abuse:

5. Cultural factors contributing to child sexual abuse:

HANDOUT 2B. SUGGESTED RESPONSES TO 2A



1. Individual

- Power over children (e.g. of adults, educators, parents).
- Parents think that they 'own' children.
- Children, girls and women are vulnerable to dominant, aggressive men.
- Poverty makes children more vulnerable to being sexually exploited (with parents managing or condoning) through prostitution, 'survival sex' and transactional and transgenerational sex.

2. Family

- Economic disadvantage (poverty) which makes children more vulnerable to exploitation (e.g. prostitution, 'survival sex' and transactional sex).
- Parental power over children.
- Male dominance in families.
- Constructions of gender along traditional cultural values, reinforcing the power of men over women and children.

3. Community

- The condoning of child sexual abuse through limited intervention and enforced silencing of abused children and their families so as to 'avoid trouble'.
- The upholding of traditional gender-power relations in the community which leads to the entrenchment of the low status of women and children.
- The limited intervention into reported incidents of abuse and rape by community tribal courts in rural regions.

4. Institutional

- Various institutions such as the police force, schools and children's homes fail to address child sexual abuse in the institution (e.g. poor disciplinary and support structures and procedures, unsafe buildings and grounds, lack of policy).
- Schools fail to address cases of reported rape by peers and educators.
- The refusal to recognise that child sexual abuse can and does occur in various institutions (e.g. schools).
- Limited government financial and political support for dealing with child sexual abuse, including rape of girls and women (e.g. not all one-stop rape centres functioning; low information and no-counselling/no-medical/legal support in rural areas).
- The inadequacy of legal and medical interventions into child sexual abuse (e.g. secondary abuse and/or neglect occurring in police stations, clinics and courts).

5. Sociocultural

- The low status of women and children in society.
- The belief in the male 'ownership' of women and children.
- The condoning of rape and abuse of women and girls as culturally justified.
- The condoning of GBV as something that is normal.
- The high incidence of violent crimes in South African society today.
- Misinformation: for example, the idea that not having sex is bad for a man's mental health and that he will go crazy if he doesn't have sex.
- The condoning of practices such as *ukuthwala* because it has a cultural origin, 'survival sex', 'sexploitation' of children, transactional sex, etc.
- The perpetuation of unequal power relations based on gender, race, class, etc.



HANDOUT 3A. MISCONCEPTIONS ABOUT CHILD SEXUAL ABUSE

Read these statements and decide if they are *True* or *False*.

STATEMENTS	TRUE	FALSE
1. It is a father's right to have sex with his daughters – he is preparing them for marriage.		
2. 'Sexy' behaviour in children is one of the causes of them being sexually abused.		
3. It doesn't really hurt children to have sex with adults since they forget about it when they get older.		
4. A man who sexually abuses a child is possessed by the devil or is mentally ill.		
5. Most child sexual abuse is committed by men against girls.		
6. Parents who put their daughters into prostitution are not abusing them if they are doing it for the survival of the family.		
7. Some boys are sexually abused by other males, including fathers and uncles.		
8. Some educators sexually abuse the children in their care.		
9. If boys and men don't have sex they will go totally crazy.		
10. HIV and AIDS can be cured by having sex with a virgin.		
11. Child sexual abuse has nothing to do with other forms of violence.		
12. A 10-year-old boy is capable of sexually abusing a younger child.		
13. Most sexual abusers of children are family members.		
14. It is more harmful to sexually abuse a male child than a female child.		

HANDOUT 3B. SUGGESTED RESPONSES TO 2A



1. False

A father doesn't have the right to have sex with his daughter. Legally it is against the law to have sex with one's children. Parents are in a position of trust to protect their children from harm and to provide a safe and secure environment in which to live, free from abuse. Children are not the property of parents; they have their own rights. Child abuse committed by someone the child knows, particularly a parent figure, is a violation of trust.

2. False

No child asks to be sexually abused. Sexual abuse is a breach of trust on the part of the adult or the older child, and is not caused by the abused child in any way. Abusers must take the responsibility for their behaviour.

3. False

Much evidence shows that child sexual abuse can have long-term effects on the adult survivor. The extent of the effects may vary between individuals. Adults can experience depression, difficulties relating sexually to partners, and addiction to drugs and alcohol as a result of sexual abuse in childhood.

4. False

Research indicates that men who sexually abuse are not usually mentally ill or psychologically disturbed. Child sexual abuse is committed most frequently by ordinary men who abuse their power and authority for their own gains. Child sexual abuse is more about power relations between adults and children and between males and females, than it is about sex itself.

5. True

Most child sexual abuse is committed by men against girls, and this is the case worldwide. However, research does seem to show that abuse of boys by men and also by women may be more prevalent than previously understood. Male abuse of schoolboys is more common in rural areas while abuse by female perpetrators occurs more frequently in urban settings.

6. False

Poverty contributes greatly to 'survival sex' where parents sexually exploit their daughters for the survival of their family. Intervention against poverty can help to prevent this practice. However, poverty does not excuse child sexual abuse which is a violation of children's rights and an abuse of child-adult power relations. Not all poor families resort to sexually exploiting their daughters.

7. True

Boys do experience sexual abuse from male family members and non-family members, though at a lesser rate than do girls. Boys find it difficult to discuss being abused by males since such abuse is perceived to carry homosexual overtones which results in further stigma in many societies.

8. True

Some educators engage in the sexual abuse of children in their care. This is a violation of the children's trust and a transgression of the duty of care that states

that schools and educators have to protect children in their care from abuse. Male educators are known to have sexual relationships with older children or adolescent girls, and this often results in pregnancy. The sexual abuse of very young children in day care or playschool also occurs.

9. False

This excuses boys' use of sexual violence against women and is similar to the equally false idea that men have such a strong sex drive that they can't be expected to control this urge and abstain when a woman says 'No'.

10. False

This is another misconception in South Africa, as well as elsewhere in the world. It may have impacted on the incidence of child rape because of the HIV and AIDS epidemic, but this is not certain.

11. False

Child sexual abuse is part of a continuum of violence perpetrated against women and children. Just because this violence happens to children, often at the hands of their parents, does not mean that it is excusable or that it is different from other forms of violence experienced by children.

12. True

Young boys do engage in the sexual abuse of younger children, particularly girls. Once again, this involves the abuse of power, size and age for personal gratification, over those less powerful, younger and smaller. Young children are most vulnerable to abuse from older children on the way to or home from school, when older children babysit younger children, or during play. Children are aware of power and how to use and abuse it.

13. True

The most common form of child sexual abuse is probably incest, i.e. sexual abuse that is perpetrated by a family member. Incest is a very common form of sexual abuse in South Africa and may account for about 80 per cent of cases, although it is difficult to get accurate statistics.

14. False

The sexual abuse of boys may be less common than the abuse of girls, but not more harmful. Some people may perceive it as being more harmful because of their cultural values which give women lower status. But sexual abuse is harmful to both boys and girls.

HANDOUT 4. INDICATORS OF CHILD SEXUAL ABUSE

For various reasons many children do not readily report being sexually abused. If they do not report, how will we know what has happened? Marked changes in behaviour are a common sign of traumatic experience: for example, from outgoing to withdrawn, from fun-loving to fearful and sad. Specific signs could be:

- Fear of particular people, places, times, going to bed, the toilet, being alone, being touched
- Overly compliant behaviour, too yielding/wanting to please
- Attention-seeking behaviour
- Lack of trust; disbelief
- Struggling to make simple decisions
- Unhappiness, anxiety, crying, sleeplessness, nightmares, bed-wetting, soiling the bed or pants, needing too much sleep (which may indicate depression)
- Negative self-image, blaming self for things that happen
- Withdrawal, not wanting to talk, make friends, be in crowds, socialise
- Not seeing, not hearing, not feeling, not thinking
- Confusion
- Pseudo-mature behaviour, taking on inappropriate adult roles
- Persistent regression (e.g. behaving as a younger child would)
- Rejection of an adult (usually the abuser, but may also be of a caregiver)
- Clinging, fear of separation
- Indirect messages, such as “I don’t like ...” and “I don’t like going to ...”
- Has secrets he/she doesn’t want to tell
- Hints about sexual activity, adults doing ‘naughty things’
- Inappropriate sexual knowledge
- Physically or sexually aggressive behaviour (e.g. damaging things)
- Persistent and inappropriate sexual play with peers, toys or themselves
- Engaging in excessively frequent bouts of masturbation
- Playing games with threats
- Inability to concentrate, difficulty at school, absenteeism
- Obsessions (e.g. with school activities, housework, washing)
- Drawing with unusual symbolism
- Self-punishment or self-destructive behaviour (e.g. drug or alcohol abuse, suicide attempts, self-mutilation, theft, running away, prostitution, promiscuity)
- Changes in eating habits (e.g. obesity, anorexia)
- Pain, itchiness, discomfort, irritation of mouth, genitals, anus, difficulty swallowing
- Bleeding from the vagina of prepubescent girls, or bleeding from the anus
- Physical illness, fatigue, headaches, asthma, arthritis
- Changes in body smell
- Irregularities or difficulties in menstrual cycle
- Pregnancy, venereal disease



NOTE:



This is a very extensive list which provides a guide only to possible sexual abuse in children. In child sexual abuse, usually more than one indicator will be there at the same time.

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HANDOUT 5. STEPS FOR REPORTING CASES OF LEARNER SEXUAL ABUSE

The *Speak Out!* pages the facilitator gave your group outline the steps learners and educators should follow when a learner has been sexually abused. Imagine you are an educator who must help learners go through these necessary steps.

Read the *Speak Out!* pages carefully so that when you report back to the larger group you can explain the process they describe and add your own ideas and questions. Use the following questions to guide your report-back:

1. Which kind(s) of child sexual abuse case(s) and what age(s) of learner does the information respond to?
2. Looking at your own school and community, what issues might arise when following the process? For example, what support structures are in place at your school and district that could help? What other relevant services are available, and how well do they function? (e.g. the South African Police Service, health services, social workers, etc). Does your school have links with any of these services?
3. Given the capacity in your school and community, what can you do to give an abused learner the best support possible at present? What might need to be put in place to improve the process in future cases of abuse?
4. A general question: What are the limits in helping learners who disclose abuse to you? What advice would you give another educator about this?

HANDOUT 6. DEALING WITH LEARNER SEXUAL ABUSE DISCLOSURE



Scenario 1. Thembi's story

Lizeka arrives early for school and is preparing her classroom for the day's activities. Ten minutes before class she notices Thembi, a six-year-old girl in her class, having difficulty walking up the corridor towards the classroom. Lizeka says, "Good morning", but Thembi doesn't reply which is unusual because she is usually a bubbly, friendly and lively child who enjoys talking to her teachers before class. But today she chooses to sit outside the classroom until the start of the class. Lizeka notices Thembi has difficulty sitting during lessons and she asks her what is wrong: Thembi says she has hurt her leg. Lizeka is busy with other children and leaves her to settle down. During the afternoon Lizeka again notices that Thembi seems to be in pain and is struggling to walk. Lizeka senses that there is something seriously wrong so she approaches Thembi and sits down beside her. She notices the back of Thembi's dress is torn and there is some blood on it. Concerned, Lizeka asks Thembi to let her see her sore leg, but Thembi refuses, saying that she's all right. Then Thembi bursts into tears. Lizeka puts her arm around her but Thembi continues to sob. Eventually, Thembi tells Lizeka that her Uncle Joseph did something terrible to her on the way to school: he held her down and lay on top of her, putting his penis into her bottom area. Thembi sobs as she tells Lizeka how much it hurts and that she is going to die when her Uncle Joseph finds out that she has told her teacher. Lizeka quickly thinks about what she should do next. She is very shocked: Thembi's Uncle Joseph is a prominent businessman in the community who does a lot of charity work for the school. Lizeka likes Joseph and they have dated several times in recent years. He seems like a kind and gentle man.

- a. What might be some of the concerns that Lizeka has about this situation?
- b. What should Lizeka do in this situation?

Scenario 2. Ngconde's story

One afternoon a Grade 4 teacher, Synta, was waiting with other children for their bus to take them home. Synta noticed that Ngconde from her Grade 4 class was standing talking with his Uncle Kgagudi. Synta walked over to Ngconde and Kgagudi to say hello since she had met Kgagudi on several occasions when he came to pick Ngconde up from school. (Kgagudi wasn't Ngconde's real uncle, though; he just called him that.)

Kgagudi was a close friend of Ngconde's family and often volunteered to walk him home from school, or look after him when his mother and father were away at work. Ngconde really liked Kgagudi when they had first met because he often took him to the local soccer games and even introduced Ngconde to the captain of the team who sometimes played in national competitions.

As Synta got walked closer, she could hear Ngconde refusing to go with Kgagudi who was now crouching down and talking to him.

She caught Kgagudi saying to Ngconde, "But you enjoy going to the soccer games and meeting the star players, don't you?"

"Yes", Ngconde reluctantly replied, and Synta noticed that Ngconde was starting to cry.

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“If you don’t come with me now, we won’t go to any more games”, said Kgagudi.

Kgagudi stood up as Synta reached them. “Is anything wrong, Ngconde?” asked Synta.

Synta could see the fear in Ngconde’s eyes as he quietly replied, “No, Miss.”

Kgagudi quickly grabbed Ngconde’s hand to lead him away, saying that Ngconde wasn’t feeling well. Synta was puzzled by their behaviour, but recalled that this was not the only time she had seen Ngconde reluctant to go with Kgagudi. As she turned to go back to the group of children, Synta saw Ngconde climbing into Kgagudi’s car and looking back at her, almost as if he was calling out to her. Synta was disturbed by what she saw and heard – and it wasn’t the first time this had happened.

- a. Should Synta continue to investigate Ngconde’s situation?
- b. What indicators are present that might indicate some form of abuse?
- c. How should Synta proceed in this situation?

Scenario 3. Lettie’s story

Mrs. K. is packing up at the end of her final class for the day when she notices Lettie (14), a rather quiet learner, is still there. Recently, Lettie has put on a lot of weight and missed several days of school. For a while, Mrs. K. has also noticed Lettie’s sad and anxious expression. She has heard that Lettie’s family is struggling since her father passed away a year ago and she wonders if that is the problem. But when she calls Lettie up to her desk to talk to her, Lettie’s tears flow freely and she tells a sad but different story.

A few months ago, Lettie’s Geography teacher, Mr. Zondo, asked her to come down to the teachers’ cottages after school and help him clean his place. She agreed because she had a crush on him – all the girls thought he was very handsome and loved his intimate, jokey style in class. Lettie was happy that Mr. Zondo had noticed her and she told her younger sister to tell their mother that she had extra schoolwork to finish. She wasn’t sure what would happen but when she arrived at the cottage he was very warm to her. He suddenly took her in his arms, and soon they were having sex.

She thought that it was a real love affair because he invited her there most days after school and even gave her a cellphone so they could make arrangements. But now everything has changed – he has another girl friend. Not only this, but Lettie is pregnant. Mr. Zondo says he is already married with children and he will pay her mother some money for the pregnancy. But Lettie is scared to tell her mother and she is also worried about school.

“Some learners have noticed – there are some boys and girls teasing me. Today in break a boy poked my stomach and said, “Is that from Mr. Z?” Everyone standing nearby was laughing and whispering. And when I did the pregnancy test at the clinic, the sister called me ‘*ubu-slut*’. I’m afraid to go there now.”

Nearly everyone on the staff knows that Mr. Zondo has affairs with learners, but although Mrs. K and several other educators are feeling bad about it, no one has done anything, including the principal, who is very friendly with him.

- a. What issues does this scenario raise?
- b. What can Mrs. K. do?

Workshop 5

Gender, Gender-Based Violence and HIV and AIDS



Introduction: The link between gender-based violence and HIV

Violence or the fear of violence can obstruct HIV prevention, care and treatment, because it can limit a person's ability to learn their status and take and maintain protective measures, which can range from negotiating safer sex to getting and staying on treatment to staying in school (Gardsbane, the World Health Organization and the Joint UN Programme on HIV/AIDS in Amuyunzu-Nyamongo 2013). Violence can also hinder access to basic health information and services, including HIV treatment, care and support. On the other hand, someone who has tested positive for HIV can experience stigma, discrimination, isolation and violence in the home and community. This makes it all the more difficult for women, girls and other at-risk populations to pursue healthy, satisfying, and productive lives (Hale and Vazquez in Amuyunzu-Nyamongo 2013).

Women, girls and other at-risk populations' vulnerability to HIV and gender-based violence (GBV) are a result of unequal power relationships based on biological sex, gender identity and sexual orientation. These power relationships can be entrenched in cultural beliefs and societal norms, and can be reinforced in political and economic systems.

Linking GBV and HIV efforts is both necessary and potentially powerful in eliminating the structural causes of each, and achieving lasting results in the fight against HIV. Both GBV and HIV require a comprehensive response that addresses biomedical, behavioural and social risk factors, and their implications for affected populations. Both require well-coordinated, multi-sectoral efforts that address the multiple ways in which violence and HIV infection can affect peoples' lives, including their health, education, social interactions, economic opportunities, safety, legal protections and human rights. And both must be addressed on an ongoing basis, throughout the life cycle, to ensure lasting results.

Facts about HIV and AIDS

The results of the Human Sciences Research Council's (HSRC's) South African National HIV Prevalence, Incidence and Behaviour Survey, 2012 (Shisana et al. 2014) strongly reflect the link between HIV and AIDS and gender, particularly among the youth.

Prevalence (the number of people infected with HIV) increased from 10.6 per cent of the total population in 2008 to 12.2 per cent in 2012, i.e. 6.4 million people living with HIV and AIDS. However, in the 15–49 year age group, the prevalence was higher: 18.8 per cent. Of this, females accounted for 23.4 per cent and males 14.5 per cent. Amongst the youth there were more significant differences between males and females:

- Ages 15–19 years: 0.7 per cent of males and 5.6 per cent of females.
- Ages 20–24 years: 5.1 per cent of males and 17.4 per cent of females.

Incidence (the number of new cases in a year) is also very significant. In this group, the 2012 incidence for young females is more than four times higher than for young males:

- Ages 15–24 years: 0.55 per cent for males and 2.54 per cent for females.

Other alarming trends are:

- A decline in condom use in all age groups.
- A steady increase in multiple sexual partners amongst people of 15–49 years: now 23.1 per cent of males and 5.1 per cent of females.
- 76.5 per cent of respondents aged 15 years and older believed that they were at no or low risk of getting infected with HIV (yet 1 in 10 of these very same people were already infected but did not know it – anonymous testing of the respondents was part of the research method).
- A decline in overall knowledge about how HIV is transmitted and prevented: from 30.3 per cent in 2008 to 26.8 per cent in 2012.
- An increase in age-disparate (intergenerational) sex: 33.6 per cent of females in the 15–20 year age group now have sexual partners who are five years older, compared with 4.5 per cent of males in this age group.
- An increase in boys who start having sex (sexual debut) before the age of 15 years from 11.3 per cent in 2008 to 16.7 per cent in 2012.
- A high HIV prevalence rate among couples living together but not married.

Risky behaviours

The results of the HSRC survey show that HIV is still very much more prevalent amongst girls and women than boys and men, and that there has been an increase in the following risky sexual behaviours:

- Having sex without a condom
- Having multiple concurrent (during the same time period) sexual partners
- Age-disparate/intergenerational sex
- Early sexual debut.

Factors that predispose women to HIV infection

To understand how risky behaviour patterns link with GBV and make women especially vulnerable to risk, we need to look at the issues underlying the statistics. In particular, who is taking the risks and who is affected by the risky behaviour of others? How might a person weigh up one kind of risk against another? Who is most at risk, and who is least (or not) at risk? What factors other than behaviour put people at higher risk?

While the trends indicate to schools and educators the targets they can set for HIV and AIDS education, it is the factors that predispose women to HIV infection that should guide us in deciding how best to tackle preventing infection.

Definitions:



HIV prevalence: Usually given as a percentage, HIV prevalence quantifies the proportion of individuals in a population who have HIV at a specific point in time.

HIV incidence: The number of *new* HIV infections in a population during a certain time period.

Biological factors

It is easier to transmit HIV from males to females, than from females to male.

The reasons are:

- The lining of the vagina is a large surface area that can be exposed to HIV-infected semen during sexual intercourse. The penis has a much smaller surface area.
- The lining of the vagina is thinner than the skin of the penis and is more vulnerable to cuts and tears, which enable easier transmission of HIV or sexually transmitted infections (STIs).
- Semen remains in the vagina long after sex, increasing the chance of contracting HIV.
- There is more virus in sperm than in vaginal fluid.
- The vagina is more likely to get small lacerations (tears) than the penis during sex.
- Adolescent girls are particularly susceptible.
- Pre-pubescent girls are even more vulnerable, as the wall of the vagina is only one cell thick until puberty.

Uninfected women are about twice as likely to contract HIV from infected men as vice versa (Global Coalition on Women and AIDS 2004). Even a single episode of unprotected sex is therefore risky for women who may be receiving infected semen from a male partner.

NOTE:



The risk is significantly increased if the sex is violent. According to UNAIDS (2010), women who have experienced violence are up to three times more likely to be infected with HIV than those who have not.

Factors related to gender inequality

As mentioned in the introduction to this workshop, gender inequity is globally recognised as one of the fundamental drivers of HIV and AIDS. Unequal power relationships between men and women result in men generally deciding the conditions under which sex occurs. In such situations, women's ability to negotiate safer sex practices is constrained and can often lead to coerced or forced sexual intercourse. Both GBV and gender inequality are pertinent social problems that negatively impact on the sexual experiences of the youth in South Africa, especially young females, and increase their risk of HIV infection. Many female youths report a lack of social power in their sexual relationships and this increases their risk of being infected with HIV. In a national sample of youths (15–24 years), 27 per cent of female youths felt that a lack of social power within their sexual relationships stopped them from using condoms on a regular basis (Pettifor et al. 2004b). Females are more likely than males to experience forced sexual intercourse. Forced sexual intercourse was reported amongst 7.6 per cent of learners in 2011 in the National Youth Risk Behaviour Survey (Ouardien et al. 2013) with 4.8 per cent of females and 10.5 per cent of males between 15 and 19 years of age reporting that they had perpetrated forced sexual intercourse.

Norms of violent and aggressively sexual masculinity. In some settings, physical force and intimidation is seen as masculine behaviour. Masculinity is often linked to having an active sex life, and many men see sex and asserting authority over women as ways to prove their masculinity. Young men who are facing a future

of economic insecurity may use sex to gain a sense of control in their lives (Barker and Ricardo 2005).

Multiple concurrent sexual partners. Having a higher overall number of sexual partners, a high turnover of sexual partners and concurrent sexual partners (or partners who have concurrent sexual partnerships) are all risk factors for HIV infection. Having multiple sexual partners increases the likelihood of exposure to HIV through expanding sexual networks. During the acute phases of HIV infection the viral load is high, increasing the risk of transmission (Parker et al. 2007).

Alcohol and drug abuse in men often goes together with risky sexual behaviour such as multiple sexual partners and inconsistent use of condoms, and can also fuel coercive, violent sex (Sonke Gender Justice n.d.).

Condom use. The HSRC survey reported that over a third (36.2 per cent) of all respondents aged 15 years and older who were sexually active during the previous 12 months indicated that they had used a condom at their last sex act with their most recent sexual partner. Significant sex differences were found, with a higher percentage of males (38.6 per cent) reporting that they had used a condom than females (33.6 per cent). An alarming finding was that just over two-thirds (67.5 per cent) of young men aged between 15 and 24 reported using condoms at their last sexual encounter in 2012, down from 85.2 per cent in 2008 (Shisana et al. 2014).

Women are vulnerable when it comes to negotiating sex/safe sex. A 2005 study (Langen) showed that women with partners 10 or more years older than them, abused women and those who were economically dependent on their partners were less likely to suggest condom use to their partners. Women who had only up to primary school level schooling, were married and did not have open communication with their partners on matters related to sex and HIV were also less likely to suggest condom use to their partners. The study also showed that men were more likely to refuse to use a condom when the age difference was 10 years or more, if they were married and where there was no communication about HIV and AIDS between them and their partners. A disturbing finding was that men who had multiple partners were significantly more likely to refuse to use a condom.

Difficulties and fears related to testing and disclosure. In the UNAIDS *Gap Report* (2014) it is stated that the number of AIDS-related deaths in sub-Saharan Africa fell by 39 per cent between 2005 and 2013, with a significant decline of 48 per cent in South Africa, and that this success is linked directly to the increase in the number of people on antiretroviral therapy. Voluntary counselling and testing (VCT) services provide an entry point to HIV prevention programmes and antiretroviral therapy, as well as an opportunity to access prevention of mother-to-child transmission programmes. Although many more women than men access HIV counselling and testing, many women do not get tested for HIV, and do not get treated once they are infected. Women fear (Medley et al. 2004):

- abandonment,
- loss of economic support from partners;
- rejection and discrimination;
- upsetting family members; and
- accusations of infidelity.

Intergenerational sex appears to be an enduring problem among young girls. For young people, and particularly girls under the age of 20, having older partners is a significant risk factor for HIV infection as older sexual partners have a higher likelihood of being HIV positive. In 2012 about a fifth of all respondents aged 15–19 years (19.9 per cent) were involved in age-disparate relationships involving

Definitions:



Transactional sex: The term used to describe sexual interactions that involve the exchange of sex for gifts, money, services or other forms of material or non-material gain.

Intergenerational sex: Refers to sex between adolescent girls or boys and older partners.

a sexual partner who was more than five years older than they were. More interestingly, there was a significant sex difference: a third (33.7 per cent) of all female adolescents aged 15–19 years reported having had a partner more than five years their senior, compared with only 4.1 per cent of their male counterparts (Shisana et al. 2014).

Transactional sex. Transactional sex often takes place in circumstances of wealth inequality where peoples' need for economic security supersedes their health and safety concerns. Transactional sex serves to disempower women through reducing their ability to negotiate safer sex practices, particularly condom use (Pettifor et al. 2004a). Indeed, studies have shown that the greater the value of the gift, service or money exchanged for sex, the less likely it is that the couple will engage in safe sexual practices. Amongst female youth, reciprocity of sex in exchange for material goods leads to young women remaining in dysfunctional relationships, engaging in multiple sexual partnerships and involvement with older men.

Educators who have sexual relationships with their learners. Human Rights Watch (2001) found evidence of widespread sexual abuse and harassment of girls by both teachers and learners in South Africa. Furthermore, it was found that such abuse had a 'profoundly destabilising' effect on the education of girls. In addition to the risks involved in the sexual activities, discussions about safe sex and 'owning' one's body become meaningless when learners are being exploited by a person who is in charge of their education.

HIV and AIDS education: using a gender-sensitive approach

HIV and AIDS are complex and sensitive issues. To be effective, school-based programmes on HIV and AIDS need to deal with the many risk factors affecting the youth, and highlight the part that gender plays in HIV transmission. This means dealing in turn with the tough issue of GBV and all the factors (such as poverty, child sexual exploitation and multiple partnerships) that support it.

- 1. Capacity building for both girls and boys.** Deep-seated norms around male sexual behaviour must be addressed in order to achieve the widespread behaviour change necessary to curb the HIV epidemic. Practices such as multiple and concurrent sexual partners, cross-generational sex and transactional sex increase vulnerability to HIV infection, particularly among women and girls. These risky practices are often perpetuated by norms that reinforce such behaviours among men and boys. In a context of power inequalities, it is important for both boys and girls to be encouraged to take ownership and care of their own bodies and place their sexuality in the context of their lives as a whole: their identity, values, relationships and their dreams for the future. In this context, messages about using condoms and taking the test/ knowing your HIV status have more meaning.
- 2. Building a positive, sexually responsible masculine identity.** Programmes need to challenge aggressive ways of expressing masculinity which increase the risk of HIV transmission for both male and female youths. Educating young men about sexual responsibility and the threat of HIV infection is fundamental to reducing the spread of AIDS. Positive male role models are important. Programmes should also challenge notions of women's inferiority and subservience.
- 3. Sexuality education as the framework.** Sex education focuses mainly on biological information about how our bodies function, whereas sexuality education deals not only with biological information but also with forming

attitudes, beliefs and values related to our sexuality. It encompasses sexual development, sexual and reproductive health (including contraception), sexual needs, interpersonal relationships, affection, intimacy, body image and gender roles.

4. **Healthy and unhealthy relationships.** Exploring the dynamics of different kinds of relationships helps to expose unequal male–female interactions and provide alternative ways of interacting, e.g. over using a condom or waiting until one is ready for sex.
5. **Life skills education.** Teaching learners (especially girl learners) skills in assertiveness, decision-making and negotiation is of paramount importance. These skills are useful as long as the overall programme also deals fully with the way gender violence and inequality constrains women/girls in sexual situations.
6. **Peer education** is used as a strategy to role-model health-promoting behaviour and to shift peer norms on various health and social issues as a support to curriculum implementation. It is believed that when young people are involved in designing and delivering them, such programmes are often sustainable and effective because they have immediate buy-in of the recipients. The participation of learners through student representative councils and other school-based clubs, including peer education structures, will further ensure successful implementation of HIV and GBV prevention programmes.
7. **Healthy lifestyle.** Having a positive approach about life in general should be instilled in young people’s minds from a very early age. An approach which promotes safe sexual practices in the context of positive life goals, plans for the future, dreams and hopes, and which commends young people for responsible behaviour is more effective than a message that seeks to instil fear. While youths need to be well-informed about risks, it can be unhelpful to over-emphasise negative consequences that may already be obvious in their communities. Feelings of fatalism can get in the way of positive behavioural change.
8. **A multi-sectoral and whole-school approach is important.** Given the complexity and sensitivity of factors related to AIDS, it is understandable that many teachers feel unprepared to tackle HIV and AIDS education. They may also feel discouraged by disagreement amongst educators – and between parents and educators – about the approach to educating learners about sexuality and HIV and AIDS. School management and school governing bodies should take the lead in promoting a whole-school approach to school programming on HIV and AIDS by involving teachers, parents and learners in the process. In this way, teachers will feel more supported as they take on this important work in their classrooms. Refer to Workshop 8, page 243, for more information about the whole-school approach.
9. **Referral and follow-up.** Where learners are identified as requiring other services that cannot be provided in schools (e.g. social, medical or legal services), mechanisms must be put in place for ensuring that learners can access such services.

FACILITATOR'S GUIDELINES FOR

Workshop 5

WORKSHOP
LENGTH:

2 HOURS
30 MINUTES

OBJECTIVES

The objectives of the workshop are to:

- Provide accurate information on HIV prevalence in South Africa and also place HIV infection in context.
- Highlight that females are more vulnerable to HIV and AIDS.
- Explore the connection between GBV and HIV and AIDS.
- Identify some of the risk behaviours/factors for HIV infection.

OUTCOMES

At the end of the workshop, participants will be able to:

- Understand the complexities of HIV infection in South Africa.
- Have a greater understanding of how gender can impact on the vulnerability of women to HIV and other health risks.
- Link GBV to an increase in chances of HIV infection.
- Define the risky behaviours/factors that can cause the youth to be at risk of HIV infection.
- Create an environment that respects the rights of HIV-positive learners and educators through sharing of accurate and relevant information on HIV and AIDS.
- Identify and work with all relevant stakeholders (learners, educators, school governing bodies, communities) to support the wide-scale social mobilisation intended to expand HIV counselling and testing to all South Africans.

OUTLINE

- **Introduction** (10 minutes)
- **Topic 1.** The link between HIV and AIDS and gender (20 minutes)
- **Topic 2.** HIV prevalence and related sexual behaviour (20 minutes)
- **Topic 3.** Youth at risk in transgenerational relationships (30 minutes)
- **Topic 4.** Levels of HIV risk and factors that affect risk (50 minutes)
- **Topic 5.** Gender and HIV testing (20 minutes)

MATERIALS

- Copies of *Background information*, pages 140–145
- Flipchart paper
- Markers
- Prepared cards (see Topic 4)
- PowerPoint presentation

WORKSHOP 5 HANDOUTS

HANDOUT **1A TEST YOUR KNOWLEDGE ABOUT HIV AND AIDS AND GENDER**

HANDOUT **1B SUGGESTED RESPONSES TO 1A**

HANDOUT 2 **ZAMA'S STORY**

HANDOUT 3A **CARDS: SEXUAL BEHAVIOUR**

HANDOUT 3B **CARDS: FACTORS AFFECTING SEXUAL BEHAVIOUR**



5

Workshop

GUIDELINES FOR PRESENTING TOPICS

Workshop 5

TIPS FOR THE FACILITATOR



It is essential that you read the *Background Information* section because it contains information you may need in order to support and respond to participants and give input.

This workshop addresses very sensitive content. Therefore it is essential to read *Guidelines for facilitating activities focused on sensitive topics* on page 6 which will help you support and respond to participants.

LENGTH:



INTRODUCTION

Give an overview of the workshop and its objectives and do an icebreaker activity.

TOPIC 1. THE LINK BETWEEN HIV AND AIDS AND GENDER

MATERIALS

- Flipchart
- Marker
- **Handout 1A** Test your knowledge about HIV and AIDS and gender
- **Handout 1B** Suggested responses to 1A

Task. What do we know about HIV and AIDS and gender?

Small group discussion Organise groups of four and distribute Handout 1A. Groups should decide if each statement is *True* or *False* and note down reasons for their answers in each case.

Report back in groups Distribute Handout 1B. Ask participants to compare their answers from Handout 1A with the suggested responses in Handout 1B and also with members of other groups. Allow comments, questions and answers. Summarise key issues, insights and 'rethinks' that have arisen in discussion on the flipchart. (There is more detail on these issues in *Background information*, pages 141–144 and there is opportunity for further discussion in Workshop 6.)

NOTE:



Participants' responses should be partly informed by their exploration of GBV issues in the previous workshops. Emphasise the key issues for this workshop.

It is becoming increasingly apparent that gender roles and unequal power relations are fundamental to the spread of HIV because they:

- give men power to initiate sex and dictate how it happens and
- make it very difficult for women to protect themselves from HIV or violence.

LENGTH:





TOPIC 2. HIV PREVALENCE AND RELATED SEXUAL BEHAVIOUR

MATERIALS

- Flipchart paper
- Markers
- PowerPoint/flipchart presentation
- **Background information** pages 140–141

Task. Identifying current trends in HIV-related sexual behaviour

Group discussion. Explain to participants that they are going to look at some of the findings of the HSRC *Survey of South African National HIV Prevalence, Incidence and Behaviour, 2012* (2014). It was the fourth national population-based survey (others were conducted in 2002, 2005 and 2008).

Ask participants what 'prevalence' and 'incidence' mean. Explain these terms and indicate that together with behaviour patterns, these trends help to show us how gender is a factor in risky sexual behaviour. If we understand something of *how* men and women, boys and girls behave in risky sexual situations, we can start to consider *why* they do so and what might be done about it.

PowerPoint/flipchart presentation. Use the *Background information* for this workshop as the basis of your presentation (pages 140–141). Make copies of the relevant pages if you prefer.

Invite responses and questions as you present and ask participants to offer possible reasons for behaviour trends that are being highlighted. At the end of the presentation, ask participants this important question: *What issues do you need to target with youths in your own school community based on the trends you have heard about in Topic 2?*

Write up responses on the flipchart.

In conclusion. Explain to participants that the next topic, Topic 3, looks at a category of relationship that has risen very sharply and is highly relevant for schooling: transgenerational relationships/encounters. Who is at least risk in such relationships? Who is at most risk? What makes one of the partners particularly vulnerable?