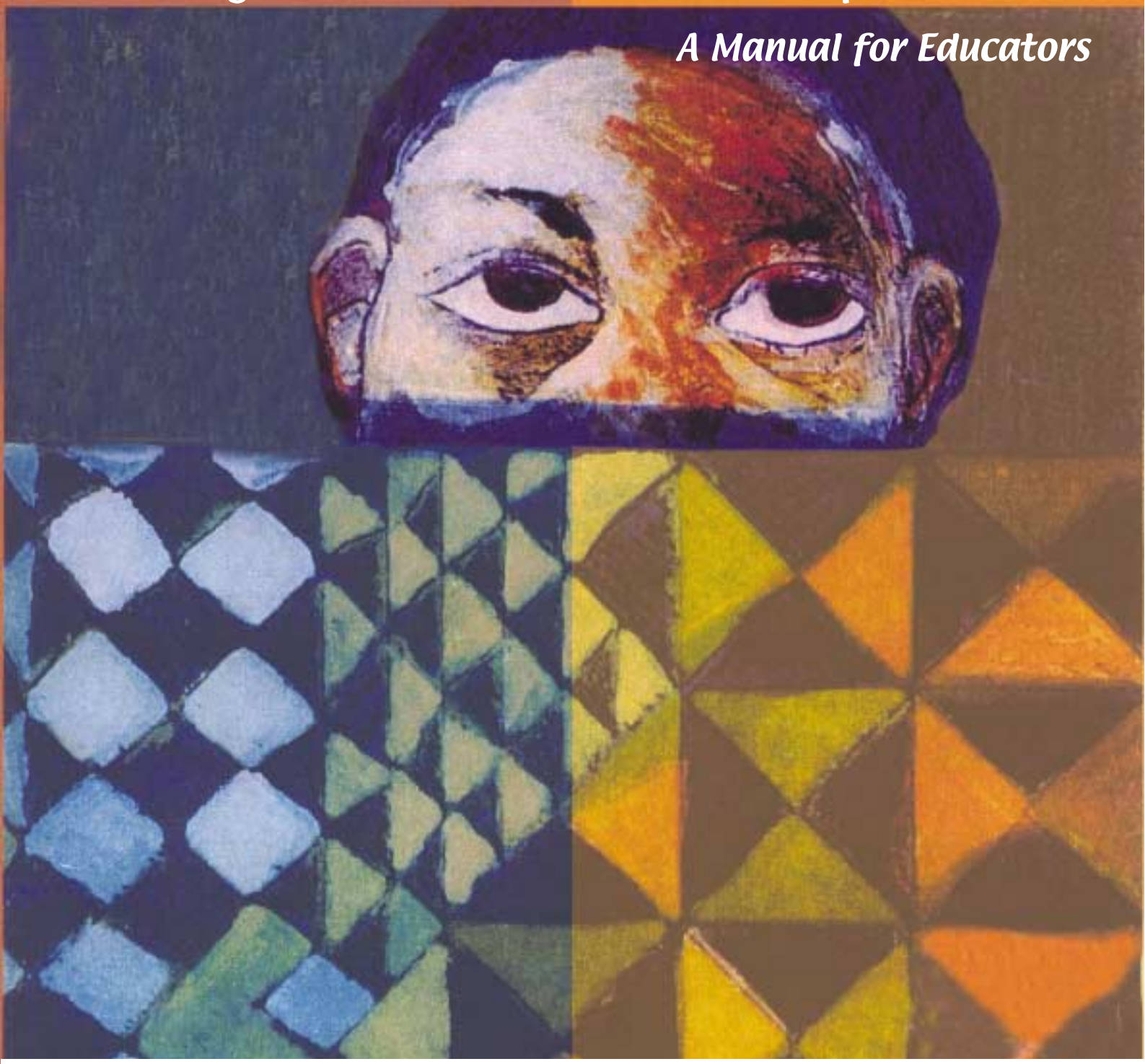
OPENING OUR EYES

Addressing Gender-Based Violence in South African Schools

A Manual for Educators



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Foreword

Children in schools experience discrimination and victimisation of different types, despite the fact that there are many laws and policies, beginning with the Costitution of the Republic of South Africa, which prohibit ay form of unfair discrimination. Research reports as well as many personal stories, cofirm that children do experience various levels of harassment and victimization based on race, gender, sexual orientation, HIV status, or in cases of pregnancy. Some learners even experience incidents of sexual violence at schools, and all of these are matters of great cocern to the Ministry of Education.

This school-based manual is intended to assist teachers, parents and learners in reducing or eliminating such cases of discrimination and violence. It is a professional development tool that should be used by school management teams and by school governing bodies to understand the bases for such actions, and to develop strategies and approaches which can assist in managing such unacceptable behaviours.

The manual was developed under the auspices of the Canada-South Africa education management programme (CSAEMP), and has been field tested in schools in three provinces. These pilots showed that the manual is well suited for use with teachers as well as for more mature students, and can easily be adapted for teacher training purposes as well. It is divided into eight sections, each suitable for a workshop type learning experience, and these cover gender based violence, strategies for working with learners on sexual harassement issues, violence against gay and lesbian learners, guidelines to educators on abused children, HIV and AIDS, and on promoting the idea of schools as places in which children feel safe.

It is my hope that this manual will indeed "open our eyes" - to the fact that such practises exist, but more importantly, to the fact that there are a number of effective strategies which can be implemented to eradicate discriminatory practises. For many children, the experience of schooling has not been a pleasent one, because of discrimination and harassment, and this naturally impacts upon their ability to benefit from schooling and to learn.

I therefore urge all educators and governing body members to use this manual to consciously and deliberately create safer school environments for all our children.

GNM Pandor, MP
Minister of Education

Opening Our Eyes: Addressing Gender-Based Violence in South African Schools
– A Manual for Educators

Published by the Canada-South Africa Education Management Programme

Copies available from:
Directorate for Gender Equity,
Department of Education
Private Bag X895
Pretoria 0001, South Africa
Tel: +27 12 312-5420
Fax: +27 12 312-5218

Canadian cataloguing in publication data

Main entry under title:
Opening our eyes: addressing gender-based violence in South African schools: a module for educators

Includes bibliographical references
ISBN 0-7717-0564-6

1. Sexual harassment in education--South Africa--Prevention.
2. Girls--Crimes against --South Africa--Prevention. 3. School violence--South Africa--Prevention.
I. Mlamleli, Olly, 1957
II. Canada-South Africa Education Management Program.

LB3013.3.O64 2001 371.7'86'0968 C2001-900264-5

ABOUT THE COVER
Cover artist: Bongi Bengu
Title: Looking at the Future (monoprint, oil on paper). 1998, England.
Photo Credit: Jacques Lessard, Musée de la Civilisation, Quebec.
Jacket Design: Deborah Metchette, Educational Media Centre, McGill University.

The Canada-South Africa Education Management Programme holds exclusive rights to the cover.
It may not be reproduced.

© Copy Right Reserved, Department of Education, 2001

TABLE OF CONTENTS

Acknowledgements **iii**

Introduction

Gender-Based Violence and the Transformation of South African Schools **v**

Addressing Gender-Based Violence Through Education **vii**

About Opening Our Eyes ix

Guidelines for Facilitators xii

Workshops 1-7: For Use with Educators

Workshop 1

Gender-Based Violence: An Introduction 1

Workshop 2

Strategies for Working with Learners on Sexual Harassment 24

Workshop 3

Violence Against Lesbians and Gay Boys and Men: Gender and Gay Bashing 46

Workshop 4

Abuse of Learners: Some Guidelines for Educators 83

Workshop 5

Teachers as Agents for Facilitating Healing 113

Workshop 6

Gender and HIV/AIDS 135

Workshop 7

School Policy on Sexual Harassment 158

Workshop 8: For Use with School Governing Bodies

Gender-based Violence and Safe Schools: A Challenge for School Governing Bodies 187

Appendix I

Let's Think about This 218

Appendix II

Fact Sheet: Gender Violence in South Africa 212

Appendix III

What does the South African Schools Act say about Child Sexual Abuse? 222

Appendix IV

Trauma Counselling in Schools: Guidelines for Educators 223

Appendix V

The South African Government's Commitments to Ending Gender and Sex-based Violence: National and International Legislation and Agreements 225

Appendix VI

Safe School Indicators 227

Workshop Evaluation Form 234

ACKNOWLEDGEMENTS

We are greatly indebted to a great number of people for the development of Opening Our Eyes: Addressing Gender-Based Violence in South African Schools. First and foremost we would like to thank the authors who created these workshops and took responsibility for the conceptualization of the Module, namely, Olly Mlamleli, Vernet Napo, Pontsho Mabelane, Valerie Free, Michael Goodman, June Larkin, Claudia Mitchell, Hlengiwe Mkhize, Kerry Robinson and Ann Smith.

We greatly appreciate the assistance of AnnMarie Wolpe, who chaired the Gender Equity Task Team, both for inspiring the idea for the module in the first place, but also for keeping us abreast of legislative developments.

Also a special word of thanks goes to the artist, Bongi Bengu for designing the cover page of the manual.

During the initial piloting of the module, the teachers and principals, district officials and learners in three provinces-Free State, Gauteng and Mpumalanga-were ardent participants whose feedback both during and after the workshops was invaluable. We would like to extend our deepest thanks for all their efforts and commitment to creating safer schools.

We also gratefully acknowledge the use of the drawings that were originally submitted in Free State to the Office on the Status of Women to illustrate the trauma experienced by women and children, as seen through the eyes of learners. Special mention, too, must go to Willna Human of the Free State Department of Education whose evaluation form guided ours.

We wish to acknowledge the contribution of Tania Ferfolja, Susan Von Der Haar and Graeme Reid for additional research. Additionally, the participants and workshop facilitators in the "Equity for All Conference" which took place in Toronto, Canada, in February 2000 provided a wealth of ideas for strategies on how to respond to homophobia in schools. We would particularly like to thank Tim McCaskell of the Toronto District School Board and Dr. Marg Schneider of the University of Toronto for sharing their ideas with us.

We would like to thank the following people for their generosity of time, expertise, interest and support in looking at the overall document within an international context: Marilyn Blaeser of CIDA, Mary Joy Pigozzi of UNICEF New York, Amaya Gillespie of UNICEF, New York, Karen Lashman of World Bank Institute.

Andrea Borrelli and Kaisa McCandless worked with flair and diligence under deadline pressure to design the layout. Other members of the CSAEMP team and the McGill community whom we gratefully acknowledge include Scott Dziewirz, Todd Ferguson, Stephanie Garrow, Kim Hershorn, Honore Kerwin-Borrelli, Jackie Kirk, Monica Mak, Deborah Metchette, Barbara Pyontka, Rae Shepp, Jo Visser and Peter Wallet.

Finally, we thank the Canadian International Development Agency (CIDA) for its generous support and commitment to education in South Africa.

INTRODUCTION

GENDER-BASED VIOLENCE AND THE TRANSFORMATION OF SOUTH AFRICAN SCHOOLS

GLOBAL COMMITMENTS TO BASIC EDUCATION: CHALLENGES TO SOUTH AFRICA

In his keynote address at the World Education Forum in Dakar, Senegal, United Nations Secretary-General Kofi Annan declared, "Educating girls is a social development policy that works. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community and ultimately country level" (*Education For All*, No. 39, Summer 2000, p. 3).

Africa and South Asia are the two regions which provide the greatest challenges to reaffirming the vision at Jomtein in 1990 that "all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs..."(The Dakar Framework for Action, 26 -28 April, 2000).

The Dakar Framework for Action focused attention on the many children, girls and those affected by violence and HIV/AIDS among them, who are still excluded from education. Adopted by the World Education Forum in April 2000, the Dakar Framework specifically addressed the gender disparity. The Dakar Framework for Action pledges members, among other commitments, to:

- ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in education of good quality;
- implementing integrated strategies for gender equality in education which recognise the need for changes in attitudes, values and practices;
- implementing as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;
- creating safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning;
- enhancing the status, morale and professionalism of teachers;
- building on existing mechanisms to accelerate progress towards education for all.

COMMITMENT OF THE DEPARTMENT OF EDUCATION TO SAFE SCHOOLS

The Department of Education makes a commitment to working to address gender-based violence through key priority areas within its programmes.

Programme 1: HIV/AIDS

Strategic Objectives: To raise awareness and the level of knowledge of HIV/AIDS among educators, learners and students at all levels and institutions within the education and training system, including departmental employees.

To promote values which inculcate respect for girls and women and recognise the right of girls and women to free choice in sexual relations

Programme 2: School Effectiveness and Educator Professionalism

"School Safety"

Strategic Objectives: To create a safe and tolerant learning environment that celebrates innocence and values human dignity

Activities: Initiate safe schools campaign, including awareness of violence, drugs and sexual harassment of girls and women, in conjunction with the community, NGOs, the private sector and other relevant government departments.

Focus Areas: Education managers, educators, school management teams, school governing bodies, teacher educators, curriculum specialists and learners all have a stake in creating schools and communities that are free of gender-based violence.

ADDRESSING GENDER-BASED VIOLENCE THROUGH EDUCATION

Gender-based violence including rape, femicide, sexual harassment, homophobia and other forms of abuse are wide-spread in South Africa. What can schools do to change it?

Exploring the term "gender-based violence" may help us to address some of these questions. By gender we don't mean that a person is male or female. Instead we are looking at what being male or female means in our culture and society. We are asking what ideas we have about masculinity and femininity. We are identifying the stereotypes associated with being male or female. We are exposing the many socially constructed myths and misconceptions around both male and female sexuality that may lead to violence.

Lets Think About This[1]

- Why is it that women and girls are afraid to go to school?
- Why is it that jackrolling - the public abduction and rape of a woman or girl by gangs - has become a part of our everyday vocabulary?
- Why are women and girls teased and bullied, and are often victims of sexual advances by male students and teachers?
- Why is it that boys and men feel they must validate their masculinity through violent behaviour toward women, girls, gay men and boys, and lesbians?
- Why do men and boys fear being labelled "moffie" or "gay" even if they are not homosexual?
- Why is it that aggressive behaviour is considered masculine?
- Why is homophobia so widespread?
- Why is it that when a young man sexually propositions a girl at school he thinks it conveys that he is a "real" man?
- Why do so many adolescent males believe that the more sexual partners they have, the more masculine they are?
- If it is thought acceptable to taunt a girl about her physical appearance or lift up her skirt, what would lead a young man to believe that rape isn't equally acceptable?
- Why is the female body often treated by boys and men as a possession?
- Why is it that when a girl is rumoured to be sexually promiscuous, she becomes more vulnerable to rape?
- Why is the rate of HIV/AIDS infection three to four times greater for girls than for boys?

[1] Many of the following points appear in Morrell, R. (September 29, 1999). End Violence. Rape in South Africa. Beijing Plus 5 Discussion Group.

South Africa has one of the most progressive constitutions in the world, including freedom from sex/gender discrimination and violence, legal equality, and protection against unfair discrimination based on gender, sex, and sexual orientation. But each and every principle of equality before the law will remain meaningless unless attitudes about gender-based violence also change. Easy answers to the above questions are impossible, however. Entrenched views about gender are diverse, complex, and often poorly understood. But by understanding them as socially constructed, we recognise that they can be changed. Education is the key to this reconstruction. The workshops in this module will help us to think about strategies to better manage this kind of violence, thus encouraging teachers, administrators and learners alike to work together to make our schools safer for everyone.

ABOUT OPENING OUR EYES

OPENING OUR EYES: CURRICULUM IN-THE-MAKING

INCEPTION

The idea for *Opening Our Eyes: Gender-Based Violence in South African Schools* - a *Manual for Educators* comes directly out of the Gender Equity Task Team (GETT) Report:

> Education must play a dual role in relation to discrimination and gendered or sex based harassment and violence. Firstly, it must prevent such activities from occurring in education institutions. Secondly, it must mobilise the medium of education including the curriculum development to develop in students the knowledge, skills and life orientation to ensure that they repudiate discrimination and gendered violence and become advocates against it (p. 225).

The GETT Report makes the recommendation that the Department of Education (DoE) should take on, as a priority, the development of a training package for educational managers including school governing bodies, teachers and caretakers on their responsibility to prevent discrimination, including gendered violence and harassment. Curriculum packages for various institutional types, which include resources to enable educators, should incorporate learning about gender and violence into the curriculum at all levels of education.

Following the release of the GETT Report in 1998, a number of representatives from the DoE and three of the provinces - Mpumalanga, Free State and Gauteng - visited Canada as part of the gender work within the Canada - South Africa Education Management Programme. During their visit the delegation focused on programmes and materials related to school safety and gender-based violence, and participated in a one - day conference at McGill University entitled Programming for Safe Schools.

DEVELOPING THE WORKSHOPS

Upon returning to South Africa the group began to plan how it might address gender-based violence at the school level in a practical way. It was out of this planning that the ideas for this module began to take shape, first with the establishment of a Steering Committee (made up of the Gender Focal Persons from Mpumalanga, Gauteng and Free State, the Gender Co-ordinating Team from CSAEMP-McGill, and a representative from the DoE), and then with a visit by June Larkin of the Institute for Women's Studies and Gender Studies and the director of Equity Studies at the University of

Toronto, to Gauteng, Free State and Mpumalanga. Working closely with CSAEMP and the National Co-ordinating Committee on Gender, the Steering Committee developed a set of Terms of Reference for developing the module, mapping out the ideas for a series of workshops on a number of interrelated topics linked to sexual harassment and gender-based violence. The format for these workshops, as well as the actual design and writing, came out of the work of a team of writers in South Africa, Canada and Australia. Along the way, the Steering Committee, in consultation with the National Co-ordinating Committee on Gender, made suggestions for adding two more workshops, one on Healing and one on HIV/AIDS in relation to gender-based violence.

WORKSHOPPING AND FIELD TESTING THE MODULE

By May 1999, the module was ready for "workshopping". The Provincial Gender Focal Persons in Free State, Mpumalanga and Gauteng organised workshops with district and school-based gender focal persons and Life Skills officials. June Larkin spent time in each of the three provinces trialling the various activities to see how they might need to be modified before the actual field testing began. The three provincial Gender Focal Persons then each made a plan to test out the various workshops. As a group they also developed an evaluation scheme in order to standardise the type of feedback that would be useful for editing and revising the materials.

There have also been various presentations to other groups where feedback has been solicited. For example, the CSAEMP Gender Network organised a panel on safe schools and gender-based violence at the Education Management Association of South Africa (EMASA) conference in March 2000. They also organised a panel at the Safe Schools conference hosted by Rand Afrikaans University in September 2000.

Learners who participated in awareness workshops in Free State created the drawings depicting gender-based violence, which appear at the beginning of each workshop. Monica Mak, a graduate student in the Communications Department of McGill University working for CSAEMP during May-September 2000, took on the project of working with the same drawings of gender-based violence that are used throughout the module to produce a video *Unwanted Images: Gender-Based Violence in the New South Africa.*

This final version of the module, consisting of eight background papers and eight sets of workshops, has comprimised — literally — a cast of hundreds involved at various points during the planning, writing, "workshopping", field-testing, evaluating and final stages of production. Truly, this has been an eye-opening experience but also one that respects a collaborative approach to curriculum in the making!

WHO THIS MANUAL IS FOR

Opening Our Eyes was developed specifically as a professional development tool to be used at the school or district level by teachers, school management teams and school governing bodies. It could easily be adapted, however, for use in Training Colleges and Faculties of Education.

A number of district officials and teachers have tested it with learners who are in their last two years of secondary school. While we did not start out with this group in mind, the feedback that we have received suggests that with some adaptation the module could be used with mature learners. Workshops 1 and 2 in particular should work well with these groups.

There has also been the suggestion that the manual - or parts of it - would be very appropriate for gender-based violence training for police officers and community groups working with youth. It would be particularly helpful for NGOs and other organisations who are working with youth leaders to address HIV/AIDS prevention.

GUIDELINES FOR FACILITATORS

HOW THIS MANUAL WORKS

Opening Our Eyes: Addressing Gender-Based Violence in South African Schools consists of eight workshops. Each workshop covers a particular topic and lasts for approximately two hours. Workshop 1 should be presented first since it introduces Gender-based Violence to participants. It is recommended that after presenting Workshop 4, Abuse of Learners: Some Guidelines for Educators, facilitators follow up with Workshop 5, Teachers as Agents for Facilitating Healing. The remaining workshops can be delivered in any order. Workshop 8 is designed for use with school governing bodies.

At the back of the manual there are supplementary reference materials for use with participants. Let's Think about This in Appendix I works as an introduction to the topic of gender-based violence. Many of the statements in Appendix II, A Fact Sheet on Gender Violence in South Africa, may be written on the board or flipchart paper, if making copies is a problem. Appendix III, What does the South African Schools Act Say about Child Sexual Abuse?, draws from appropriate legislation to argue for a strong stand against sexual harassment and all forms of child abuse. Appendix IV, Trauma Counselling in Schools: Guidelines for Education, gives suggestions for trauma counselling adapted from materials from the Centre for the Study of Violence and Reconciliation (this is also provided as a handout in Workshop 4, Abuse of Learners: Some Guidelines for Educators). Appendix V briefly lists South African and international legislation and commitments to ending sex-based and gender-based violence. Appendix VI, Safe School Indicators, helps schools assess safety in terms of gender-based violence. Lastly, at the back of the module there is a brief evaluation form for participants to complete after the workshops.

TIPS BEFORE YOU BEGIN

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist facilitators in their efforts and bring success to their endeavours:

Creating a safe space

- Due to the sometimes overwhelming subject matter, the facilitator needs to think about how to create a safe environment for discussing issues on gender-based violence. There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

Mixed sex grouping

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and, in severe cases, result in rape and child sexual abuse. It is useful to point out that some men are also beginning to express their support for efforts to eradicate violence against women and children.

Timing

- Given the sensitive nature of the topics in the module, if time permits the facilitator may wish to hold a particular workshop over a longer period than the two hours suggested. Exercises in the workshops often generate considerable discussion and some participants will appreciate the extra time to debate among themselves. If it is possible for a workshop to be presented over more than one session; check the tips section in the individual workshops for advice on how to divide the activities. Likewise, facilitators should feel free to modify - omitting or adding a particular activity - where they see fit.

Relevance to local area

- It is important to highlight the benefits of a whole - school approach to dealing with gender-based violence. Wherever possible, include any current local data on gender-based violence (such as the number of incidents reported to police, testimonials from learners and social workers, drop-out rate or regularity of attendance among learners, broken down by sex, and attitudes on gender-based violence as evidenced in focus groups). This provides more weight to arguments in the light of school and community resistance to dealing with gender-based violence. It also provides a positive means for accessing the voices of all learners and teachers in a whole school approach. The accompanying background papers also provide relevant national statistics. Supplementary materials such as the Factsheet in Appendix II summarise useful findings on gender violence in South Africa.

Facilitate discussion

- In some of the workshop exercises, participants choose their responses to "true" or "false," "agree" or "disagree", "truth" or "myth" statements. They then discuss their selections among themselves in small groups. Be prepared for some heated discussion during this time! The opportunity to share opinions and question beliefs is the primary purpose of structuring the exercises in this format. The aim is to facilitate discussion, not to restrict participants to giving the "correct answers." Avoid giving the message that there is only one answer! We suggest that you avoid asking for a show of hands on "how many got the right answer"- although it is often useful to find out how many people answered in a similar way. In the large group at the conclusion of the exercise, the facilitator offers the chance for volunteers to describe how their attitudes and/or opinions changed.

Confusion between discipline and harassment

- Be prepared to deal with some confusion surrounding the notions of harassment discipline. Research indicates that some teachers use sexual harassment as a discipline tool, for example, accusing girls of acting like "sluts" as a reprimand for girls using sexual language or appearing to flaunt their sexuality. When this happens, it makes it difficult to address the separate problem of sexual harassment. Participants need to know that discipline and sexual harassment are two very different issues. Classroom management is a necessary skill which helps teachers to manage their classrooms more effectively. In contrast, harassment has severe and harmful repercussions on learners, formation of trust, competence and identity, and on their understanding of the meaning of life.

Confidentiality and respect

- **A NOTE OF CAUTION:** It is possible that educators will wish to discuss cases of abuse which have occurred in their own schools. This must be done very carefully so as not to identify the individuals concerned. It is necessary that the participants talk about these events without divulging any details which could lead to the identification of the people involved. Participants need to know that it is important not to betray the learner's trust. A learner who has confided in a teacher needs to trust that this information will not be divulged to other teachers, learners or parents. However, if the learner faces the risk of further abuse, then the learner needs to know that other people will have to be informed in order to help them.

Other resources

- The workshops can benefit from the participation of outside speakers and the use of posters and videos. We provide, wherever possible, a list of these at the end of each workshop. For Workshop 3 in particular, it is helpful to draw on the strengths of outside speakers/presenters who can enhance gay-straight alliances and form a valuable resource (see Organisations at the end of Workshop 3 for useful contacts). For a list of supplementary reference materials for use with participants, see the section How this Manual Works.

Evaluation

- The evaluation form at the back of the manual offers participants the opportunity to give feedback on the workshops. The facilitator should feel free to modify the evaluation form in order to elicit comments and suggestions from participants and to improve further workshops.

PREPARING FOR THE WORKSHOP

The workshops in this module may be presented either by an individual facilitator or by a team, but we will refer to facilitator throughout. Since Workshop 1 introduces the facilitator to the larger topic of Gender-Based Violence, it should be read before preparations are made for delivering each workshop.

After reading Workshop 1, the facilitator should read the background paper for his/her particular workshop. This will help set the context for the topic and clarify important concepts. The background paper provides a rationale for raising particular issues on gender-based violence in our schools and will help the facilitators to familiarise themselves with current developments in South Africa and internationally, and with particular strategies that have proved helpful. After reading the background paper, the facilitator should feel more comfortable in guiding workshop participants to explore and tackle the problems of sexual harassment and gender-based violence.

ORGANISING THE WORKSHOP

The facilitator should familiarise himself/herself with the key objectives, then read through the **workshop outline**, which lists each exercise and the specific time lengths proposed for each one. For the most part, each workshop follows a similar format:

1. an introduction that provides an overview of the workshop and its key objectives, and the opportunity for participants to get to know each other by name (in small groups if attendance is large) [5 - 10 minutes];
2. four - six exercises or activities with accompanying handouts where applicable (any one exercise might last from 10 - 30 minutes, as specified in the workshop outline);
3. a closing activity [5 - 10 minutes].

Note: *The duration of each workshop is about two hours.*

In each workshop, the **tips** and **notes to the facilitator** are most important since they advise and explain how to present each activity in the workshop. It is here, for example, that the facilitator will learn if the activity is to be presented at the blackboard, within small groups or to the whole group, and this is where suggestions on time limits are given. The tips deal with practical suggestions and the notes to the facilitator also describe the important points to consider and raise with the participants.

WORKSHOP 1

BACKGROUND PAPER

GENDER-BASED VIOLENCE: AN INTRODUCTION

WHAT IS GENDER-BASED VIOLENCE?

Exploring the terms "gender" and "sex" provides us with a useful starting point for understanding the meaning of "gender-based violence". The term "sex" generally refers to the biological state of being male or female. The term "gender" has to do with the cultural, historical and social expectations of us as males or females. In other words, gender refers to what being male or female means in our culture and society. There is no standard version of feminine and masculine behaviour. In some cultures, for example, being feminine means being dressed in revealing clothes, in others it means being covered from head to foot.

Gender-based violence occurs when someone is abused because she or he is female or male, and often this is related to a society's version of masculine and feminine behaviour. For example, a man might rape a woman because he sees her as his possession or he might rape an effeminate homosexual man in order to "teach him a lesson" about what "real" men do. In both these examples gender plays a central role. The woman and the homosexual man are both seen by the abuser as inferior to him because of his idea of what constitutes masculinity. For him, as for many men and boys, being masculine is being logically and rightfully the one who owns and controls women, so using his strength as a man to overpower a woman is a function of his views on what being a man really entails. In other words, for him masculinity is about power, force, and control over women and girls. Raping a homosexual man might well have to do with his belief that such a man is acting more like a woman than a man and that therefore he needs to be "taught a lesson" about what "real" men do, i.e. have forced sex with "real" women or with "men who want to act like women".

Although sexual harassment has been used in some cases to refer to gendered violence generally, we see harassment as one of the many forms of gender-based violence. Gender-based forms of abuse range from everyday incidents of sexual, racial and homophobic harassment to the more extreme forms of child sexual abuse, spousal abuse, sexual assault, gay and lesbian bashing, rape and femicide (usually defined as the killing of women by their male partners). In rural areas of South Africa gender-based violence may sometimes be partly to blame for the killing of women thought to be witches although, in a few cases, men suspected of having practised certain kinds of magic have also been killed.[1]

Gender-based violence in schools is becoming a serious problem. According to the findings of a study conducted by the international non-governmental agency Community Information, Empowerment and Transparency (CIET), in partnership with the Southern Council, one in three girls living in Johannesburg's Southern Council area has experienced violence at school. CIETafrica interviewed 1500 learners of both sexes from grade eight to matric at schools in Soweto, Eldorado Park, Orange Farm and Lenasia. Almost half the boys said they had friends who were sexually violent, and three in every ten males said they could be violent towards a girl.[2]

"Jackrolling" is a growing form of gender-based violence directed at schoolgirls. This practice is a ritualistic display of male power through the forceful abduction and gang rape of young women.[3] It began as a practice, jackrollers claim, which ensured that black girls and women were kept pregnant by black men when the so-called Immorality Act, which forbade sex across the colour bar, was no longer enforceable by law. These rapists claimed that they were protecting their women from being impregnated by white men! On November 3, 1997, *Cape Times* education writer, Troye Lunde,

reported on the horrific gang rape of a 17-year-old woman at a South African school:

She was raped at gunpoint at school by four classmates. They dragged her into an empty classroom and barricaded the door with a table. Without telling anyone about her ordeal, the 17-year-old Oaklands High School pupil went back to school the next day.

> She claimed the same boys had raped another schoolgirl the previous week.
>
> `They put bullets in that gun and said "Jy moet die ouens se penise sterk maak [you must make the guys' penises strong]". It went on and on. All I could do was lie there,' she added.[4]

When questioned about this, the Western Cape Principals' Association said that schools had no policy or legal guidelines for dealing with rape; such violent acts had to be handled as criminal cases between parents and police.[5]

HOW PREVALENT IS GENDER-BASED VIOLENCE?

It is difficult to get accurate statistics on incidents of gender-based violence. The indifference and hostility of the police and judicial authorities, particularly regarding African and other so - called - non-white women during the apartheid era, still prevents women from reporting these crimes. In addition, many women and girls fear reprisals, social stigma and ostracism from their families and communities if they dare to come foreward.[6] In a survey of 111 women who had been abused by their partners, only 6% went to the police.[7] According to the CIETafrica study conducted in schools, only 36% of rape victims had reported the crime to anyone.[8]
South African Women's Organizations estimate that perhaps as many as one in every three South African women will have been raped during an average lifetime, and one in six South African women is in an abusive relationship.[9] The following facts on domestic violence were reported to members of South African Parliament:[10]

- In South Africa, at least one woman is killed every six days by her male partner.
- In a study involving interviews with 24 pregnant women (average age 16.4 years) in Khayelitsha, 23 described assault as a regular feature of their sexual relationship.
- According to the South African Police Services (SAPS), in 1995 there were 34 783 reported rapes. SAPS estimates that only one in 35 rapes is reported.
- SAPS estimates that a woman is raped every 35 seconds.

- Rape has the lowest conviction rate of all crimes of assault.

In 1998, in an effort to help eradicate violence, the government introduced the Domestic Violence Act, under which both women and children are protected. The Act covers a range of gender-based violent acts and practices that include physically, psychologically and sexually abusive behaviours.

One consequence of the high incidence of rape in South Africa is the rapid spread of HIV infection in females. The HIV infection rate among girls is three to four times higher than it is in boys.[11] The myth that the virus can be cured in men by their having sex with a virgin often contributes to young girls being forced to have sex and, therefore, to their being infected by HIV. Male teachers who have sexual relationships with their learners are increasing the risk factors for these girls.

Incidents of sexual, racial, and homophobic harassment in South African schools are just beginning to be documented.[12] Such documentation is crucial. There is evidence that harassment, when unchecked, can (and does) lead to more extreme forms of violence such as rape and physical and sexual assault.[13] Dealing with harassment at school will help to curb some of the general violence that plagues our society.

WHY IS GENDER-BASED VIOLENCE SUCH A PROBLEM?

In South Africa, the legacy of violence that underpinned the apartheid state for 45 years has exacerbated the problem. Patriarchal violence was sanctioned and legitimated by state and religion, and this led to extremely high levels of violence throughout the country. The violent repression of political opposition by the apartheid state has embedded a belief in the effectiveness of force in solving problems. The lack of economic opportunities available to the majority of the population, even under the new dispensation, has driven many individuals to crime.[14]

In response to the high rates of violence, South Africa is taking the lead in expanding the traditional focus of human rights. With the adoption of the new constitution in May 1996, South Africa became the first country in the world to include "sexual orientation" as one of the basic human rights to be protected against discrimination.[15] According to the constitutional Bill of Rights:

> The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.[16]

Gender-based violence is a form of discrimination. Although both women and men can experience gender-based violence, women are the usual targets. In a survey of assault patients at Cape Town's Groote Schuur Hospital, it was found that four times as many women as men had been assaulted by their heterosexual spouse or partner.[17] According to the National Research Council, one in three girl children, and one in eight boys, will be sexually assaulted before the age of 18.[18] What accounts for these horrifying statistics?

In societies in which masculinity tends to be constructed as aggressive and antagonistic towards women, a high rate of male to female violence will be found to exist. Boys learn their gender-based roles early. In Australia, for example, teachers have recorded numerous instances of boys practising their domination by hitting, punching or throwing things at girls.[19] Aggressive forms of masculinity are reinforced in the media, including advertisements, TV shows and movies in which male violence is celebrated and women are portrayed as passive victims.

One consequence of the political violence in South Africa has been the reinforcement of heightened definitions of violent manhood that can be damaging for males as well as females.[20] The aggressive and risk-taking behaviour that is linked to male identity increases boys' vulnerability to physical attack, injury, death and suicide.[21] This is not to deny the abusive behaviour of some girls. Such behaviour is less tolerated, however, because it is seen to be at odds with our notions of femininity.

Boys can also be victims of gender-based violence, particularly if they do not take on and exhibit aggressive and heterosexual versions of masculinity. In 1997, Fred Xulu, a 19 year-old male learner, was part of a group of learners victimised and harassed because they were gay:

> At one stage we were put into a separate class because everyone knew we were gay and did not like us for that. Teachers 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. Instead they would play practical jokes on us for everyone to laugh.[22]

Undoubtedly, the apartheid system has played a powerful role in creating the conditions that have generated the high rates of violence in South Africa. Moving towards a peaceful society, however, requires that we move beyond our violent history. In their 1997 report on education, the South African Gender Equity Task Team argues that:

> [i]t is no longer sufficient to locate various forms of abuse, violence and soaring crime rates at the doors of poverty, unemployment and the apartheid years....There is little doubt that, irrespective of punitive and restorative measures, the education system can play a highly significant part in tackling some of the root causes of this. To do so, particular attention needs to be paid to child abuse, sexual harassment and violence.... It is only when this is done that adequate ways of eliminating these social scourges will be able to be developed in the education system.[24]

This module is designed to take up this challenge. The workshops that follow address the specific problems of sexual harassment and child abuse and the ways they are linked to other forms of abuse. Most importantly, we provide activities and resources for developing violence - prevention programmes and policies.

CAN EDUCATORS REALLY MAKE A DIFFERENCE?

In commenting on the alarming statistics of sexual violence reported by learners, Neil Andersson, Executive Director of CIETafrica, argues that our best bet for building a culture of non-violence is to work with schools to develop ways of preventing sexual violence.[25] Of course, we cannot hold schools accountable for a culture of violence that has been generated from everyday forms of sexism linked to a history of oppressive political practices. However, teachers can work to help learners understand the attitudes and structures that promote gender-based violence and the ways in which their behaviour contributes to the problem. Teachers can also play a role in the healing process of learners who have experienced or witnessed violence.

School policies and guidelines for managing gender-based violence are an important first step in the violence-prevention process. With the support of the school management team, school governing bodies (SGB) can take the lead in developing procedures for dealing with gender-based violence in schools. Punitive measures alone, however, will not change the attitudes that support violence. Such change must occur at the social and cultural level. It is here that curriculum and educational programming can play a major role.

The development of programmes on violence will respond to the principles outlined in the document, *Curriculum 2005: Lifelong Learning for the 21st Century*, which stresses the use of curriculum as an instrument for social change. The objectives of Curriculum 2005 include the development of critical thinking that can be used to break down the class, race and gender stereotypes that support violence.[26]

In preparing this educational package, we have followed the advice of the Gender Equity Task Team, who argue for a multi-faceted approach to violence prevention:

> The education system can play a crucial part in addressing a massive problem in the everyday lives of people. There need to be classroom discussions, innovations in the curriculum, monitoring of all forms of violence against girls and women in education institutions, and disciplinary procedures in place and operative - whether it is a teacher, pupil or student who is responsible for any act of violence. The governing boards, parents and local communities need to be involved.[27]

The workshops that follow respond to these needs and are designed to educate all members of the school community.

ENDNOTES

1 Human Rights Watch. (1995). *Violence against women in South Africa*: *The state response to domestic violence and rape.* New York: Human Rights Watch.

2 Tabane, R. (1999, January 8). A third of schoolgirls are victims of sex attacks. *The Star*, p.2.

3 Gouws, A. & Kitzenger, A. (1995). Sexual harassment of students: A case study of a South African university. *SA Sociological Review 7* (2).

4 Op cit., Tabane.

5 Lunde, T. (1997, November 3). City girl's classroom trauma. *The Cape Times*, p. 1.

6 Op cit., Human Rights Watch.

7 Daniel, N. & Stavros, S. (1994). Violence in the home. *Sash*, 27.

8 Op cit., Tabane.

9 Op cit., Human Rights Watch.

10 Taken from a fact sheet produced by the ANC Women's Caucus *Campaign to End Violence Against Women and Children* with assistance from People Opposing Women Abuse (POWA), Sexual Harassment Education Project (SHEP), Rape Crisis and Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN).

11 Brown, M. M. (2000, January 11). United Nations Development Program. *The New York Times*.

12 Larkin, J. (1999). Report on gendered-based violence training in three provinces of South Africa; Mukasa, V. (1999). Talking about sexual harassment in school. *Agenda*, 41, 58-60; Wolpe, A., Quinlan, O. & Martinez, L. (1997). *Gender Equity in Education: A Report by the Gender Equity Task Team*. Department of Education, South Africa.

13 Larkin, J. (1997). *Sexual harassment: High school girls speak out*. Toronto: Second Story Press.

14 Op cit., Human Rights Watch.

15 Palmberg, M. (1999). Emerging visibility of gays and lesbians in Southern Africa. In B. Adam, J.W. Duyvendak & A. Krouwel (Eds.), *The global emergence of gay and lesbian politics*. Philadelphia: Temple University Press.(pp. 266-292).

16 Constitution of the Republic of South African, Chapter Two, as adopted by the Constitutional Assembly on 7 May and the Parliament on 8 May 1996.

17 Campbell, C. (1992). Learning to kill. Masculinity, the family and violence in Natal, *Journal of Southern African Studies, 18 (3).*

18 Shifman, P., Mandlala-Routledge, N. & Smith, V. (1998). Women in Parliament caucus for action to end violence. *Agenda*, 36, 23-26.

19 Alloway, N. (1995). Eight's too late: Early childhood education and gender reform. *Unicorn: Journal of the Australian College of Education, 21,* (4).

20 Op cit., Human Rights Watch.

21 Op cit. Wolpe, Quinlan & Martinez.

22 Bekizulu Mpofu,(1997, April 12). `Gay pupils harassed', *The Saturday Paper*, cited in Reddy, V. (1998). *Negotiating gay masculinities*, 37, 65-70.

24 Op cit., Wolpe, Quinlan & Martinez.

25 Op cit., Mpofu.

Op cit., Wolpe, Quinlan & Martinez, p.225.

26 Op cit., Mpofu.

27 Op cit., Wolpe, Quinlan & Martinez.

WORKSHOP 1:

FACILITATOR'S GUIDELINES

NOTE: Facilitators should read the background paper on **Gender-based Violence: An Introduction** (Workshop 1) before conducting the workshop.

WORKSHOP OBJECTIVES

- To explore what we mean by violence.
- To examine various forms of violence.
- To examine what we know about violence.
- To examine ways in which violence is connected to gender-based and other forms of discrimination.
- To discuss strategies for ending violence.

WORKSHOP LENGTH: 2 HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. What is violence? (25 minutes)
3. The continuum of violence (25 minutes)
4. What we know about violence (30 minutes)
5. What to do about violence (20 minutes)
6. Closing activity (10 minutes)

WORKSHOP MATERIALS

- Flip chart and paper
- Markers
- Blank flashcards

WORKSHOP HANDOUTS

Handout 1: What Do We Know About Violence?

Handout 2: Violence Scenarios

Handout 3: What Can One Woman/Man Do?

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist facilitators in their efforts and to bring success to their endeavours:

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated and, in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well - advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 3 could be presented in a morning session, for example, with exercises 4 - 6 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. We provide, wherever possible, a list of these at the end of each workshop. See the section How this Manual Works for a list of supplementary reference materials for use with participants. Of particular interest is the video Unwanted Images: Gendered Violence in the New South Africa(under nine minutes long). It is available from the Gender Directorate at the Department of Education and the Provincial Gender Focal Persons.

See Appendix VI for suggestions on how to incorporate the video into a workshop activity.

FOR WORKSHOP 1:

- The facilitator may wish to draw on ***Let's Think About This*** in Appendix I or the ***Factsheet on Gender Violence in South Africa***, Appendix II. The statements or questions could be written on the board or on flipchart paper.

1. Introduction (10 minutes)

NOTES TO THE FACILITATOR: The introduction is designed to provide an overview of the workshop and to give participants the opportunity to get to know the facilitator and the co-participants. The facilitator should introduce herself/himself and ask the participants to say a few words about themselves and their interest in the topic of violence. Participants may need to limit their introductions to members of their small group if the workshop has a large enrolment. The facilitator should outline the workshop's objectives.

2. What is Violence? (20 minutes)

Materials: Flip chart paper, markers

NOTES TO THE FACILITATOR: This exercise is designed to explore participants' definitions of violence and to consider the kinds of behaviour that can be labelled as violent.

Brainstorming Exercise: The facilitator asks individuals to consider how they would define violence. The participants brainstorm definitions which the facilitator records on a chart. In reviewing the chart, participants summarise major themes in their definitions of violence. These may include hurting someone, having power over someone, forcing someone to do something and/or specific acts of violence such as murder, physical assault, rape, harassment, bullying, etc. If most responses refer to physical violence, ask the participants to consider whether non-physical forms of violence such as the withholding of basic survival needs (money, food and shelter), acts of intimidation and degradation, threats, stalking and other forms of emotional abuse constitute violence. Following this discussion, review and revise the group's definition of violence.

3. The Continuum of Violence (25 minutes)

Materials: Blank flashcards, markers

NOTES TO THE FACILITATOR: In this exercise, participants identify the various forms of violence and consider ways in which they are connected. By placing the forms of violence along a continuum from common to less common, participants will see the pervasiveness of everyday forms of abuse (e.g. harassment) and the ways in which they are linked to the more extreme forms of violence (e.g. rape). Participants will explore how violence is connected to gender and other forms of discrimination such as race, class, age, (dis)ability and sexual orientation, and will consider the ways in which violence regulates peoples' lives and limits their freedom.

Participants are asked to list the various forms of violence on flashcards. These might include murder, rape, sexual assault, physical assault, threats, sexual, racial and homophobic harassment, stalking, incest, child abuse, child sexual abuse, the with holding of money, domestic violence, spousal assault, name calling, jack rolling, ritual abuse, beating, locking people in rooms, spitting at people, self-mutilation, urinating on people, gay bashing, etc. Using their group table as an imaginary continuum, and labelling the starting point as "common" and the endpoint as "less common", participants order the flashcards from the "common forms of violence" starting point to the "less common forms of violence" endpoint.

Participants discuss what they notice about the continuum. For example, they may have placed the emotional forms of abuse at the more common end of the continuum. The participants should discuss the ways in which the effects of the more common forms of violence (e.g. harassment) compare to the effects of the less common or more extreme forms of violence (e.g. rape). In fact, emotional abuse can be just as debilitating as physical violence.

Ask participants to discuss how the various forms of violence along the continuum are connected. Participants may note the following:

1. One form of violence often leads to another. For example, homophobic harassment can lead to gay bashing.
2. The forms of violence cannot easily be separated. For example, some physical forms of sexual harassment could also be labelled as sexual assault.
3. Many people experience various forms of violence at the same time. For example, women who are beaten by their partners may also be sexually abused and emotionally berated.

Participants consider how the continuum of violence can affect the way people experience the world. For example, the fear of violence may prevent people from walking down the street at night. Children are more vulnerable to physical and sexual violence because they may be dependent upon the adults who are abusing them.

Participants are then asked to consider how gender, class, race, sexual orientation, age and disability can affect the way people experience violence. In what ways is gender-based violence distinct from other forms of violence? In what ways is gender-based violence connected to other forms of violence? In particular, participants may want to consider how their own social location and the social location of their learners affect their vulnerability to violence.

4. What Do We Know About Violence? (30 minutes)

Handout: What Do We Know About Violence?

NOTES TO THE FACILITATOR: This activity is designed to provide a review of general information about violence. The facilitator passes out the What Do We Know About Violence? activity sheet. Participants complete the activity individually, circling "Agree" or "Disagree" in response to the various statements. The participants then move into small groups where they can compare answers and discuss the reasons for their choices. The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group, ask for volunteers to describe how their attitudes or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

5. What Can We Do About Violence? (25 minutes)

Handout: Violence Scenarios

NOTES TO THE FACILITATOR: This activity is designed to give participants the opportunity to apply their knowledge of violence to the development of strategies to deal with violent incidents. The four scenarios deal with different forms of violence that may be experienced by learners.

The participants are divided into four groups. Each group receives one violence scenario and discusses ways they would deal with this form of violence in their schools. One member of the group acts as a recorder. When the facilitator brings the large group back together, the recorder from each group reads their scenario and summarises their suggestions for dealing with the violence. Members of the large group may offer additional strategies. The facilitator lists the proposed strategies on a chart.

6. Closing Activity (10 minutes)

Handout: What Can One Man/ One Woman Do?

NOTES TO THE FACILITATOR: The participants will consider what they can do to end violence. The facilitator distributes the What Can One Man/One Woman Do? handout which includes the following quotation from Margaret Mead an antropologist:

"Never doubt that a small
group of concerned citizens
can change the world.
Indeed, it is the only thing that ever has."

Participants consider what they, as educators, can do to end violence. They are invited to select one personal goal to share with the large or small group. Participants are encouraged to post the quotation in their classrooms, along with a list of their own personal goals regarding what they plan to do about gender-based violence in their school. They can invite learners to add to the list.

SUGGESTED FOLLOW-UP ACTIVITIES

- Create a bulletin board with the title "What One Learner Can Do to End Violence". Put up photographs (or drawings) of learners in the school. Beneath their own picture learners write what they can do to end violence.
- Organise a violence - awareness day at your school. Learners can participate in educational workshops that address the various forms of violence. In some workshops learners may develop plays, songs and artwork designed to raise awareness about violence.
- Form a violence-prevention committee at your school which includes teachers, learners and parents who can discuss ways of addressing school violence. The committee may develop guidelines for dealing with violent incidents and suggest strategies for educating the school community.

HANDOUT 1: WHAT DO WE KNOW ABOUT VIOLENCE?

The purpose of this activity is to review general information about violence.

Check whether you agree or disagree.	Agree	Disagree
1. Violence is a problem in South Africa.		
2. It's natural for boys to be more aggressive than girls.		
3. It is easy for women to get out of abusive relationships if they really want to.		
4. Men who beat women are mentally ill.		
5. There should be supportive mechanisms in place for pregnant girls to attend school if they wish.		
6. Children should always do what adults tell them.		
7. Young children are too immature to engage in sexual harassment.		
8. Drinking and using drugs affects a person's ability to control anger.		
9. Boys are often the recipients of homophobic harassment.		
10. "Jackrolling" is a form of violence which is directed at young girls and women.		
11. If some cultures tolerate violence, there is little educators can do to change attitudes.		
12. Educators are key to ending violence.		

HANDOUT 1 SUGGESTED ANSWER KEY/RESPONSES TO "WHAT DO WE KNOW ABOUT VIOLENCE?" STATEMENTS

1. Violence is a problem in South Africa.

Agree In South Africa, the violence that underpinned the apartheid state has led to extremely high levels of violence throughout the society. South Africa has the highest rate of violent death in any country not at war.

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

Disagree Violence is a learned behaviour. In societies with a high rate of male to female violence, masculinity tends to be constructed as aggressive and antagonistic to women. Boys learn their masculine roles early. Teachers have recorded numerous instances of boys practising their domination by hitting girls.

3. It is easy for women to get out of abusive relationships if they really want to.

Disagree It is traumatic for women, regardless of factors such as their financial position or race, 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.

4. 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 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.

5. There should be supportive mechanisms in place for pregnant girls to attend school if they wish.

Agree The South African School Act, No.84 of 1996, states that pregnant girls cannot be expelled from school. Despite this ruling, negative attitudes towards pregnant girls do sometimes contribute to their decision to drop out of school.

6. Children should always do what adults tell them.

Disagree Children need to learn what is appropriate behaviour for adults. Children should know they have the right not to be abused by anyone, including adults who have authority over them.

7. Young children are too immature to engage in sexual harassment.

Disagree There is evidence that the bullying behaviour of young children can lead to sexual harassment. What distinguishes sexual harassment from bullying is the way the abuse is sexualised and gendered. Bullying becomes sexual harassment when learners are hassled because they are a girl or a boy. It is not uncommon for learners in the primary grades to be subjected to gendered put-downs and physical touching by their peers.

8. Drinking and using drugs affects a person's ability to control anger.

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. But alcohol and drugs are not the cause of violence and should never be used as an excuse for abusive behaviour.

9. Boys are often the recipients of homophobic harassment.

Agree Boys are more likely than girls to be the targets of homophobic harassment. In general, boys are put down by being compared to members of marginalised groups, particularly women and gay men. Many boys take on aggressive forms of masculinity to avoid being harassed themselves.

10. "Jackrolling" is a form of violence which is directed at young girls and women.

Agree "Jackrolling" is a growing form of gendered violence in which males display their power through the forceful abduction and rape of young women. With schools becoming a primary place for girls to be attacked, educators need to consider strategies for protecting female learners.

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

Disagree While there is a tendency to attribute some forms of violence to cultural attitudes towards women, it is nevertheless stereotypical to assume that all members of a particular cultural group hold the same view. People within cultures have a variety of perspectives. Although we should respect cultural differences, they cannot be used as an excuse for abusive behaviour. This is the message that educators need to work towards imparting.

12. Educators are key to ending violence.

Agree Educators are in the best position to tackle the problem of violence because they have the opportunity to change learners' attitudes before they are firmly entrenched. Implementing violence-prevention education programs in schools may be our best bet for eliminating violence in the larger society.

HANDOUT 2: VIOLENCE SCENARIOS

SCENARIO 1

Some female learners tell you they are uncomfortable walking down school corridors. They claim that male learners often make comments about their bodies and call them insulting names. If the girls get angry or ask the boys to stop, the comments get worse. The boys seem to enjoy getting the girls upset. Most of the girls try to avoid the corridor or try to get by the boys as quickly as possible without showing any visible response to the harassing behaviour.

How would you deal with this situation?

SCENARIO 2

You have observed a group of learners teasing a gay learner in your school. They call him names when he walks down the school corridors and mimic "feminine" behaviour when they walk behind him. It is obvious the gay learner is upset but he doesn't say anything.

How would you deal with this situation?

SCENARIO 3

You notice that one of your female learners is upset in class. Her attendance has been very irregular lately. When you speak with her after class you notice bruises on her arms. She tries to cover the marks claiming they are "no big deal" but then she begins to cry. She tells you that her boyfriend has a bad temper and hits her when he gets angry. She tries not to upset him but sometimes he gets into a rage for no apparent reason. She has thought about breaking up with him but is afraid of what he might do to her.

How would you deal with this situation?

SCENARIO 4

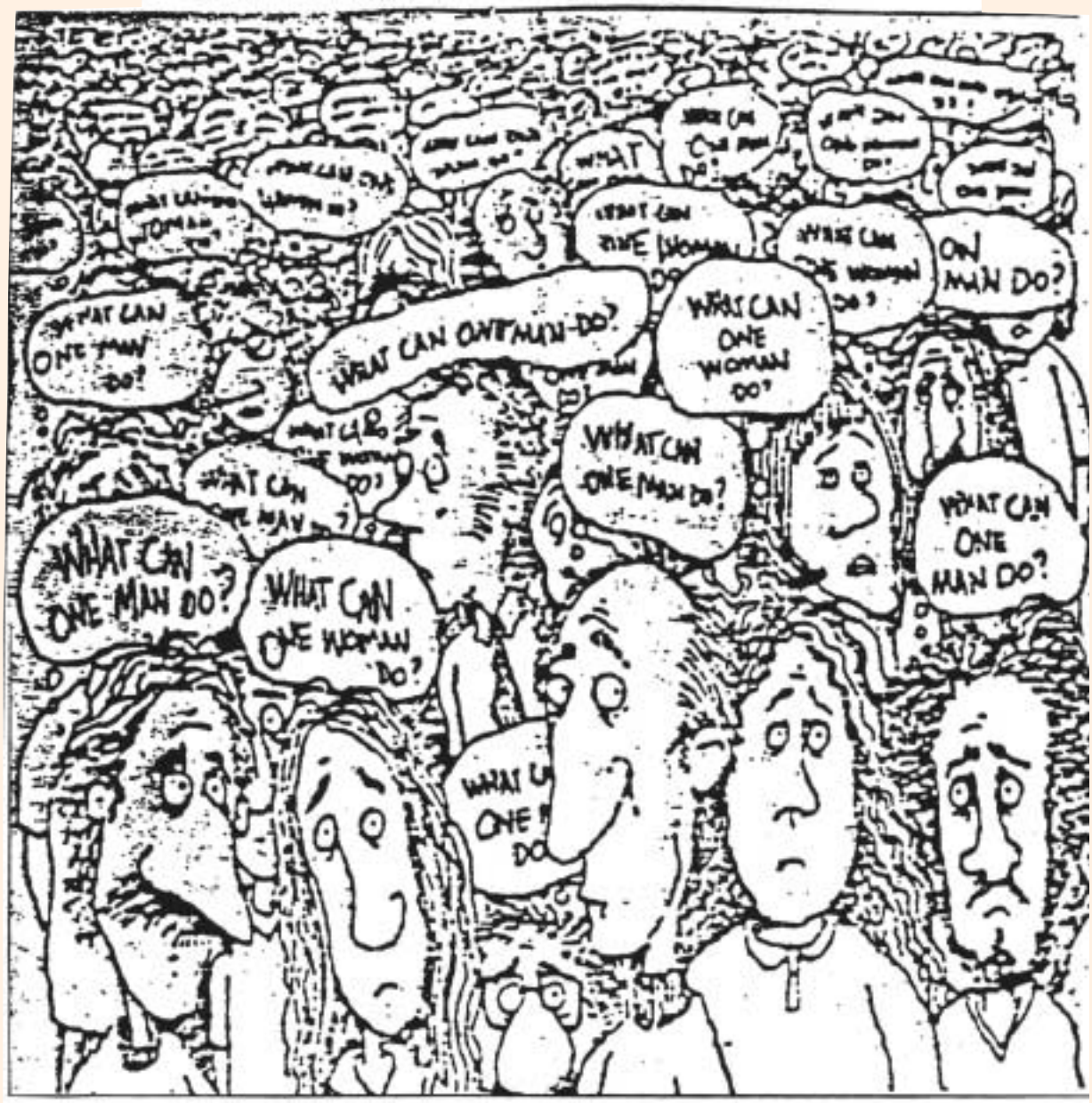
One of your learners has a hard time staying awake in class. You suggest she might want to get more sleep. She tells you that it's hard to sleep at her house sometimes, because her uncle is always bugging her. When you ask her to explain how her uncle "bugs" her, she says that he gets into her bed and gives her too many hugs and kisses. She tells you she really like her uncle but wishes he wouldn't touch her so much. Sometimes she pretends she is sleeping but he still doesn't stop.

How would you deal with this situation?

HANDOUT 3: WHAT CAN ONE MAN/ONE WOMAN DO?

"Never doubt that a small group of concerned citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead



SELECTED RESOURCES

Books and Articles

African Gender Institute Newsletter (2000). *Transformation Thwarted: Gender-Based Violence in Africa's New Democracies,* 6; May.

African Gender Institute Newsletter (2000). *Gender-Based Violence in South Africa*, 6; May.

Agenda (1998). *Special Issue on Gender Violence*, 36.

Human Rights Watch (1995). *Violence Against Women in South Africa: The State Response to Domestic Violence and Rape.* New York.

Statistics South Africa (2000). *Quantitative Research Findings on Rape in South Africa*. Pretoria.

Printed Material

Community Information, Empowerment, and Transparency (CIET) (2000). *Beyond Victims and Villains: The Culture of Sexual Violence in South Johannesburg.* Johannesburg:CIET.

Jewkes, R.& Abrahams, N. (2002). *Violence Against Women in South Africa: Rape and Sexual Coercion*. Commissioned by Crime Prevention Research Resources Centre, Medical Research Council.

Organisations

CENTRE FOR THE STUDY OF VIOLENCE AND RECONCILIATION (THE TRAUMA CLINIC)

Johannesburg *Tel: 011 403 5102*

PEOPLE OPPOSING WOMEN ABUSE (POWA)

Yeoville	*Tel: 011 642 4345/6*
Katlehong	*Tel: 011 860 2858*
Soweto	*Tel: 011 933 2333*
Helpline	*Tel: 011 642 4345/6 (08h30-16h30 weekdays)*
Pager	*Tel: 011 650 5050 (17h30-21h00, 24hrs weekends)*

SEXUAL HARASSMENT EDUCATION PROJECT (SHEP)

Braamfontein *Tel: 011 403 5650*
Fax: 011 403 7535/ 011 339 6785

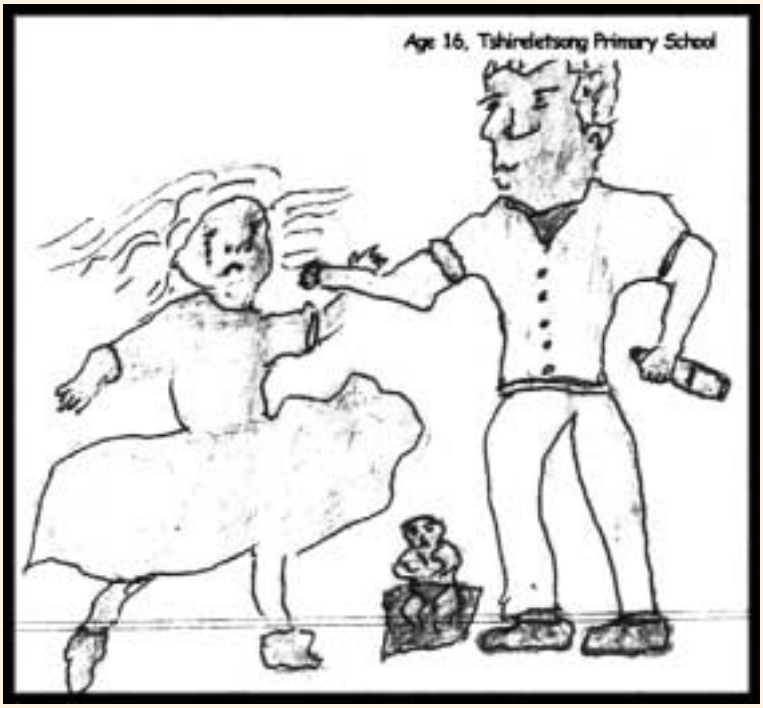
WOMEN AGAINST WOMEN ABUSE

National Co-ordinator	*Tel: 011 836 5656*
Northern Province	*Tel: 082 886 6590*
Northern Cape	*Tel: 082 886 6597*
Mpumalanga	*Tel: 082 886 6582*
Free State	*Tel: 057 396 3083*
Guateng	*Tel: 082 886 6707*
Western Cape	*Tel: 082 886 6602*
Eastern Cape	*Tel: 082 886 6592*
North West	*Tel: 082 886 6599*

WORKSHOP 2

BACKGROUND PAPER

STRATEGIES FOR WORKING WITH LEARNERS ON SEXUAL HARASSMENT



WHAT IS SEXUAL HARASSMENT?

Sexual harassment is one form of gender-based violence. Defining sexual harassment can be difficult. Sexually harassing behaviour is seldom as obvious as a teacher offering to give a student higher marks in exchange for sex or a male learner groping girls as they walk along school corridors. What constitutes sexually harassing behaviour ranges from gender-based insults to patting and grabbing parts of another person's body to threats of rape and murder.

The kinds of learner-learner harassing behaviour include:

- using gender-based and homophobic put-downs (using terms like "slut" and "moffie");
- making insulting comments or gestures (including making cow-like "mooing" or dog-like barking sounds);
- using sexist racial slurs such as calling a woman a "black bitch";
- uttering sexual propositions like "How about it?";
- spreading rumours like "She'll do it with anyone" or "He's easy";
- passing comments about body parts such as "You're so flat the walls are jealous";
- rating girls and women in terms such as "What a dog, I give her a two"(out of ten);
- chasing and/or cornering women and girls and engaging in behaviours such as kissing, skirt flipping and rape simulation;
- touching, pinching and grabbing body parts or clothing in a sexual way;
- making verbal and physical threats, for example, "We're going to rape you";
- telling sexual jokes, distributing posters and T - shirts which have sexually offensive messages and/or pictures on them;
- sexually assaulting others.

Teachers can also harass learners. In a study conducted at a school outside Cape Town in 1997 and 1998, learners complained about teachers who spoke in a derogatory manner about the female body, who punished girls in class by pinching them on the thighs and armpits, and who silenced boys by calling them "moffies".[1] Some teachers are also the victims of sexual harassment. Female teachers are the usual targets, as well as those male teachers who do not exhibit stereotypical forms of masculine behaviour.

Whether or not a behaviour is sexual harassment depends on a variety of factors such as the tone of voice, the relationship between the people, and whether or not the behaviour is welcomed. For example, the comment "nice dress" may be perceived as a compliment or a threat depending on the circumstances. If these words are expressed respectfully by a family member or a friend, a young girl may feel flattered. If they are uttered by a group of boys as they pull up her dress after cornering her in the schoolyard, she is likely to feel frightened and humiliated. With the growing incidence of "jackrolling" in schools, girls have good reason to fear that such harassment will escalate to abduction and gang rape.[2]

The most important factor in defining sexual harassment is how the behaviour makes the person being addressed feel. We may worry that dealing with sexual harassment will squash harmless pranks and stifle natural childhood development, but this concern stems from confusion about the

difference between sexual harassment on the one hand and jokes and compliments on the other. The distinction is simple: jokes and compliments make someone feel good and draw people closer together; harassment does not. Harassment puts one person in a position of power over another in ways the recipient experiences as insulting, intimidating, embarrassing or threatening. Eliminating sexual harassment will make it easier for children to develop the positive relationships that are so important to their healthy emotional, physical and intellectual growth.

WHAT ABOUT CULTURAL DIFFERENCES?

There is a tendency to brush off some incidents of harassment as a consequence of cultural differences. It is stereotyping to assume that all members of a cultural group have the same viewpoint. Kumi Naidoo challenges cultural rationalisations of abuse when he makes the case for non-violence in our fractured post-apartheid society:

> Many men, and unfortunately some women distort culture to justify the use of aggression and abuse against women and children. This applies irrespective of whether we are talking about Western, Indian or African culture. Abusers need to find a way...to justify the infliction of violence.... We also hear of religious scriptures being distorted to justify unequal gender roles which create an enabling environment for abusive and criminal behaviour.[3]

No culture is free from sexism, although there may be differences in the ways sexism gets expressed. In a meeting to discuss culture, tradition and gender, a cross-section of South African women found their cultures shared similar gender-related beliefs and roles. Most common was 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.

WHAT'S THE BIG DEAL ABOUT SEXUAL HARASSMENT?

Many people do not understand the connection between harassment and the more extreme forms of violence such as rape, and physical and sexual assault. Sexist, racist and homophobic harassment lays the groundwork for violence because it is an expression of attitudes that can lead to serious abuse against women and other marginalised groups. For example, sexual assault can be learned at a young age and can begin when young boys start calling girls cows, pigs, sluts and other derogatory names. When such verbal abuse goes unchecked, it can lead to degrading acts such as boys lifting

up girls' skirts, thrusting their hands between girls' legs or holding them down in mock intercourse. The tendency in the past has been to dismiss much of this behaviour as nothing more than expressions of boys' developing masculinity. But mock intercourse can be the training ground for actual rape, and we make way for this progression when we tolerate harassing behaviour.

WHO GETS HARASSED?

Although anyone can be sexually harassed, researchers have found that boys are more likely to be the perpetrators of sexual harassment and girls are more likely to be the targets. This is because sexual harassment is an expression of the sexism operating within society.

The forms of harassment vary according to the sex of the victim. Girls are usually put down with sexually explicit language ("slut", "whore") while the insults used against boys are more likely to be homophobic ("gay", "moffie", "pansy"). Our reluctance to address the problem of homophobia is one reason that we do not deal very effectively with the harassment of boys. This has implications for girls as well. Harassing girls is one way a boy can affirm his masculinity and avoid being a target of harassment himself.

Boys often worry about being harassed by gay men. This fear is fuelled by the stigmatisation of same-sex relationships and stereotypes of gay men as sexual predators. Of course, anyone can be a harasser, but the most common form of male-male harassment is insults that vilify gay men. In the United States, the horrific death of Matthew Sheppard, who was beaten to death because he was gay, is an example of the way homophobic harassment can escalate to serious abuse. Matthew had been frequently teased and insulted about being gay.

A real concern is the tendency for people to use abusive and insulting behaviour as a way of exerting power. For example, in Canada and the United States there are reports about an increase in the verbal assaults girls are using against their female peers.[4] This is also the case in South Africa and learners need to realise that achieving equality is about sharing power, not abusing it. Learners can learn this lesson when they observe their teachers challenging those who practise harassing and violent behaviour.

THE IMPACT

Self-esteem is shaped by the messages of approval or disapproval we get from society. Harassing words do not dissipate into the air. Words like "slut", "whore" and "pig" can operate like a dripping tap that slowly erodes a child's self-esteem. The effect of harassment is compounded when gender-based insults are laced with racist, classist or homophobic slurs. Being labelled a "dumb black broad" carries a double sting for girls who suffer both racial and sexual harassment.

Researchers have found that harassment has a more negative impact on girls than on boys. In a Canadian study on learner-to-learner harassment, 57% of females and 19% of males reported that sexual harassment had an effect on their education.[5] The physical power difference between the sexes and the greater sexual vulnerability of females make the experience of sexual harassment more intimidating for girls.[6] Because South Africa has the highest rape figures in the world, there is the justifiable fear that unchecked harassing incidents will lead to more extreme forms of sexual violence.[7]

The effects of harassment can be devastating. One grade seven girl attempted suicide in a desperate attempt to avoid facing her male classmates and their relentless harassment which had been stepped up from ordinary gender-based put-downs to threats of sexual assault. When the principal investigated, he learned that the same boys had been terrorizing other female learners who had decided that silence was their best strategy for escaping serious harm. The behaviour had started with name calling in grade three.[8]

Sexual harassment can leave deep emotional scars. The impact is compounded when learners are humiliated in public and educators fail to intervene. In her study of a South African high school, Mukasa found that some learners quit school when educators failed to respond to their complaints about being sexually harassed.

Students who have been harassed said they have no one to report to, and when they do, they are ridiculed and made to feel that they have lied or are labelled troublemakers and eventually forced to leave the school.[9]

When learners feel this insecure in their school environment, their ability to grow intellectually is seriously compromised and school performance suffers. Sexual harassment makes it difficult for learners to get a fair education.

WHAT CAN TEACHERS DO?

Educational managers have a legal obligation to deal with sexual harassment. Developing a sexual harassment policy that covers all members of the school community is an important first step (see Workshop 7: School Policy on Sexual Harassment). School governing bodies (SGBs) should take the lead in the policy development process at their schools.

When learners and teachers participate in the process of writing the school policy's, they are more likely to support it. All members of the school community should be familiar with the information and procedures outlined in the policy and know the person designated to handle sexual harassment complaints. Educators' most important role, however, is to challenge and attempt to change the attitudes that perpetuate sexually harassing behaviour. This means going beyond the "band-aid" approach of dealing with isolated incidents of harassment and considering, the behaviour and practices that promote it. The way Mukasa sees it, "Culture, gender stereotypes, socialisation and the problem of sexual harassment are intertwined".[10]

In schools, the issue of harassment should never be separated from the larger issue of educational equity. Are we sending out messages that some learners are more valuable than others? Who takes up most verbal space in classroom discussions? Is this ever challenged so that all learners feel equally validated in class? Which groups' interests and values are highlighted in the curriculum? Do males and females have equal access to sports, computers and other resources? Do we communicate with all learners in a respectful way? Eliminating harassment will help to create a more positive school environment for all learners. Educators are in the best position to tackle the problem of sexual harassment because they have an opportunity to change attitudes before they are firmly entrenched.

There are a variety of resource materials that teachers can use to educate learners about sexual harassment (see selected references). Many schools are organising workshops, school assemblies, staff development days and parent council meetings to raise awareness and to suggest collective strategies for dealing with it. The biggest of the preliminary steps to eliminating sexual harassment is acknowledging the problem. Developing a school campaign against sexual harassment sends out a strong message that educators take the problem seriously. The following workshop includes activities that can be used in a sexual harassment educational programme.

ENDNOTES

1 Mukasa, V. (1999). Talking about sexual harassment in schools. *Agenda*, 41, 58-60.

2 Lunde, T. (1997, November 3). City girl's classroom trauma. *The Cape Times*, p. 1.

3 Naidoo, K. (1998). The men march. *Agenda*, 36, 95.

4 Larkin, J. (1997). *Sexual harassment: High school girls speak out.* Toronto: Second Story Press; Pearson, P. (1997). *When she was bad: Violent women and the myth of innocence.* Toronto: Random House of Canada.

5 Ontario Secondary School Teachers' Federation (OSSTF) (1994). *Report on student to student sexual harassment.* Toronto: *OSSFF.*

6 McMaster, L.E., Connolly, J., Pepler, D. & Craig, W.M. (1998). *Sexual harassment victimization and mental health among early adolescents.* Poster presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego; op cit., Larkin, J.

7 U.W.C. (n.d.) /

8 op cit., Larkin.

9 op cit., Mukasa, V., p. 60.

10 Ibid.

WORKSHOP 2

FACILITATOR'S GUIDELINES

NOTE: Facilitators should read the background papers on Gender-based Violence (Workshop 1) and the background paper on Strategies for Working with Learners on Sexual Harassment (Workshop 2) before conducting this workshop.

WORKSHOP OBJECTIVES

- To explore what behaviour constitutes sexual harassment.
- To explore what we know about sexual harassment.
- To examine the gender-based nature of sexual harassment.
- To discuss strategies for dealing with sexual harassment.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. What is sexual harassment? (30 minutes)
3. Test your knowledge about sexual harassment (30 minutes)
4. Sexual harassment and gender (10 minutes)
5. What to do about sexual harassment (30 minutes)
6. Closing activity (10 minutes)

WORKSHOP MATERIALS

- Markers (coloured)
- Flip chart
- Masking tape or pins
- Overhead projector (optional)

WORKSHOP HANDOUTS

Handout 1: What is Sexual Harassment?

Handout 2: Test your Knowledge about Sexual Harassment

Handout 3: Sexual Harassment Scenarios

Handout 4: Harassment-free Learning Environment

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and bring success to their endeavours:

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive), but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated and, in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well - advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 3 could be presented in a morning session, for example, with exercises 4 - 6 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under Suggested Follow-Up Activities or Selected Resources at the end of each workshop.

FOR WORKSHOP 2:

- Be prepared to deal with some confusion surrounding the notions of harassment and discipline. Research indicates that some teachers use sexual harassment as a disciplinary tool, for example, accusing girls of acting like "sluts" as a reprimand for girls using sexual language or appearing to flaunt their sexuality. When this happens, it makes it difficult to address the separate problem of sexual harassment. Participants need to know that discipline and sexual harassment are two very different issues. Classroom management is a necessary skill which helps teachers to manage their classrooms more effectively. In contrast, harassment has severe and harmful repercussions on the learner's formation of trust, competence and identity, and on his/her understanding of the meaning of life.

- Prepare extra copies of your School District's definition of sexual harassment to distribute after the exercise What is Sexual Harassment? Refer to Appendix III in this module, What does the South African Schools Act say about Child Sexual Abuse? Prepare copies of this to distribute, or write out the key points on flipchart paper.

1. Introduction (10 minutes)

NOTES TO THE FACILITATOR: The introduction is designed to provide an overview of the workshop and to give participants the opportunity to get to know the facilitator and the co-participants. The facilitator should introduce himself or herself and ask the participants to say a few words about themselves. Participants may need to limit their introductions to members of their own small group if the workshop has a large enrolment.

The facilitator should then outline the objectives and the agenda of the workshop.

2. What is Sexual Harassment? (30 minutes)

Handout: What is Sexual Harassment?

NOTES TO THE FACILITATOR: This exercise is designed to demonstrate that whether or not a behaviour constitutes sexual harassment depends on a variety of factors. Many of the behaviours listed in the exercise can sometimes be examples of sexual harassment. Participants should be encouraged to discuss what factors would make the behaviour quite clearly sexually harassing. The questions are deliberately ambiguous to generate discussion.

Pass out the exercise sheet What is Sexual Harassment? Encourage participants to draw on their personal observations and experiences from their community for their own example at the bottom of the handout. After the participants have completed the sheet individually, they should compare and discuss their responses in small groups. When sharing their responses in the larger group, participants may note that there are various factors to be considered when labelling a behaviour as sexual harassment: the tone of voice, the body language, the relationship between the people involved, the impact of the behaviour, and whether or not the behaviour is wanted. Legally, it is the effect of the behaviour on the recipient, rather than the perpetrator's intentions, that determine whether or not a specific behaviour is sexually harassing.

The facilitator should distribute a copy of the School District's definition of sexual harassment to clarify the kinds of behaviour that may constitute sexual harassment.

3. Test your Knowledge about Sexual Harassment (30 minutes)

Handout: Test your Knowledge about Sexual Harassment

NOTES TO THE FACILITATOR: This exercise will provide some general information about sexual harassment. The statements are designed to further the participants' understanding of sexual harassment by addressing a variety of issues including the impact of sexual harassment, myths and stereotypes about sexual harassment, and concerns about false allegations.

Participants should complete the true/false exercise individually. The answer sheet is distributed to the small groups so that they can review their answers in relation to the research and statistics. In the large group, ask for volunteers to describe how their attitudes and/or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

4. What to Do about It? (40 minutes)

Handout: Sexual Harassment Scenarios

NOTES TO THE FACILITATOR: The scenarios, which are based on actual sexual harassment incidents, are designed to provide participants with the opportunity to strategise about ways to deal with sexually harassing behaviour. The facilitator should also ask participants to consider the factors that can create a school environment that is supportive of sexual harassment. For example, are males and females treated equally? Is there equal access to sports, computers and other resources? Are the experiences of females and males given equal weight in the curriculum?

In small groups participants are asked to come up with strategies for dealing with the sexual harassment scenarios. The facilitator makes a list of the suggested strategies when they are shared in the large group discussion.

5. Closing Activity (10 minutes)

Handout: Harassment-free Learning Environment

NOTES TO THE FACILITATOR: In this exercise participants will have the opportunity to consider how sexual harassment can affect the school climate.

Participants are asked to consider ways in which their school would be different if sexual harassment were eliminated and to share their response with the large group. The facilitator may wish to add the comments of elementary school learners who have completed this exercise. Their responses include:

- 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 for ourselves.

Suggested Follow-up Activities

- Take the time to observe the kinds of harassment occurring in your school and strategise about ways to handle harassing incidents. Discuss and share with each other helpful coping skills and mechanisms.

  Declare your school to be "A Harassment-free Environment". Develop a display which includes learners' comments about how they would feel if there was no harassment at school. Conduct workshops on sexual harassment with teachers, learners and parents in your school community.

HANDOUT 1: WHAT IS SEXUAL HARASSMENT?

People have different perspectives about what kinds of behaviour constitute sexual harassment. Listed below are types of behaviour that could be considered sexual harassment. On another sheet of paper add some examples of experiences that have occurred or might occur in the setting where you work or study, or experiences someone you know might have had. Then indicate whether you personally think each of these kinds of behaviours are **ALWAYS, SOMETIMES**, or **NEVER** sexually harassing by circling the number that best represents your choice. Be prepared to discuss the reasons for your choices.

Are the following types of behaviour sexual harassment?

	ALWAYS	SOMETIMES	NEVER
1. Comments on one's body, dress or personal appearance	1	2	3
2. Derogatory comments about or to gay men and boys, and lesbians	1	2	3
3. Casual physical contact (e.g. hugging, patting)	1	2	3
4. Jokes with sexual themes	1	2	3
5. Whistling, catcalls	1	2	3
6. Having someone stare at your body	1	2	3
7. Invitations for dates	1	2	3
8. The use of terms like "honey," "sweetie," "dear"	1	2	3
9. Casual conversations such as "nice day"	1	2	3
10. Graffiti	1	2	3
11. Your own example:	1	2	3

Reference: Adapted from: Bond, (1989). Community Action Research Conference.

HANDOUT 2
TEST YOUR KNOWLEDGE ABOUT SEXUAL HARASSMENT

Are the following statements true or false? (Circle the letter that best represents your answer.)	T	F
1. Sexual harassment is a relatively new problem that is an unfortunate consequence of the changing roles of women and men in today's society.	T	F
2. Females are more likely to experience sexual harassment than males.	T	F
3. The effects of sexual harassment are less serious than the effects of sexual assault.	T	F
4. Sexual harassers are always people in positions of authority (e.g. teachers and bosses).	T	F
5. Sexual harassment is a problem that occurs primarily in the workplace.	T	F
6. Some people like to be sexually harassed.	T	F
7. Sexual harassment and racial harassment can occur together.	T	F
8. People often make false allegations of sexual harassment.	T	F
9. Women with disabilities experience more sexual harassment than women without disabilities.		
10. Many high school learners experience sexual harassment.	T	F

SUGGESTED ANSWERS

Discuss in small groups.

1. **FALSE** The term "sexual harassment" has only recently come into use, but sexual harassment has existed as a problem for years. As early as 1911, women reported that they were subjected to abusive and insulting language, and to sexual propositions by their employers and co-workers (Bulzarik, 1979).

2. **TRUE** In a study conducted with women union members, 90% of respondents reported that they had been sexually harassed (Women's Rights Committee & The Vancouver Women's Research Centre, 1980). In a United States survey, 42% of the women and 15% of the men in the federal workforce reported having experienced sexual harassment within the previous two years (US Merit System's Protection Board, 1981). 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.

3. **FALSE** Sexual harassment is part of a continuum of male violence that affects and restricts women's lives. Women who are sexually harassed at school or at work often experience other forms of violence (e.g. date rape or sexual assault). In addition, women never know when an incident of sexual harassment will lead to sexual assault. For these reasons, and because women cannot always leave a situation where they are constantly exposed to sexual harassment (e.g. school or a job), the effects of sexual harassment on women's psychological and physical health can be as serious as the effects of sexual assault.

4. **FALSE** Co-workers, customers and other learners can also create a hostile school or work environment. Although anyone can be a sexual harasser, most sexual harassers are male (Larkin, 1994/1997; Ontario Women's Directorate, 1990).

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

6. **FALSE** Many people like to be complimented or flattered; this is different from being sexually harassed. A compliment makes someone feel good; sexual harassment does not. Personal comments about a woman's or a man's body or physical appearance often make them feel uncomfortable, not flattered.

7. **TRUE** For most women sexual harassment is a common experience, but some women are also subjected to harassment based on their ethnicity, race, class and/or sexual orientation (Ontario Women's Directorate, 1990).

8. **FALSE** Because people who speak out about their experiences of sexual harassment are often disbelieved, ridiculed, alienated or labelled as "trouble makers", most people are reluctant to complain about sexual harassment. Most incidents of sexual harassment are not reported (Stein, 1986).

9. **TRUE** Women with disabilities tend to be more vulnerable and an easier target for abuse. Harassers may assume that women with disabilities will be less likely to be believed when they report harassment (DAWN, 1995).

10. **TRUE** We are only beginning to realise that sexual harassment is a problem for many high school learners. Female learners, in particular, have reported that sexual harassment has a detrimental effect on their education (Larkin, 1994/1997; Mahony, 1989; Staton & Larkin, 1993).

SEXUAL HARASSMENT REFERENCES

Bulzarik, M. (1979). Sexual harassment in the workplace: Historical notes. *Radical America*, 12, p.25-43.

Disabled Women's Network (DAWN) (1995). *Sexual Harassment of Young Disabled Women*. Unpublished report. Toronto.

Larkin, J. (1994/97). *Sexual Harassment: High School Girls Speak Out*. Toronto: Second Story Press.

Ontario Women's Directorate (1990). *The Sexual Harassment of Women*. Fact Sheet.

Staton, P. & Larkin, J. (1993). *Sexual Harassment: The Intimidation Factor*. Toronto: Green Dragon Press.

Stein, N. (Ed.). (1986). *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum Guide for School Personnel.* Quincy: Massachusetts Department of Education.

US Merit Systems Protection Board. (1981). *Sexual Harassment in the Workplace: Is it a Problem? Office Merit Systems Review and Studies.* Washington, DC: United States Government Printing Office.

Women's Rights Committee & The Vancouver Women's Research Center (1980). *Sexual Harassment in the Workplace: A Discussion Paper*. Vancouver: British Columbia Federation of Labour.

HANDOUT 3
SEXUAL HARASSMENT SCENARIOS

SCENARIO 1

The persistent taunts and teasing of a group of elementary school boys against a female classmate escalated to threats of sexual assault ("We're going to rape you".). The parents of the targeted girl met with the teacher to say their daughter was distressed and was refusing to come to school. When the teacher contacted the parents of the boys, they dismissed the reaction of the girl as extreme. They claimed the boys were only joking.

How should the teacher handle this situation?

SCENARIO 2

When girls walked down a particular corridor in their school, they were often subjected to the hooting, hollering and insulting comments of some male learners. A group of female learners reported this behaviour to their teacher because they were upset about the public humiliation and also had no alternative route to go to class.

How should the teacher handle this situation?

SCENARIO 3

In a rugby game, one of the boys missed a number of penalties. The team had a chance to win the game but the boy missed the final goal of the game. One of the team members called him a "stupid moffie" and stormed off the field.

How should the coach handle this situation?

SCENARIO 4

A teacher often makes comments in class that make the girls feel bad or uncomfortable. He jokes that girls are ruling the world and that guys have to stick together. He often winks at the girls and calls them "chicks" or "babes". The girls complained to the principal about the teacher's behaviour.

How should the principal handle this situation?

HANDOUT 4
A HARASSMENT–FREE LEARNING ENVIRONMENT

Your school has just been declared
A Harassment-free Learning Environment

List 5 ways that your school will be different.

1.

2.

3.

4.

5.

SELECTED RESOURCES ON SEXUAL HARASSMENT

Books and Articles

Forum for African Women Educationalists South Africa (FAWESA), (1998). *Sexual harassment project: Collaboration with Western Cape & Gauteng Departments of Education*. Cape Town: FAWESA.

Kumalo, P. (1998). Sexual harassment? It's a no-go area. *Agenda*, 36, 19-22.

Larkin, J. (1994/1997). *Sexual harassment: High school girls speak out*. Toronto: Second Story Press.

Mukasa, V. (1999). Talking about sexual harassment in school. *Agenda*, 41, 58-60.

Nisaa Institute (2000). *Reclaiming Women's spaces: New perspectives on violence against women and sheltering in South Africa.* Johannesburg. (See Organisations below for ordering details.)

Print Materials and Videos

Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6 through 12). Nan Stein and Lisa Sjostrom, The National Education Association.

Harassment Hurts: Sex-Role Stereotyping and Sexual Harassment Elementary School Resources, Green Dragon Press/The OISE Women's Caucus Against Sexual Harassment. Green Dragon Press (see Organisations below for ordering details)

High School Kit on Sexual Harassment, The OISE Women's Caucus Against Sexual Harassment. Green Dragon Press. (See Organisations below for ordering details.)

The Joke's Over, Materials on sexual harassment for high schools. Ontario Secondary Teachers' Federation (OSSTF), Ontario Women's Directorate, Ministry of Education and Training. Available on the Internet at http:/www.gov.on.ca/owd/ (see resources).

The Joke's Over. CD - Rom.

Appropriate Actions. National Film Board. A resource for educators and others responsible for addressing the issue of sexual harassment among learners.

How to Recognize and Stop Sexual Harassment Workshop Package, Forum for African Women Educationalists South Africa (FAWESA). (See below for ordering details.)

Organisations
Sexual Harassment Education Project

AFRICAN GENDER INSTITUTE (AGI)

University of Cape Town

Private Bag Rondebosch 7701 South Africa

Tel: 021 650 2970 Fax: 021 685 2142; E-mail: agi@humanities.uct.ac.za

Website: www.uct.ac.za/org/agi

Forum for African Women Educationalists (FAWESA)

c/o African Gender Institute

Cambria House

University of Cape Town

Rondebosch 7701

Cape Town, South Africa

Tel: 021 686 5815 Fax: 021 686 0006; Email: fawesa@agi.uct.ac.za

GREEN DRAGON PRESS

2267 Lake Shore Blvd. West, 1009

Toronto, Ontario

Canada M8V 3X2

Tel: 416 251-6366 Fax: 416 251-6365

THE NATIONAL EDUCATION ASOCIATION

Publications Department, The Centre for Research on Women, Wellesley College

106 Central St., Wellesley, MA 02181-8259, USA

Tel: 617 283-2510 Fax: 617 283-2504

NATIONAL FILM BOARD

PO Box 6100, Station Centre-Ville

Montreal, Quebec, Canada H3C 3H5

1-800-267-7710

www.nfb.ca

NISSA INSTITUTE FOR WOMEN'S DEVELOPMENT

Tel: 011 854 5804/5 Fax: 011 854 5718;

E-mail: nisaa@sangonet.org.za; Website: http://nisaa.org.za

Emergency After-Hours Tel: 011 231 5050 code BA 224

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

60 Mobile Drive, Toronto, Canada M4A 2P3

(800) 267 7867 (416) 751 8300

SOUL CITY

Physical Address: 7 Seventh Avenue, Lower Houghton, Gauteng, South Africa 2098

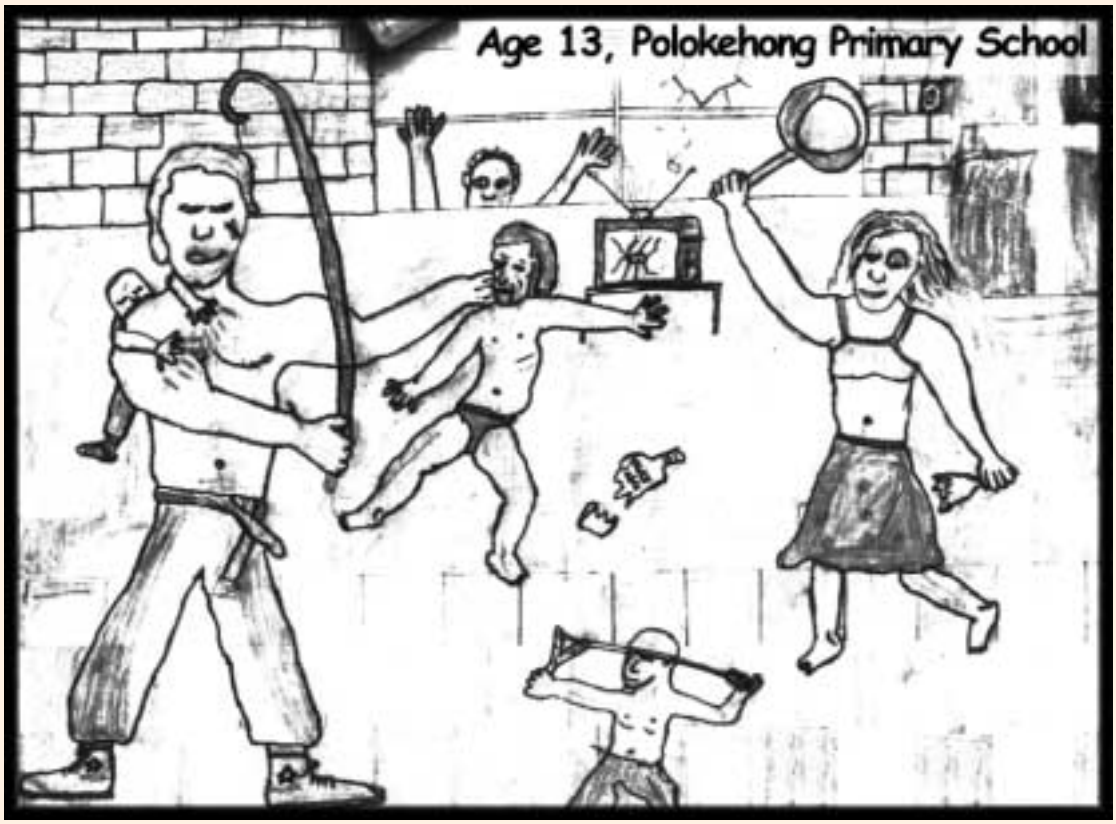
Postal Address: PO Box 1290, Houghton South Africa 2041

Tel: 011 728 7440 Fax: 011 728 7442

WORKSHOP 3

BACKGROUND PAPER

VIOLENCE AGAINST LESBIANS AND GAY BOYS AND MEN: GENDER AND GAY BASHING



WHAT IS GAY BASHING?[1]

Gay bashing is a term used to describe the violence directed against lesbians and gay (homosexual) men. Heterosexual women and men are also victims of such a crime when the perpetrator of the violence assaults them in the belief that they are gay or lesbian or that they might have such tendencies. Gay basing is a **hate crime**. Hate crimes are not committed for gain and the "majority of hate crime perpetrators do not know their victims". These crimes serve to give vent to the deep - seated hatred the perpetrator feels for members of a specific group: a "hate crime represents an attack on basic human values such as having the right to self-expression, freedom of association and privacy".

The violence of gay bashing can take many forms, but can be categorised into four types:

1. **Verbal abuse** (name-calling; abusive language, including sexual innuendo and requests for sexual attention; public humiliation; threats of physical violence; other forms of intimidation; comments about the person's appearance and behaviour).
2. **Physical abuse** (beatings, torture, rape, being thrown out of home without support, being killed).
3. **Property crimes** (damage to, or destruction of property belonging to gay persons).
4. **Socially sanctioned institutional abuse** (homophobic television and radio programmes, hate literature, education systems that exclude homosexuality at best, and revile it at worst).

Gay bashing arises out of a heterosexist way of thinking.

WHAT IS HETEROSEXISM?

Heterosexism is the belief that only heterosexual relationships are religiously acceptable, emotionally fulfilling and, therefore, morally and socially defensible. The term comes from the word "heterosexual" and such thinking sees the nuclear unit of father, mother and children as the only possible definition of "family" since children are the result of the heterosexual union of a female egg and a male sperm. Same - sex couples are seen to be an aberration from the norm and, therefore, their union is perceived to be sinful. This is based on the notion that because sexual activity between two members of the same sex cannot result in the conception of a child, such sexual activity is recreative and not procreative. For centuries many patriarchally based religions have taught that the primary function of sexual activity is the creation of new life, i.e. it must be procreative to be "pleasing in the sight of God". (Anti-abortion legislation is based on the same way of thinking about the essentially procreative nature of sex, as is moral stricture against masturbation.) It is important to remember, though, that an anti-heterosexist stance is not one which is opposed to heterosexuality. It is the attitudes of exclusivity and supremacy which are being questioned, not heterosexual people.

WHAT IS HOMOPHOBIA?

Homophobia is the term used to describe the irrational and excessive fear, loathing and related intolerance of people whose sexual orientation is towards members of their own sex rather than towards members of the opposite sex. For homophobes the normative model of heterosexuality cannot be challenged and they see all homosexual men and lesbians as the logical and fitting subjects of the expression of their rage, hatred and associated violence. Homophobia is at the extreme end of the heterosexist continuum. For many homophobes, this hatred is divinely sanctioned because it is seen to be based on scriptural authority and, therefore, morally necessary and entirely righteous. For many of them, heterosexism is, in being based on what they accept as the fixed and only interpretation of certain biblical and other canonical writings, a function of religious conviction. Furthermore, some psychologists believe that homophobia is often the expression of an internalised fear of being homosexual. All this makes homophobia and heterosexism an extremely sensitive issue and one which needs to be handled with care and delicacy.

WHAT IS THE CONNECTION BETWEEN GENDER-BASED VIOLENCE AND GAY BASHING?

While "sex", generally speaking, is a biological given, "gender" is a social construct. (See the background paper to Workshop 1 for a detailed explanation of these terms.) Historical, political, social and cultural factors all contribute to the gender norms of a particular community. These norms dictate the acceptability or unacceptability of the behaviour of members of the community insofar as such behaviour relates to their being specifically men or women. A wide range of behaviours is subjected to such judgement in communities. For example: where men are expected to be rugged outdoor sportsmen a timid, cautious man who prefers to read quietly is viewed with suspicion. If such a man is unmarried, dresses well, likes to cook and lives in a beautifully appointed house or flat he is likely to be assumed to be homosexual even if there has never has been any evidence of sexual interest in men, nor of a male partner of any sort in his life. He is seen to fulfill all the stereotypes of the homosexual man. These stereotypes arise because of the accepted norm of the heterosexual man who is presumed to be the model of ideal gendered behaviour. Along with his rugged sporty behaviour goes the expectation of his being at least somewhat (hetero) sexually predatory, even if this is evident only in his conversation. He is expected to be "macho". This means that he should be rational and logical and never emotional, should not be too concerned with how he looks, should know about mechanical things, should be physically strong, etc. Men in such normative models of heterosexuality are expected to take charge of women, to protect them and

to have mastery over them. (Here we need think only of the traditional western wedding ceremony in which the father hands his daughter over to her prospective husband: she exchanges one master or owner, whose name she bears, for another whose name she then takes on.) Men who fail to demonstrate these norms are thought to be homosexual.

Similarly, there are such gender norms for women. Women are expected to be "ladylike", to be interested primarily in their husbands, homes and children, to dress in ways that men find sexy, to be submissive and obedient to men. This stereotype, too, is based on what society sees to be the ideal woman in relation to the ideal man. A woman who refuses to comply with these requirements is often assumed to be a lesbian. She might be doing nothing more than asserting her independence from the heterosexist model, but such behaviour puts her outside the culturally accepted and entrenched norm, and therefore, it is thought, she must be a lesbian. Adhering to this stereotype leads its followers to see women who choose to be child-free as abnormal since, according to the stereotype, "all women want babies." Given the heterosexist model, therefore, childless women are to be pitied but child-free ones are to be scorned since they must be unnatural and, therefore, lesbian!

Anyone, woman or man, who is seen to fall outside of the heterosexist norm is, to the homophobe, deserving of punishment. Such judgement is based on the extent to which such men and women adhere, in their behaviour to the norms of gendered conduct. Behaviour includes the way in which they walk, talk, interact with others, etc. and also encompasses what they say or write. (Authors, for example, whose works celebrate or even just endorse characters who live outside of the heterosexist norm, or who suggest the value of a lifestyle which is not strictly in accordance with the dictates of heterosexism, have had their books banned or burnt regardless of their own sexual orientation or practice.) This punishment may take various forms, ranging from ostracism from the community, to imprisonment, to the destruction or confiscation of one's property, to beatings and torture or death. Although it happens less frequently today, previous eras have seen this ostracism take the form of committing lesbians and gay men to lunatic asylums, to forced labour camps and, in the case of the Holocaust, to concentration camps. State - legislated execution of lesbians and homosexuals has ranged from burning at the stake to extermination in the gas chambers.

LEGAL CONSERVATISM IN SOUTH AFRICA: UNDERSTANDING THE BACKGROUND

In terms of its legal history, South Africa is a deeply conservative country. As Edwin Cameron points out, its legal system is rooted in Roman law which sees homosexuals (and gladiators, whose occupation is thought to be unseemly) and the physically handicapped barred from legal practice,[2] while its predominant religion is based on selective interpretation of Judeo-Christian biblical doctrine. Roman Dutch common law, from which our law has evolved, echoes the insistence, mentioned above, that only procreative sex is permissible. [3] Under this law all other sex acts, whether between men and women, men and men, (probably) women and women, people and animals were cruelly punished, along with those who were caught masturbating, on the grounds that all such acts constituted a "punishable misuse of the organs of creation". The judicial approach to sexual orientation began to change markedly from 1990 onwards. In this year a judge remarked that "society accepts that there are individuals who have homosexual tendencies and who form intimate relationships with those of their own sex". He went on to suggest that the courts take this into account when enforcing the existing law. In 1993 two judges of the Cape Supreme Court urged "the acceptance of homosexuality as a normal variant in society".[4] Previous to the outlawing of discrimination based on sexual orientation, gay men were the victims of more cruel and punitive court judgments based on disapproval and revulsion than any other group of people including women and blacks. While Roman Dutch common law "sanctioned a system of patriarchy that reduced women to the status of minors" and while "it recognised the institution of slavery", it "stigmatised gay sexual activity as unnatural and criminal".[5] As Cameron puts it, "Instances abound where judges denounced homosexual conduct as a defilement and abomination of human nature...immoral and depraved...filthy and disgusting...a disease or mental disorder".[6]

While the constitutional protection against discrimination on the grounds of sexual orientation is based on what Susan Sontag calls "the ineradicable variousness of the expression of human sexuality",[7] many of the deeply entrenched beliefs about, and attitudes towards, lesbians and gay men need to change in order to keep up with the law even if such change goes against one's own moral and religious convictions. This is the challenge for South African educators.

THE SOUTH AFRICAN CONTEXT: WHAT CAN EDUCATORS DO?

The 1994 Interim Constitution of South Africa introduced a Bill of Rights, signed into law in May 1996, which protects lesbians and gay men from discrimination based on their sexual orientation. The constitutional "entrenchment of lesbian and gay rights...marks not only the end of one particular aspect of the struggle but also the beginning of another battle, in that legislation does not straightforwardly ensure a concomitant change in attitude and certainly not in practice"[8], and as educators we have to work towards such change. Gay and lesbian students are at greater risk than their heterosexual peers of depression, drug and alcohol abuse and suicide. This is directly attributable to the stress endured in an environment which is hostile to gay men and boys and to lesbians. The institutionalised covert heterosexism of the curriculum and of teaching practice in which all examples refer to heterosexual people, the overt homophobic response of many teachers and fellow students to gay and lesbian students, the need to remain in the closet of secrecy and the fear of discovery lead many lesbian and gay students to drop out of school or to end their own lives in desperation and often in self-loathing. Our students, heterosexual and homosexual need to learn that same-sex relationships are part of a time - honoured institution, a centuries - old phenomenon and a way of life that is as valid, as emotionally fulfilling, as morally acceptable and as honourable as any other. They will not learn this in a climate of heterosexism where all poetry, for example, even that of openly homosexual poets such as W.H. Auden, is taught from the perspective that men write love sonnets only to women, where sex education and life skills are based on the presupposition of heterosexual reproduction as the only valid form of sexual activity and HIV/AIDS is presented as the "gay plague", and where a version of history which excludes all reference to the homosexuality or lesbianism of public figures is taught.

Some South African universities now offer courses in Gay and Lesbian Studies and in Queer Theory and Queer Pedagogy, along with support for associations and clubs catering to the interests and needs of lesbian and gay students. In this way they are creating and fostering different kinds of space in which lesbian and gay students can be safely heard and in which heterosexual students can learn to listen to us, and this model is long overdue in schools.

Endnotes

1 Theron, A. (nd). Nature, extent and causes of anti-gay hate crimes. Pretoria, South Africa: Deptartment of Criminology, University of Pretoria.

2 Cameron, E. (1995). 'Unapprehended felons': Gays and lesbians and the law in South Africa. In M. Gevisser and E. Cameron (Eds.), *Defiant desire: gay and lesbian lives in South Africa*. New York: Routledge (p.91).

3 Ibid.

4 Ibid.

5 Marcus, G. (2000, November 17-23). Constitutional court: A triumph over repression. *Mail & Guardian*, p. 29.

6 Op cit., Cameron, p.93.

7 Sontag, S. (1989). *AIDS and its Metaphors*. Harmondsworth: Penguin.

8 Smith, A. (2000). Queer pedagogy and social change: Teaching and lesbian identity in South Africa. In W. Spurlin (Ed.), *Lesbian and gay studies and the teaching of English. Positions, pedagogies, and cultural politics*. Illinois: National Council of Teachers of English. (p. 260)

WORKSHOP 3

FACILITATOR'S GUIDELINES

NOTE: Facilitators should read the background paper on **Gender-based Violence** *(Workshop 1) and the background paper on* **Violence Against Lesbians and Gay Boys and Men: Gender and Gay Bashing** *(Workshop 3) before conducting this workshop.*

WORKSHOP OBJECTIVES

- To gain an understanding of the concept of heterosexism, and to examine how the pervasiveness of heterosexism in society leads to homophobia and the hate crime of gay bashing.
- To recognise how expectations based on gender stereotyping are connected to gay bashings.
- To dispel myths about lesbianism and homosexuality.
- To explore what we as educators can do about heterosexism and homophobia.
- To reflect on our own beliefs and practice within the recognition that any form of gender-based violence, whether covert or overt, is unacceptable.

WORKSHOP LENGTH: TWO TO THREE HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. Defining terms (20 minutes)
3. What do we know about homosexuality? Agree/Disagree Questionnaire (25 minutes)
4. Heterosexual Privilege Questionnaire (10 minutes)
5. Where to begin? (10 minutes)
6. Role plays (30 minutes)
7. Milestones (5 minutes)
8. Closing activity (20 minutes)

WORKSHOP MATERIALS

- Chalkboard or flip chart and paper
- Markers
- An envelope for each participant

WORKSHOP HANDOUTS

Handout 1: Defining Terms

Handout 2: What Do We Know About Homosexuality? Agree/Disagree Questionnaire

Handout 3: Heterosexual Privilege Questionnaire

Handout 4: Where to Begin?

Handout 5: Role Plays

Handout 6: Milestones

Handout 7: Poem: You Are My Good Teachers

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and bring success to their endeavours.

For Workshop 3:

- Be prepared for heated debate! Many unexamined religious and cultural issues are implicated in this discussion.

- Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 4 could be presented in a morning session, for example, and exercises 5 - 8 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- It is particularly helpful to draw on the strengths of outside speakers/presenters from the gay and lesbian community who can allay concerns and fears raised by the topic of this workshop (see under **Organisations** at the end of the workshop for useful contacts). They can also enhance gay-straight alliances and form a valuable resource.

1. Introduction (10 minutes)

NOTES TO THE FACILITATOR: The introduction is designed to provide an overview of the workshop and to give participants the opportunity to get to know the facilitator and the co-participants. The facilitator should introduce herself/himself and ask the participants to briefly introduce themselves. Participants may need to limit their introductions to members of their small group if the workshop has a large enrolment. The facilitator should inform participants that this workshop covers culturally and religiously sensitive issues.

The facilitator introduces the objectives of the workshop as outlined on the workshop covering page. Does anything need to be negotiated? Does anything need to be changed? Once consensus has been reached, you should move on to **Defining Terms**.

2. Defining Terms (15 minutes)

Handout: Defining Terms

Materials: Board and chalk

NOTES TO THE FACILITATOR: This exercise is designed to introduce the concept of heterosexism and to explore the connections between heterosexism and the homophobic hate crime of gay bashing. It also offers participants the opportunity to reflect on their own attitude to homosexuality in general, and to lesbians and gay men in particular.

The facilitator writes the terms **heterosexism, homophobia, hate crime** and **gay bashing** on the board and the participants brainstorm definitions in small groups. After participants have shared some of their definitions with the whole group, the facilitator passes out the Defining Terms handout. Allow time for participants to share their reflections.

1. Wurtele, S.K. & Miller-Perrin, C.L. (1992). Preventing Child Sexual Abuse. Lincoln: University of Nebraska Press.

3. What Do We Know About Homosexuality? (25 minutes)

Handout: Agree/Disagree Questionnaire

NOTES TO THE FACILITATOR: This exercise aims to dispel myths about homosexuality and to expose the stereotypes that surround the expression of sexuality. The facilitator should read through the answers to the questionnaire beforehand in order to feel comfortable enough to answer all questions.

The facilitator passes out copies of the **What do we know about homosexuality? Agree/ Disagree Questionnaire** activity sheet to all the participants, who complete the activity individually by ticking the "Agree" or "Disagree" column in response to the various statements. Allow participants five minutes to answer the Questionnaire. The participants then move into small groups where they can compare answers and discuss the reasons for their choices. The suggested answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed. Be prepared for some heated discussion! Before going on to the next activity, allow the participants a chance to stretch and take a breath!

4. Heterosexual Privilege Questionnaire (10 minutes)

Handout: Heterosexual Privilege Questionnaire

NOTES TO THE FACILITATOR: The facilitator passes around copies of the **Heterosexual Privilege Questionnaire** and asks participants to complete it and also to think carefully about their responses when doing so. This activity raises important issues, so allow participants time for reflection and discussion after the exercise.

It is important to remember that most gay and lesbian people will not be able to answer "yes" to most, if any, of these questions. Those who answer "no" to any of them 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 is one way to encourage the development of empathy towards, and understanding of, others who experience discrimination in society.

5. Where to Begin? (10 minutes)

Handout: Where to begin

NOTES TO THE FACILITATOR: The facilitator passes around copies of the **Where to begin?** worksheet and asks participants to consider the questions asked, and also to think carefully about their responses to these questions. The group could then be broken up into small groups, preferably constituted of people who have not yet worked together in a small group. This activity requires participants to reflect on their own practice, so allow time for reflection and discussion after the exercise.

6. Role Play: Conceptualising and Implementing Policy (30 minutes)

Handout: Role Plays

NOTES TO THE FACILITATOR: This exercise asks participants to consider two newspaper articles and imagine that they have been appointed by the Minister of Education to head a task group to make schools safer for gay and lesbian learners. Participants are asked to consider what they would do and how they would implement these plans. They are also asked to formulate a policy on which these suggestions and plans are based.

Divide the group into smaller groups. Give each group copies of the worksheet and have them consider the three questions asked as they work together on the task. After about 30 minutes, have a report - back session. Allow time for participants to share their feelings and findings and then write on the board the suggestions made by participants for dealing with these scenarios. This activity will link most satisfactorily to the contents of the "Milestones" handout which lists the changes in legislation and practice already effected by the gay and lesbian community. Ask for a volunteer to write the suggestions on the flip chart so that people can refer to them later.

7. Milestones (5 minutes)

Handout: Milestones

NOTES TO THE FACILITATOR: The purpose of this activity is to give participants a glimpse into the positive changes effected by gay people in South Africa to offset some of the focus on the destructiveness of homophobia. The reading will inform participants of highlights in history and increase awareness of the legal rights of gays and lesbians. The facilitator passes out the Handout on Milestones and allows time for reflection and discussion.

Linking the suggestions made in Activity 6 to changes already effected in legislation aimed at eliminating discrimination against gay men and lesbians will give participants a sense of what has already been achieved. The facilitator should ask participants to think of other changes they would like to see implemented in South African law. List these changes on the board and ask for a volunteer to list them on flip chart paper for future reference. Ask participants to think of changes they would like to see implemented in public places such as schools, shopping malls, restaurants, hospitals, etc., and list them on the board too. The scribe could also add them to the flip chart page for future reference.

8. Closing Activity (20 minutes)

Handout: Poem: You are my good teachers

Materials: Flip chart, paper, pen, envelopes for each participant

NOTES TO THE FACILITATOR: This activity is to allow participants time to reflect on the workshop. The facilitator should allow participants time to reflect on their own practice and give them a chance to prepare a personal strategy that they will monitor themselves.

The facilitator passes out copies of the poem "You are my good teachers" for each participant. Write the questions "Are you my good teachers?" and "What can I do in my context?" on the flip chart, and cover the page.

Ask each participant to read the poem to themselves. Uncover the questions. Ask the participants to consider the two questions, and then to write a letter to themselves in which they say what they can and will do about heterosexism and homophobia in their contexts when they return to their schools. When they are done, ask them to seal their letters in the envelope. They must mark it: Open on X date (3 months time). In three months they should open the letter, and reflect on what they have done and what more they can do. Once everyone is done, allow some time for the participants to talk about their experiences today. They might want to agree to meet in small groups at another time.

HANDOUT 1
DEFINING TERMS

Heterosexism is the belief that only heterosexual relationships are morally, socially and culturally acceptable. Any lifestyle or relationship that does not fit into this norm must, according to this belief, be unacceptable because it is abnormal, wrong and unnatural.

The term comes from the word 'heterosexual' and such thinking sees the nuclear unit of father, mother and children as the only possible definition of "family" since children are the result of the heterosexual union of a female egg and a male sperm. Same - sex couples are seen to be an aberration from the norm - abnormal and unnatural. Because the sexual activity of same - sex partners cannot result in the conception of a child, their union is perceived to be morally sinful (by some religious leaders) and, before the South African Constitution was signed into law, legally criminal.

Homophobia is the term used to describe the irrational and excessive fear, loathing and related intolerance felt by some people 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 just think about them.

For homophobes the normative model of heterosexuality, or what is known as heterosexism, cannot be challenged and they see all homosexual men and lesbians as the logical and fitting subjects of the expression of their rage, hatred and associated violence. For many homophobes, this hatred is divinely sanctioned because it is seen to be based on scriptural authority and, therefore, morally necessary and entirely righteous. Some psychologists believe that homophobia is often the expression of an internalised fear of being homosexual.

Gay bashing is a term used to describe the violence directed against lesbians and gay men. Heterosexual women and men are also victims of such a crime when the perpetrator of the violence assaults them in the belief that they are gay or lesbian or that they might have such tendencies. Gay bashing is a hate crime. These crimes serve to give vent to the deep - seated hatred the perpetrator feels for members of a specific group, in this case lesbians and gay boys and men.

The violence of gay bashing can take many forms, but can be categorised into four types:

Verbal abuse name-calling; abusive language, including sexual innuendo and requests for sexual attention; public humiliation; threats of physical violence; other forms of intimidation; comments about the person's appearance and behaviour

Physical abuse beatings, torture, rape, being thrown out of home without support, being killed

Property crimes damage to or destruction of property belonging to gay persons

Socially sanctioned institutional abuse homophobic television and radio programmes, hate literature, education systems that exclude homosexuality at best, and revile it at worst

How are heterosexism and homophobia seen in our everyday lives? Homophobia results from heterosexism because of the ways in which gender stereotyping often leads to "identifying" as homosexual people who do not fit into the patterns of behaviour traditionally believed to be masculine or feminine. Heterosexual people who defy these stereotyped expectations also often suffer the same discrimination as do homosexual people.

HANDOUT 2
WHAT DO WE KNOW ABOUT HOMOSEXUALITY?

ANSWER TRUTH OR MYTH TO THE FOLLOWING STATEMENTS.	TRUTH	MYTH
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 pedophiles.		
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 like a tomboy causes homosexuality.		
6. Lesbians and gay men gravitate towards certain occupations.		
7. Homosexuality is unafrican.		
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 teachers can cause students to become homosexual.		
13. Homosexuals are very promiscuous.		

HANDOUT 2 (CONTINUED)

SUGGESTED RESPONSES TO WHAT DO WE KNOW ABOUT HOMOSEXUALITY: TRUTH/MYTH QUESTIONNAIRE: DISCUSS IN SMALL GROUPS

1. **Myth**. Media stereotypes of gay and lesbian have led to this misperception. In reality it is impossible to "spot" homosexual people in this way. In any relationship certain tasks/roles would fall to the person who most enjoyed doing them but they need not be drawn along these lines. For some homosexual couples, the internalisation of heterosexism has led to their assuming the roles more commonly associated with either masculinity or femininity but this does not mean that one is "male" and the other "female".

2. **Myth.** This is a pernicious myth. Most pedophiles are heterosexual men.

3. **Myth.** Homosexuality is one of the many variants of human sexual response and expression. Because of the pervasiveness of heterosexism and homophobia, many homosexual people are led to believe that they are ill and need to be cured.

4. **Myth.** For many homosexuals, homosexuality is a celebration of who and what they are. Social pressure - heterosexism and homophobia - often forces lesbian and gay people to live out a heterosexual lifestyle, to their psychological and emotional harm. There are those who believe that all expressions of sexuality are a part of learned behaviour, and that without heterosexist pressure we would not have the categories of homosexual/heterosexual at all.

5. **Myth.** There is no definitive evidence which points conclusively to the etiology (or origins) of homosexuality in a person. Furthermore, the terms sissy and tomboy are a function of heterosexist stereotyping in themselves. Not all girls behave in traditionally feminine ways and not all boys behave in traditionally masculine ways, nor should they have to!

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

7. **Myth.** 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. **Myth.** This is not a given: gay and lesbian parents are as likely to raise homosexual children as are heterosexual parents. Commonly accepted statistics indicate that the occurrence of homosexual persons in a given population is 10%, regardless of their parentage.

9. **Myth.** 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. **Truth**. There is a great deal of undisputed evidence of this.

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

12. **Myth.** People cannot cause others to become homosexual. What homosexual teachers can do, though, is create a safe space in schools where gay and lesbian students can acknowledge their sexuality.

13. **Myth.** There is no support for this statement. It is a perception that gay men in particular are extremely promiscuous. This was thought to be true especially after the world came to learn about HIV/AIDS since it was homosexual men who first presented with the syndrome - but this is not necessarily true.

HANDOUT 3
HETEROSEXUAL PRIVILEGE QUESTIONNAIRE1

CHECK WHETHER YOU AGREE OR DISAGREE.	AGREE	DISAGREE
1. If I get involved in a new relationship or if an existing one breaks up I can discuss this freely with my colleagues at work, or with my fellow church goers.		
2. My partner and I can go shopping together and can be overheard discussing what we need for our home without fear of harassment.		
3. I can kiss my partner goodbye at the 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.		
5. I would be able to invite anyone at all to any commitment ceremony my partner and I might wish to hold.		
6. If I had a seriously ill partner I would be admitted without question to the Intensive Care Unit of the hospital.		
7. If my partner died 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 all 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 4
WHERE TO BEGIN?[2]

Use the following questions to explore specific teaching challenges you may face related to lesbian, gay and bisexual issues, and to diversity.

How do I feel about having lesbian and gay students in my classroom? as teachers? as colleagues?

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

What are my expectations for my students? Do they differ from culture-to-culture? colour-to-colour? ability-or-disability? depending on sexual orientation? male-female? socio-economic class? Do these expectations shift depending on the culture?

What are the implications for me as a gay/straight teacher in the presence of lesbian/gay students in my classroom?

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

What are the benefits of a classroom with lesbian, gay and bisexual students?

2 Creating Safer Schools for Lesbian, Gay and Bisexual Youth (1999). Toronto: Education Wife Assault

HANDOUT 4 (continued)

Am I comfortable or uncomfortable with lesbian, gay and bisexual people? Why or why not?

What values do I have that I think are universally important?

How would I respond if one of my students made a racist or sexist comment or presented schoolwork which contained racist or sexist statements?

Would I respond differently to a colleague or figure of authority who demonstrated homophobic behavior? Why?

Would I respond differently if one of my students made a homophobic comment or presented schoolwork, which contained homophobic statements? Why or why not?

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

HANDOUT 5
ROLE PLAYS

The new Minister of Education has been concerned by newspaper reports like the ones below. She has appointed your group to the National Task Group for Safer Schools for Lesbian, Gay and Bisexual Learners.

❖ What are you going to do?

❖ What policy could you formulate?

❖ How could you implement it?

Newspaper Report - Cape Times, 7 April 1998

Young South Africans living in poor communities face a harsh life, but gay and lesbian young people suffer the added hardship of being discriminated against for their sexual orientation. This was said by a spokesperson of the National Coalition for Gay and Lesbian Equality (NCGLE), Mr Clint Allen, who has been helping a group of 12 homosexuals to raise funds to build a shelter.

The 12 youths, most of whom declined to be identified, have been disowned by their families and have been living together for several months in an eight - metre - square shack in Khayelitsha. Some said they had left home because they were too embarrassed to "come out of the closet" and reveal the truth to their families.

Asked why people reject their children when they learn they are homosexual, Allen said parents sometimes fear that other children in the family could be influenced, "as if it's contagious".

"We appeal to all parents to love their children equally. The rejection of lesbian and gay children can lead to homelessness, drug abuse and the destruction of our future", Allen said.

HANDOUT 5 (CONTINUED)

The teenagers told the Cape Times about the conditions they have been living under:

There are three other shacks on the plot occupied by the group. They share an electricity bill with about 15 other people, and when they cannot afford to pay their share, they have to cope without electricity.The plot has only one tap with cold water. For breakfast, lunch and supper they eat dry bread and drink water. On special occasions they drink sugar water. They have no crockery or cutlery. They bath in a huge enamel basin inside the shack and have no privacy.

Asked what frustrated them most about their living conditions after coming from wealthy homes, the majority said they longed to have more privacy. "We just take each other as family. We have no choice", one of them said.

Newspaper Report - Natal Mercury, 10 April 1997

Pupils at a school in Northern KwaZulu - Natal have been labeled "spirits of the devil" and claim they were put in a separate class because of their sexual orientation. Although school authorities say "there are no gays" at the school, one of the pupils, 19 - year - old Fred Xulu, said the teachers were so homophobic that they persecuted them and 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. Teachers 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. Instead they would play practical jokes on us for everyone to laugh."

"It was so painful that sometimes I felt like leaving school. I just hated school because I could not concentrate and I felt unwanted", Xulu said.

He said seven of his gay friends had left school because they could not handle the situation. He said that after they had attended a meeting in Durban convened by the National Coalition for Gay and Lesbian Equality, they approached their families who then took the matter to the school committee.

However, the school's acting principal, Mr H. Pakiri, said, "We don't have such a problem here because we are a multi-racial school. Maybe it happens in other surrounding schools, but certainly not here".

Xulu said he had studied the Constitution and knew that gays could not be discriminated against.

"In Newcastle alone I know so many pupils who are gay and lesbian and they all face the same problem at school. People don't understand that we are made this way and it is not our fault that we are gay", he said.

HANDOUT 6
MILESTONES[3]

10 December 1996

South Africa's first - ever democratic constitution was signed into law by President Nelson Mandela at Sharpeville, the scene of a brutal massacre by the apartheid state 25 years before. **The Constitution** is the first constitution in the world to include "sexual orientation" as a grounds for non-discrimination.

In South Africa, the inclusion of sexual orientation in the equality clause of the Constitution is a political milestone - a turning point in the history of the lesbian, gay, bisexual and transgender movement.

The Labour Relations Act (66 of 1995), outlawed discrimination on the basis of sexual orientation in the workplace.

The Employment Equity Bill

Replaces the Labour Relations Act and also prohibits discrimination on the basis of sexual orientation.

Basic Conditions of Employment Act (75 of 1997) includes "spouse" or "life partner" for the purposes of "family responsibility leave".

The White Paper on Defence

On 21 May **1996**, Parliament adopted the White Paper on Defence. Chapter 3 on the "Rights and Duties of Military Personnel" stipulates that:, "In accordance with the Constitution, the SANDF shall not discriminate against any of its members on the grounds of sexual orientation. The Minister shall appoint a work group to facilitate and monitor the implementation of the policy outlined above regarding religion, language and sexual orientation."

Welfare White Paper (1996)

The Department of Welfare changed its definition of family from "a man, his wife and their children" to "Individuals who either by contract or agreement choose to live together intimately and function as a unit in a social and economic system. The family is the primary social unit which ideally provides care, nurturing and socialisation for its members. It seeks to provide them with physical, economic, emotional, social, cultural and spiritual security."

[3] Source: National Coalition for Gay and Lesbian Equality. Draft review. December 1994 - July 1998. GALA. University of the Witwatersrand Libraries.

Foreign partners

In **1999** the Constitutional Court ruled that same-sex foreign partners of South African citizens or permanent residents be accorded the same immigration rights as married couples.

HANDOUT 7
POEM: YOU ARE MY GOOD TEACHERS

YOU ARE MY GOOD TEACHERS

I am black

Our class is clever - we speak fifteen different languages between us
Our form teacher is Irish
Sometimes my teacher reads African stories
Melanie called me a dirty nigger and the head-teacher sent her home.

You are my good teachers

I am a girl
More than half the class are girls
I like Ms Waldron. Sometimes when we do pastoral curriculum she takes
all of us girls just with her and we talk
I'm in the end of term play about the Suffragettes
I called Vanessa a fat slag. Don't be so sizist and sexist, she said.

You are my good teachers.

I think I'm gay
I know I am the only one like that in our school
Homosexuality, lesbian, gay, queer - I looked. None of them's in the
subject index in the library.

There's this teacher, Mr Dillon, every time a boy gives him trouble, this
teacher, Mr Dillon, says, Sit down and shut up you silly poof. What are
you? A silly poof, sir.

I hate school.

Are you my good teachers?

- Peter Bradley

SELECTED RESOURCES

RESOURCES ON HIV/AIDS

Books and Articles

Agenda (1998). The New Men, 37.

RESOURCES ON HATE CRIMES AND GAY BASHING

Books and Articles

Berk, R.A. (1990). "Thinking about hate motivated crimes", *Journal of Interpersonal Violence*, 5(3), 334 - 349.

Bohn. T.R. (n.d.) "Homophobic Violence: Implications for social work practice", *Journal of Social Work and Human Sexuality*, 2 (2-3), 91 - 112.

Herek, G.M. (1992). "The social context of hate crimes: Notes on cultural heterosexism" in G.M. Herek and K.T. Berrill (Eds). Hate crimes: *Confronting violence against lesbians and gay men.* (pp89-104). Newbury Park, CA: Sage.

RESOURCES ON (QUEER) PEDAGOGY

Books and Articles

Britzman, D. P. (1995) "Is there a queer pedagogy? or stop reading straight", *Educational Theory,* 45 (2), 151-165.

Cady, Joseph. (1992). "Teaching Homosexual Literature as a 'Subversive' Act." in Minton, Henry I. 1992 (Ed). *Gay and lesbian studies.* New York: Haworth Press.

Harris, Simon. (1990). *Lesbian and gay issues in the English classroom: the importance of being honest*. Milton Keynes: Open University Press.

ADDITIONAL RESOURCES ON GAY AND LESBIAN ISSUES

Gevisser, M. & Cameron, E. (Eds.). (1995). *Defiant desire: Gay and lesbian lives in South Africa*. New York: Routledge.

Luirink, Bart. (2000). *Moffies: Gay life in South Africa.* Cape Town: David Philip Publishers.

Web site: gay and lesbian affairs in (southern) Africa.

http://www.mask.org.za

SELECTED RESOURCES ON GAY AND LESBIAN EXPERIENCE

Organisations

THE GAY AND LESBIAN ARCHIVES (GALA) provides a permanent institutional home for a wide range of historical and archival material relating to gay and lesbian experience in South Africa.
GALA PO Box 31719, Braamfontein, 2017;
William Cullen Library, University of the Witwatersrand, 2 Jan Smuts Avenue, Johannesburg;
Tel: 011 716 2444 Fax: 011 716 2818; E-mail: galasa@pixie.co.za

THE NATIONAL COALITION FOR GAY AND LESBIAN EQUALITY (NCGLE) is a voluntary organisation which lobbies and advocates for legal rights. The NCGLE is a useful first contact to investigate organisations in your area.
NCGLE
36 Grafton Street, Yeoville, Johannesburg,
PO Box 27811, Yeoville, 2198
Tel: 011 408 8440

1 Creating Safer Schools for Lesbian, Gay and Bisexual Youth (1999). Toronto: Education Wife Assault
2 Creating Safer Schools for Lesbian, Gay and Bisexual Youth (1999). Toronto: Education Wife Assault
3 Source: National Coalition for Gay and Lesbian Equality. Draft review. December 1994 - July 1998. GALA. University of the Witwatersrand Libraries.

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and bring success to their endeavours.

- Due to the sometimes overwhelming subject matter, the facilitator needs to think about how to create a safe environment for discussing issues on gender-based violence. Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, and in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 4 could be presented in a morning session, for example, and exercises 5 - 8 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of each workshop.

FOR WORKSHOP 3

- *A NOTE OF CAUTION:* It is possible that educators will wish to discuss cases of abuse which have occurred in their own schools. This must be done very carefully so as not to identify the individuals concerned. It is necessary that the participants talk about these events without divulging any details which could lead to the identification of the people involved. Participants need to know that it is important not to betray the learner's trust. A learner who has confided in a teacher needs to trust that this information will not be divulged to other teachers, learners or parents. However, 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.

- The facilitator may find it helpful to distribute copies of Appendix III, What does the South African Schools Act say about Child Sexual Abuse?

- After presenting this workshop on Abuse of Learners: Some Guidelines for Educators, it is recommended that facilitators follow up with Workshop 5, Teachers as Agents for Facilitating Healing.

1. Introduction (5 minutes)

NOTES TO THE FACILITATOR: The facilitator should introduce herself/himself and ask the participants to briefly introduce themselves. The facilitator should outline the workshop's objectives and provide a brief overview of the areas to be addressed.

It should be pointed out that child sexual abuse is a very emotional issue that may be difficult for members of the group to deal with. It is important to stress that if anyone needs to have some - time-out at any stage, he/she should feel free to leave the workshop for a short time.

2. What is Child Sexual Abuse? (20 minutes)

Handout: Child Sexual Abuse: A Definition and Some Examples

Materials: Large sheets of paper, coloured marking pens, board, chalk, masking tape or pins.

Purpose: The purpose of this activity is to highlight the various behaviours that constitute child sexual abuse, to differentiate between intra-familial and extra-familial abuse, to identify the gender-based nature of child sexual abuse, and to recognise that abusers, although they are most frequently family members, can also be prominent members of the community.

NOTES TO THE FACILITATOR: The facilitator leads a brainstorming session around what constitutes child sexual abuse. He/she notes all contributions on the board. Differentiate between extra-familial and intra-familial child sexual abuse. Get participants to provide examples of the different forms that the behaviour can encompass and who might be the perpetrators of the behaviours. Once the group has exhausted their examples, examine the list of behaviours given and get the participants to indicate whether girls or boys might experience each of the behaviours more often, or if they would consider that both girls and boys might experience them equally frequently. Also, get participants to consider if the various behaviours could be either extra-familial, intra-familial or both. Give participants 20 minutes to complete the activity, allowing for some discussion around the answers.

On completion of the brainstorming activity the facilitator can distribute the handout for this section, **What is child sexual abuse?,** which participants can refer to at a later date.

3. Factors Contributing to Child Sexual Abuse (30 minutes)

Handouts: What Factors Contribute to Child Sexual Abuse?

Individual/Family/Community/Institutional/Cultural Factors Contributing to Child Sexual Abuse

Purpose: To encourage participants to shift away the explanation that individual pathology is the reason behind child sexual abuse, and to highlight the range of social, cultural, political and economic factors contributing to this phenomenon.

NOTES TO THE FACILITATOR: Divide the group into smaller groups of two or three people and distribute the handout **What factors contribute to child sexual abuse?** to each person. The small groups should be given 15 minutes to brainstorm possible examples of factors contributing to child sexual abuse related to each of the five broad headings listed on the handout. If the participants require some direction with this activity, the facilitator can use some of the examples given on the second handout for this exercise, **Individual/Family/Community/ Institutional/Cultural factors contributing to child sexual abuse.** Do not hand out this sheet yet.

Bring the group back together and ask one group to provide the examples that they devised under each of the headings. Each of the other groups can contribute additional examples. When the groups have exhausted their examples in each of the categories, distribute the second handout: Individual/Family/Community/Institutional/Cultural factors contributing to child sexual abuse.

Go through the examples given on the sheet. Allow 15 minutes for this exercise, which should include some discussion of the examples given.

4. What are Some of the Myths of Child Sexual Abuse? (10 minutes)

Handout: Myths Surrounding Child Sexual Abuse: True/False Questionnaire

Purpose: To highlight and to dismiss the myths that lead to misinformation about, and the perpetuation of, child sexual abuse.

NOTES TO THE FACILITATOR: Distribute the handout for this exercise titled: **Myths Surrounding Child Sexual Abuse: True/False Questionnaire**. Give individual participants a few minutes to complete the activity. In small groups of two or three people, get participants to check their answers against the answers of others in their group. Bring the whole group back together and discuss the disagreements and surprises that arose in small groups. Allow for a brief discussion of the myths.

Find suggested answers to this activity - **Questionnaire surrounding child sexual abuse** (for facilitator reference). The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed during the discussion. The point is not to determine who had the "correct answer" but how opinions have changed. At this time, the facilitator may wish to distribute copies of Appendix III, **What does the South African Schools Act say about Sexual Abuse?**

5. The Effects of Child Sexual Abuse on Children, Communities and Society (15 minutes)

Materials: Board, coloured chalk, large sheets of paper and coloured markers

Purpose: To increase awareness of the various effects that child sexual abuse can have on individual survivors, both in the short and long term, as well as to highlight the effects that this phenomenon can have on a community and society more generally.

NOTES TO THE FACILITATOR: The facilitator should divide the board into three sections with the headings Children, Communities and Society. Divide the group into pairs and get them to brainstorm what they consider to be the short - term and long - term effects of child sexual abuse on children, communities and society at large.

Bring the groups back together and get participants to provide examples for each of the sections. List them on the board under the appropriate headings, allowing for some discussion around the issues raised. During this feedback section the facilitator should identify a volunteer to write the answers onto a large sheet which can be pinned or taped to the wall for participants to access later.

Remember to raise the following points discussed in the background paper to this module:

- The extent of the effects of abuse vary across individual survivors.
- The violation of trust.
- The connection between child sexual abuse and its implications for children's health associated with sexually transmitted diseases and HIV/AIDS.
- The normalisation of violence in young children's lives, e.g. young girls playing "rape rape", which reinforces the myth that this is a female's lot in life, in the fantasy corner in an early childhood education setting.
- Research in Australia demonstrates that young children practise sexual harassment in early childhood and primary school settings. Much of this sexual harassment is considered to be "harmless childish play" or "boys being boys". However, when this behaviour is not dealt with appropriately young boys can become very skilled sexual harassers and sexual violators as they grow older.

6. Indicators of Child Sexual Abuse (10 minutes)

Handout: Possible Indicators of Child Abuse

Materials: Board and chalk

NOTES TO THE FACILITATOR: The facilitator leads a brainstorming session around the indicators of child sexual abuse. Note all the contributions on the board. Examples of indicators can be placed under three headings: (i) Physical, (ii) Emotional (iii) Behavioural. When participants have exhausted their answers distribute the handout for this exercise - **Indicators of Child Sexual Abuse.** Allow for a brief discussion around examples that were not listed during the brainstorming exercise.

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.

7. Some Guidelines for Educators (30 minutes)

Handout: Dealing with Child Sexual Abuse Disclosures

Materials: Large sheets of paper and coloured markers

Purpose: To provide some guidelines for educators to appropriately handle a disclosure of sexual abuse from a child, and to highlight the advocacy role of teachers around the rights of children to be safe and free from oppression.

NOTES TO THE FACILITATOR: Divide the large group into smaller groups of two or three people and provide each group with several large sheets of paper and coloured marker pens. Distribute the handout for this exercise - **Dealing with Child Sexual Abuse Disclosure** - to all participants. Ask each small group to consider how they would handle one of the situations described. Allow 20 minutes for the participants to work through the scenario, writing their ideas on the sheets of paper provided.

Get a member of each group to report back on their suggestions to the whole group, allowing for some discussion and sharing of ideas.

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

8. Closing Activity (5 Minutes)

NOTES TO THE FACILITATOR: The facilitator needs to make some concluding comments reiterating the importance of teachers in child sexual abuse intervention and prevention, and the need for teachers to be the advocates for children who do not generally have a voice in the community. Make a closing point about the detrimental effects that child sexual abuse, as well as other forms of child abuse, have on the community and on society as a whole.

The facilitator should ask if any of the participants would like to identify what they considered to be the most significant part of the workshop. Allow some discussion, if there is time, so as to allow different points of view on what was most significant to emerge. Thank the participants for their involvement in the workshop.

SUGGESTED FOLLOW-UP ACTIVITIES

- Make an up-to-date phone contact list of all relevant services in your area that deal with child sexual abuse. Below are some examples of relevant services:

Relevant South African Contact Numbers

Women Abuse Helpline:	Tel: 0800-150-150
Department of Justice toll-free Abuse Helpline:	Tel: 0800-150-150
Child Abuse Action Group:	Tel: 011 793 5033
Child Line:	Tel: 011 484 0229
Child Protection Unit:	Tel: 011 403 3413
Women Against Child Abuse:	Tel: 011 452 0836

- Get the children in your classroom to devise a poster representing the people whom they would trust the most if they were in trouble. On a sheet of paper get the children to trace around their hands and then put their name on the top of the page. In each of the fingers and in the thumb, the children place the names of the people whom they would trust to tell if something bad was happening to them. The point to make with the children is 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 keep going through the names until someone listens to them and agrees to try to help.

- Begin networking with other teachers and parents in your area, who are interested in organising a group that can meet on a regular basis to discuss ways of actively intervening in child sexual abuse in your community. At the end of the workshop, distribute a sign-up sheet for those wishing to keep in contact. Make photocopies and distribute to interested participants.

- Distribute a sign-up sheet and conduct a follow-up workshop for those participants interested in sharing feedback on the progress towards implementation in their communities.

- **VIDEO:** Using classroom scenarios, the following video provides educators with suggestions for counselling learners who have experienced trauma. **Lizokusa: Trauma Management in Schools**, Centre for the Study of Violence and Reconciliation, PO Box 30778, Braamfontein, 2017, Tel: 011 403-5650, Fax: 011 339-6785; E-mail vredut@wn.apc.org; Website: www.wits.ac.za/csvr

WORKSHOP 4

BACKGROUND PAPER

ABUSE OF LEARNERS: SOME GUIDELINES FOR EDUCATORS

Child abuse is a serious and widespread problem throughout the world. It generally consists of abusive behaviours that can be broadly categorised as physical, emotional and sexual in nature. According to the latest figures from the Johannesburg Parent and Child Guidance Association, one in four children in South Africa will become a victim of some form of abuse in his/her lifetime.[1] This abuse can range from physical abuse in the home, lack of care and supervision, emotional abuse, labour exploitation, sexual exploitation, rape and abuse in schooling environments.[2] However, an increase in recent years in the awareness of the nature and extent of sexual abuse in early childhood and adolescence has uncovered a widespread and serious problem that has tended to be silenced and hidden within families, institutions, communities and society more broadly.

Child sexual abuse has immediate and long-term effects on survivors of this abuse, as well as consequences for society generally. It is important that educators be well - informed about this phenomenon since they have a crucial role to play in the intervention and prevention of child sexual abuse.

WHAT IS CHILD SEXUAL ABUSE?

There is not one universal definition of child sexual abuse, since it can vary across professional contexts, such as medicine, law, social welfare and education, as well as across cultural and community groups within society. The South African Child Act of 1983 is considered by some to fail to provide a clear definition of child abuse generally, or of the different forms of abuse, such as child sexual abuse.[3] However, the following description of the behaviour provides a valuable and useful understanding of child sexual abuse.

Child sexual abuse is a broad generic term that involves the exploitation of a child by an adult, adolescent or older child for sexual purposes, whether consensual or not. It primarily involves the abuse of power and authority especially constituted in adult and child relationships, as well as the exploitation of a child by virtue of the perpetrator's size, age, sex or status.[4] Child sexual abuse can include a range of behaviours such as exposing one's genitals to a child, forcing or allowing a child to witness sexual acts, sexual touching, rape, sexual assault, oral, anal and vaginal penetration with an object, a penis, a finger, involving children in prostitution, pornography and ritually abusive practices. Adults are most frequently the perpetrators of this behaviour, but it is becoming increasingly apparent that other children and adolescents are also engaging in the sexual abuse of younger children. A child cannot give consent in these contexts because of differences in power, age and/or status.

Research throughout the world indicates that incest or intra-familial abuse is the most common form of child sexual abuse. This is the case in South Africa, where incest, which can range from fondling to intercourse, constitutes 80% of all child sexual abuse cases, and is most commonly perpetrated by fathers, stepfathers or some other father figure.[5] Although less common than father-daughter incest, mother - son, brother - sister, and father - son incest can also occur.

Extra-familial sexual abuse that is - behaviour that involves non - family members as perpetrators- is also common and can involve, for example, family friends, school peers, teachers, members of the clergy and, less commonly, strangers. It is also common for perpetrators of child sexual abuse to be well - known and respected members of a community, often making it difficult for some parents and

other adults to believe that the child who complains is telling the truth. Ultimately, since child sexual abuse is most frequently perpetrated by someone known to the child, it involves an extremely serious violation of trust. Child sexual abuse occurs across all social, economic and cultural groups.

Both girls and boys can experience child sexual abuse. However, girls are most frequently the victims, with research in other countries indicating that girls will experience this abuse two to three times more often than will boys.[6] Research in South Africa also supports the gender-based nature of child sexual abuse.[7] Victims have been known to range from three months to 18 years of age, with the average age of reported cases being approximately five to seven years.[8]

WHY DOES CHILD SEXUAL ABUSE OCCUR?

Child sexual abuse is often attributed to individual pathologies of the abuser, who is considered psychologically disturbed in some manner. However, this explanation would account for only a very small number of cases. There are many social, political and economic factors operating through individual, family, community, institutional and cultural contexts that contribute to the perpetuation of child sexual abuse. As mentioned previously, it is predominantly about the abuse of power, the misuse of one's authority, especially as an adult and/or parent or other significant adult figure, as well as of one's responsibility in terms of status and age. The power differences between adults and children often make it difficult, if not impossible, for some children to say no to adults, or to avoid or escape from abusive situations, though some do devise successful ways of doing this. This power differential is increased when the abuse is coming from a parent, particularly a father figure. In families with a strong patriarchal structure, both the wife and children often perceive the father's power to be unquestionable, and his power is frequently maintained by the threat or act of violence. The inherent powerlessness of young children in society is also culturally perpetuated in the belief that children are considered to be the property of their parents, who have the right to control and raise them as they wish, without interference from those outside the family. Further, there is a common expectation that children unquestioningly obey their parent's wishes.

In trying to understand child sexual abuse it is important to remember that this form of child abuse is predominantly perpetrated against girls by males. Women and girls in traditional patriarchal communities are granted fewer economic opportunities, lower status and less power than males, who, through their masculinity, culturally and systemically inherit the perceived right to own and control the lives of women and girls. Within this context, dominant forms of masculinity are constructed around the manifestation of power through demonstrations of their sexuality as well as their use of aggression and violence, especially against women. Consequently, women and girls,

as sexualised beings and the property of men, become targets for rape (including"jackrolling"), sexual assault, sexual harassment and child sexual abuse among other forms of violence.[9] Communities, and society more broadly, directly and indirectly condone such practices through the failure to address the inequalities that exist between men and women, adults and children, as well as through inadequate medical, legal, political, financial and social interventions to help prevent this abuse from occurring. The high rate of violence and rape of women and children in South Africa has been intimately linked to the prevalent culture of aggression and domination. Rape is often seen as "just a part of life", "particularly for poor black women, who have experienced the triple oppression of race, class and gender".[10]

Forms of child sexual exploitation such as "survival sex"- defined as "parents exploiting their own children for their family to survive",[11] often involving children as young as six or seven - need to be viewed within the context of broader social factors like poverty. This is not to condone the parents' exploitation of their children, but rather to better understand why this might happen, so that intervention strategies can be directed at the broader social problems that facilitate and that are seen to necessitate this abuse.

There are also a number of myths operating in communities that perpetuate child sexual abuse, and that need to be addressed when educating groups about this problem. One myth is that AIDS can be cured if an infected person has sex with a virgin. With the high incidence of HIV/AIDS in South African communities, this makes young girls especially vulnerable to abuse. Another myth in black teenage communities in particular is that not having sex is bad for your mental health. Heather Reganass, the Director of South Africa's National Institute for Crime Prevention and Rehabilitation of Offenders, points out that "these myths are perpetuated and they make these young guys more powerful. There's a belief that you go totally crazy if you don't have sex. So if you can't get it legitimately then you go out and get it illegitimately".[12]

WHAT ARE THE EFFECTS OF CHILD SEXUAL ABUSE? WHAT ARE SOME OF THE INDICATORS THAT MIGHT SUGGEST THAT ABUSE HAS OCCURRED?

There is considerable evidence demonstrating that sexual abuse often has harmful effects on children, although there are variations across individuals on the extent of harm experienced.[13] Some of the immediate consequences of abuse include depression, feelings of guilt, withdrawal, acting out, lowered self-esteem, phobias, nightmares, bedwetting, 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, bleeding around the vagina or rectum (this may be observable in the staining of bed clothing) are also frequent consequences of child sexual abuse. Some of 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.

Other effects can be the normalisation of violence in young children's lives. This was demonstrated in a pre-school where children were viewed playing "rape rape" in their fantasy corner.[14] As pointed out in the Gender Equity Task Team report into Gender Equity in Education, "Girls learn that male violence is the condition against which their rights and freedom are negotiated. Their early learning is that submission is a survival skill".[15]

The sexual violence that children experience as "normal" in their lives has important consequences on communities and society as a whole. This form of violence is part of a continuum of violence that operates in both children's and adult's lives, often condoned by cultural practices and beliefs that prevent adequate intervention into such abuse. If the sexual harassment engaged in by young boys in early childhood and elementary schools[16] is not appropriately dealt with by teachers and parents, these boys will continue to perceive sexual harassment as appropriate behaviour throughout their lives. The normalisation of violence, particularly against women and children, and the equating of aggression and violence with masculinity must be interrupted in early childhood.

SOME GUIDELINES FOR TEACHERS

Teachers play a crucial role in intervening in child sexual abuse. There are two laws in South Africa that make it compulsory for educators to report any case of child abuse, or suspected child abuse. These laws are part of the Child Care Act (No. 74 of 1983) and the Prevention of Family Violence Act (No. 133 of 1993). According to the Prevention of Family Violence Act:

> Any person who examines, treats, attends to, advises, instructs or cares for any child in circumstances which ought to give rise to the reasonable suspicion that such a child has been ill-treated, or suffers from any injury the probable cause of which was deliberate, shall immediately report such circumstances to a police official, or to a commissioner of child welfare or a social worker referred to in section 1 of the Child Care Act, 1983.

Early childhood educators in particular, who are often with young children for long periods of time on a daily basis, are in a position to notice changes in children's behaviour, or to notice any bruising or bleeding. A child can be sexually abused by peers, older children or adults on the way to school. One student teacher in a school noticed a six-year-old girl having difficulties walking. It was later discovered that the child was raped on the way to school that morning.[20] Educators are also often the first people in whom young children and adolescents confide their experiences of abuse. So what are some of the guidelines for educators to consider in relation to intervention into child sexual abuse?[21]

- It is crucial that teachers and early childhood educators believe the child, despite their own possible difficulties around the identity of the abuser or that abuse has occurred. Disclosing abuse can be difficult for children and they need to know that you are listening, taking them seriously and believing them.

- Educators should not press the child for details or carry out an investigation themselves but inform the appropriate authorities. Teachers should not confront the perpetrator. This is the role of specialised organisations that deal with investigations of this nature. In schools, teachers need to report their suspicions to principals who then need to contact the appropriate agencies who deal with investigating child sexual abuse cases, e.g. the Child Protection Unit or the Department of Justice.

- Educators need to reassure the child that telling about the abuse was important and that they will do what they can to find someone who will help. Educators should not make promises they are unable to keep.

- Educators need to reassure the child that the abuse is not his/her fault. Many children feel guilty and believe that they contributed to the abuse in some way and that they should have been able to prevent the abuse from happening.

- Educators should document and keep a record of their suspicions of particular cases of child abuse with which they come into contact. For example, they should keep simple notes about changes in children's behaviour, things they say, etc. All notes should be dated. Such notes may be useful to authorities or to court cases if required.

- Educators need to be aware of their own relationships with children and adolescents and their own possible abuse of power and status in these contexts.

- It is crucial that educators intervene and appropriately deal with abusive behaviour in which children engage, including sexual harassment and other forms of sexual violence. In contrast to many educators' beliefs, children are aware of the power that they can obtain by engaging in sexual harassment and other forms of violence.

- Educators need to operate as advocates for the rights of young children, who are often denied a voice, to be safe from violence and free from oppression.

Endnotes

1 (1999, September 1). *The Star*, p. 14.

2 Wolpe, A., Quinlan, O. & Martinez, L. (1997). *Gender Equity in Education: A Report by the Gender Equity* Task Team, Department of Education, South Africa.

3 Argent, A.C., Bass, D.H. & Lachman, P.I. (1995) Child abuse services at a children's hospital in Cape Town, South Africa. *Child Abuse and Neglect,* 19, (11), 1313 - 1321.

4 Wurtele, S.K. & Miller-Perrin, C.L. (1992). *Preventing Child Sexual Abuse*. Lincoln: University of Nebraska Press.

5 Op cit., *The Star*, p. 14.

6 Glaser, D. & Frosh, S. (1993) *Child Sexual Abuse* (2nd ed.). Toronto: University of Toronto Press.

7 Op cit., Argent et al.

8 Ibid, p. 1315.

9 Op cit., Wolpe et al., Armstrong, S. (1994) Rape in South Africa: an invisible part of apartheid's legacy. *Focus on Gender*, 2 (2), 35-39. (1999, September 1). Op cit., *The Star*, p. 14.

10 Op cit., Armstrong

11 Op cit., Wolpe et al., p. 93.

12 Op cit., Armstrong, p. 37.

13 Op cit., Glaser & Frosch, p. 20.

14 Op cit., Wolpe et al., p. 71.

15 Ibid, p. 93.

16 Clark, M. (1989) *The Great Divide: The construction of gender in the primary school*. Canberra: Curriculum Development Centre. Alloway, N. (1995). *Foundation stones: The construction of gender in early childhood. A gender equity in curriculum reform project.* Melbourne: Curriculum Corporation.

20 Op cit., Wolpe et al., p. 71.

21 These suggestions are partially based on a handout titled "What to do if a child discloses abuse", developed by the Children's Aid Society of Metropolitan Toronto

WORKSHOP 4

FACILITATOR'S GUIDELINES

*NOTE: Facilitators should read the background paper on **Gender-based Violence** (Workshop 1) and the background paper on **Abuse of Learners: Some Guidelines for Educators** (Workshop 4) before conducting this workshop.*

WORKSHOP OBJECTIVES

- To gain an understanding of what constitutes child sexual abuse.
- To develop an awareness of the factors contributing to child sexual abuse.
- To investigate the myths often associated with child sexual abuse.
- To examine some of the indicators of child sexual abuse .
- To gain an understanding of some of the effects of child sexual abuse.
- To highlight implications of this phenomenon for educators.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1. Introduction (5 minutes)
2. What is child sexual abuse? What forms can it take? Whole group brainstorming exercise (20 minutes)
3. Factors contributing to child sexual abuse. Small group activity (30 minutes)
4. What are some of the myths around child sexual abuse? True/False Activity (10 minutes)
5. The effects of child sexual abuse on children, communities and society (15 minutes)
6. Indicators of child sexual abuse. Whole group brainstorming exercise (10 minutes)
7. Some guidelines for educators. Scenarios (30 minutes)
8. Closing activity (5 minutes)

WORKSHOP MATERIALS

- Board
- Coloured chalk
- Large sheets of paper
- Coloured marker/pens
- Masking tape or pins

WORKSHOP HANDOUTS

Handout 1: Child Sexual Abuse: A Definition and Some Examples

Handout 2: What Factors Contribute to Child Sexual Abuse?

Handout 3: Individual/Family/Community/Institutional/Cultural Factors Contributing to Child Sexual Abuse

Handout 4: Myths Surrounding Child Sexual Abuse: True/False Questionnaire

Handout 5: Possible Indicators of Child Sexual Abuse

Handout 6: Dealing with Child Sexual Abuse Disclosures

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and bring success to their endeavours.

- Due to the sometimes overwhelming subject matter, the facilitator needs to think about how to create a safe environment for discussing issues on gender-based violence. Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, and in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 4 could be presented in a morning session, for example, and exercises 5 - 8 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of each workshop.

FOR WORKSHOP 4

- *A NOTE OF CAUTION:* It is possible that educators will wish to discuss cases of abuse which have occurred in their own schools. This must be done very carefully so as not to identify the individuals concerned. It is necessary that the participants talk about these events without divulging any details which could lead to the identification of the people involved. Participants need to know that it is important not to betray the learner's trust. A learner who has confided in a teacher needs to trust that this information will not be divulged to other teachers, learners or parents. However, 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.

- The facilitator may find it helpful to distribute copies of Appendix III, What does the South African Schools Act say about Child Sexual Abuse?

- After presenting this workshop on Abuse of Learners: Some Guidelines for Educators, it is recommended that facilitators follow up with Workshop 5, Teachers as Agents for Facilitating Healing.

1. Introduction (5 minutes)

NOTES TO THE FACILITATOR: The facilitator should introduce herself/himself and ask the participants to briefly introduce themselves. The facilitator should outline the workshop's objectives and provide a brief overview of the areas to be addressed.

It should be pointed out that child sexual abuse is a very emotional issue that may be difficult for members of the group to deal with. It is important to stress that if anyone needs to have some - time-out at any stage, he/she should feel free to leave the workshop for a short time.

2. What is Child Sexual Abuse? (20 minutes)

Handout: Child Sexual Abuse: A Definition and Some Examples

Materials: Large sheets of paper, coloured marking pens, board, chalk, masking tape or pins.

Purpose: The purpose of this activity is to highlight the various behaviours that constitute child sexual abuse, to differentiate between intra-familial and extra-familial abuse, to identify the gender-based nature of child sexual abuse, and to recognise that abusers, although they are most frequently family members, can also be prominent members of the community.

NOTES TO THE FACILITATOR: The facilitator leads a brainstorming session around what constitutes child sexual abuse. He/she notes all contributions on the board. Differentiate between extra-familial and intra-familial child sexual abuse. Get participants to provide examples of the different forms that the behaviour can encompass and who might be the perpetrators of the behaviours. Once the group has exhausted their examples, examine the list of behaviours given and get the participants to indicate whether girls or boys might experience each of the behaviours more often, or if they would consider that both girls and boys might experience them equally frequently. Also, get participants to consider if the various behaviours could be either extra-familial, intra-familial or both. Give participants 20 minutes to complete the activity, allowing for some discussion around the answers.

On completion of the brainstorming activity the facilitator can distribute the handout for this section, **What is child sexual abuse?,** which participants can refer to at a later date.

3. Factors Contributing to Child Sexual Abuse (30 minutes)

Handouts: What Factors Contribute to Child Sexual Abuse?

Individual/Family/Community/Institutional/Cultural Factors Contributing to Child Sexual Abuse

Purpose: To encourage participants to shift away the explanation that individual pathology is the reason behind child sexual abuse, and to highlight the range of social, cultural, political and economic factors contributing to this phenomenon.

NOTES TO THE FACILITATOR: Divide the group into smaller groups of two or three people and distribute the handout **What factors contribute to child sexual abuse?** to each person. The small groups should be given 15 minutes to brainstorm possible examples of factors contributing to child sexual abuse related to each of the five broad headings listed on the handout. If the participants require some direction with this activity, the facilitator can use some of the examples given on the second handout for this exercise, **Individual/Family/Community/ Institutional/Cultural factors contributing to child sexual abuse.** Do not hand out this sheet yet.

Bring the group back together and ask one group to provide the examples that they devised under each of the headings. Each of the other groups can contribute additional examples. When the groups have exhausted their examples in each of the categories, distribute the second handout: Individual/Family/Community/Institutional/Cultural factors contributing to child sexual abuse.

Go through the examples given on the sheet. Allow 15 minutes for this exercise, which should include some discussion of the examples given.

4. What are Some of the Myths of Child Sexual Abuse? (10 minutes)

Handout: Myths Surrounding Child Sexual Abuse: True/False Questionnaire

Purpose: To highlight and to dismiss the myths that lead to misinformation about, and the perpetuation of, child sexual abuse.

NOTES TO THE FACILITATOR: Distribute the handout for this exercise titled: **Myths Surrounding Child Sexual Abuse: True/False Questionnaire**. Give individual participants a few minutes to complete the activity. In small groups of two or three people, get participants to check their answers against the answers of others in their group. Bring the whole group back together and discuss the disagreements and surprises that arose in small groups. Allow for a brief discussion of the myths.

Find suggested answers to this activity - **Questionnaire surrounding child sexual abuse** (for facilitator reference). The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed during the discussion. The point is not to determine who had the "correct answer" but how opinions have changed. At this time, the facilitator may wish to distribute copies of Appendix III, **What does the South African Schools Act say about Sexual Abuse?**

5. The Effects of Child Sexual Abuse on Children, Communities and Society (15 minutes)

Materials: Board, coloured chalk, large sheets of paper and coloured markers

Purpose: To increase awareness of the various effects that child sexual abuse can have on individual survivors, both in the short and long term, as well as to highlight the effects that this phenomenon can have on a community and society more generally.

NOTES TO THE FACILITATOR: The facilitator should divide the board into three sections with the headings Children, Communities and Society. Divide the group into pairs and get them to brainstorm what they consider to be the short - term and long - term effects of child sexual abuse on children, communities and society at large.

Bring the groups back together and get participants to provide examples for each of the sections. List them on the board under the appropriate headings, allowing for some discussion around the issues raised. During this feedback section the facilitator should identify a volunteer to write the answers onto a large sheet which can be pinned or taped to the wall for participants to access later.

Remember to raise the following points discussed in the background paper to this module:

- The extent of the effects of abuse vary across individual survivors.
- The violation of trust.
- The connection between child sexual abuse and its implications for children's health associated with sexually transmitted diseases and HIV/AIDS.
- The normalisation of violence in young children's lives, e.g. young girls playing "rape rape", which reinforces the myth that this is a female's lot in life, in the fantasy corner in an early childhood education setting.
- Research in Australia demonstrates that young children practise sexual harassment in early childhood and primary school settings. Much of this sexual harassment is considered to be "harmless childish play" or "boys being boys". However, when this behaviour is not dealt with appropriately young boys can become very skilled sexual harassers and sexual violators as they grow older.

6. Indicators of Child Sexual Abuse (10 minutes)

Handout: Possible Indicators of Child Abuse

Materials: Board and chalk

NOTES TO THE FACILITATOR: The facilitator leads a brainstorming session around the indicators of child sexual abuse. Note all the contributions on the board. Examples of indicators can be placed under three headings: (i) Physical, (ii) Emotional (iii) Behavioural. When participants have exhausted their answers distribute the handout for this exercise - **Indicators of Child Sexual Abuse.** Allow for a brief discussion around examples that were not listed during the brainstorming exercise.

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.

7. Some Guidelines for Educators (30 minutes)

Handout: Dealing with Child Sexual Abuse Disclosures

Materials: Large sheets of paper and coloured markers

Purpose: To provide some guidelines for educators to appropriately handle a disclosure of sexual abuse from a child, and to highlight the advocacy role of teachers around the rights of children to be safe and free from oppression.

NOTES TO THE FACILITATOR: Divide the large group into smaller groups of two or three people and provide each group with several large sheets of paper and coloured marker pens. Distribute the handout for this exercise - **Dealing with Child Sexual Abuse Disclosure** - to all participants. Ask each small group to consider how they would handle one of the situations described. Allow 20 minutes for the participants to work through the scenario, writing their ideas on the sheets of paper provided.

Get a member of each group to report back on their suggestions to the whole group, allowing for some discussion and sharing of ideas.

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

8. Closing Activity (5 Minutes)

NOTES TO THE FACILITATOR: The facilitator needs to make some concluding comments reiterating the importance of teachers in child sexual abuse intervention and prevention, and the need for teachers to be the advocates for children who do not generally have a voice in the community. Make a closing point about the detrimental effects that child sexual abuse, as well as other forms of child abuse, have on the community and on society as a whole.

The facilitator should ask if any of the participants would like to identify what they considered to be the most significant part of the workshop. Allow some discussion, if there is time, so as to allow different points of view on what was most significant to emerge. Thank the participants for their involvement in the workshop.

SUGGESTED FOLLOW-UP ACTIVITIES

- Make an up-to-date phone contact list of all relevant services in your area that deal with child sexual abuse. Below are some examples of relevant services:

Relevant South African Contact Numbers

Women Abuse Helpline:	Tel: 0800-150-150
Department of Justice toll-free Abuse Helpline:	Tel: 0800-150-150
Child Abuse Action Group:	Tel: 011 793 5033
Child Line:	Tel: 011 484 0229
Child Protection Unit:	Tel: 011 403 3413
Women Against Child Abuse:	Tel: 011 452 0836

- Get the children in your classroom to devise a poster representing the people whom they would trust the most if they were in trouble. On a sheet of paper get the children to trace around their hands and then put their name on the top of the page. In each of the fingers and in the thumb, the children place the names of the people whom they would trust to tell if something bad was happening to them. The point to make with the children is 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 keep going through the names until someone listens to them and agrees to try to help.

- Begin networking with other teachers and parents in your area, who are interested in organising a group that can meet on a regular basis to discuss ways of actively intervening in child sexual abuse in your community. At the end of the workshop, distribute a sign-up sheet for those wishing to keep in contact. Make photocopies and distribute to interested participants.

- Distribute a sign-up sheet and conduct a follow-up workshop for those participants interested in sharing feedback on the progress towards implementation in their communities.

- **VIDEO:** Using classroom scenarios, the following video provides educators with suggestions for counselling learners who have experienced trauma. **Lizokusa: Trauma Management in Schools**, Centre for the Study of Violence and Reconciliation, PO Box 30778, Braamfontein, 2017, Tel: 011 403-5650, Fax: 011 339-6785; E-mail vredut@wn.apc.org; Website: www.wits.ac.za/csvr

HANDOUT 1
CHILD SEXUAL ABUSE: A DEFINITION AND SOME EXAMPLES

There is no one universal definition of child sexual abuse since it can vary across professional contexts such as medicine, law, social welfare and education, as well as across cultural and community groups within society. However, the following description of the behaviour provides a valuable and useful starting point for understanding child sexual abuse.

> Child sexual abuse is a broad generic term that involves the exploitation of a child by an adult, adolescent or older child for sexual purposes, whether consensual or not. It primarily involves the abuse of power and authority especially constituted in adult and child relationships, as well as the exploitation of a child by virtue of the perpetrator's size, age, sex or status. Child sexual abuse can include a range of behaviours such as exposing one's genitals to a child, forcing or allowing a child to witness sexual acts, sexual touching, rape, sexual assault, oral, anal and vaginal penetration with an object, a penis, a finger, involving children in prostitution, pornography and ritually abusive practices. [1]

Adults are most frequently the perpetrators of this behaviour, but it is becoming increasingly apparent that other children and adolescents are also engaging in the sexual abuse of younger children. A child cannot give consent in these contexts because of differences in power, age and/or status.

Incest or intra-familial abuse is the most common form of child sexual abuse. Incest, which can range from fondling to intercourse, constitutes 80% of all child sexual abuse cases in South Africa. Fathers, step-fathers or some other father-figure are most common perpetrators. Although less common than father-daughter incest, mother-son, brother-sister, and father-son incest can also occur.

Extra-familial sexual abuse-that is, behaviour that involves non-family members as perpetrators- is also common and can involve, for example, family friends, school peers, teachers, members of the clergy and, less commonly, strangers. Perpetrators of child sexual abuse may even be well-respected members of a community, often making it difficult for some parents and other adults to believe that the abused disclosing child is telling the truth.

Child sexual abuse is most frequently perpetrated by someone known to the child and this makes such abuse a serious violation of trust.

1. Wurtele, S.K. & Miller-Perrin, C.L. (1992). Preventing Child Sexual Abuse. Lincoln: University of Nebraska Press.

Child sexual abuse occurs in all social, economic and cultural groups.

Both girls and boys can experience child sexual abuse; 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 three months to 18 years of age, with the average age of reported cases being approximately five to seven years.

HANDOUT 2
WHAT FACTORS CONTRIBUTE TO CHILD SEXUAL ABUSE?

Consider any factors associated with the following categories that may contribute to child sexual abuse and its perpetuation.

Individual factors contributing to child sexual abuse

Family factors contributing to child sexual abuse

Community factors contributing to child sexual abuse

Institutional factors contributing to child sexual abuse

Cultural factors contributing to child sexual abuse

HANDOUT 3
INDIVIDUAL/FAMILY/COMMUNITY/INSTITUTIONAL/ CULTURAL FACTORS CONTRIBUTING TO CHILD SEXUAL ABUSE

Individual

- Power over children, e.g. adults, teachers, parents.
- Perceived parental "ownership" of children.
- The upholding of dominant and aggressive forms of masculinity.
- Economic disadvantage which leads to sexually exploiting children, e.g. prostitution,"'survival sex" and transactional sex.

Family

- Economic disadvantage (poverty) which leads to sexually exploiting children, 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.

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.

Institutional

- The failure to address child sexual abuse in various institutions, e.g. the police force, schools.
- The failure to address cases of reported rape of young women by peers and teachers in schools.
- The refusal to recognise that child sexual abuse can and does occur in various institutions, e.g. schools.
- The limited government financial and political support for dealing with child sexual abuse, including rape of girls and women.
- The inadequacy of legal and medical interventions into child sexual abuse.

Cultural

- 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 sexual harassment.
- The high incidence of violent crimes in South African society today.
- The perpetuation of myths such as the one which holds that not having sex is bad for men's mental health and that one will go crazy if one does not have sex.
- The condoning of practices such as "jackrolling" among young men on the grounds of cultural justification, "survival sex', the "sexploitation" of children, transactional sex, etc.
- The perpetuation of unequal power relations based on gender, race and class, etc.

HANDOUT 4
MYTHS SURROUNDING CHILD SEXUAL ABUSE: TRUE/FALSE

ANSWER TRUE OR FALSE TO THE FOLLOWING STATEMENTS:	TRUE	FALSE
1. It is a father's right to have sex with his daughters.		
2. Sexualised behaviour in children is one of the causes of their 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 teachers sexually abuse the children in their care.		
9. If boys and men don't have sex they will go totally crazy.		
10. HIV/AIDS can be cured by having sex with a virgin.		
11. Young men have the right to have sex with girls when they so desire, even without the consent of the girls.		
12. Child sexual abuse hasn't got anything to do with other forms of violence.		
13. A 10-year-old boy is capable of sexually abusing a younger child.		
14. Most sexual abusers of children are family members.		
15. It is more harmful to sexually abuse a male child than a female child.		

SUGGESTED ANSWERS TO QUESTIONNAIRE SURROUNDING CHILD SEXUAL ABUSE

Discuss in small groups.

1. **False.** A father does not 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 children in any way. The abusers must take the responsibility for their behaviour.

3. **False.** Research has provided extensive evidence to show that child sexual abuse can have long -term effects on the adult survivor. The extent of the effects may vary across 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 generally 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. [1][See Parton, N. (1985) *The Politics of Child Abuse*. New York: St. Martin's Press; Glaser, D. & Frosh, S. (1993) *Child Sexual Abuse*. Second Edition. Toronto: University of Toronto Press; Ennew, J. (1986). *The Sexual Exploitation of Children*. Cambridge: Polity Press].

5. **True**. Research in Western countries indicates that men are the abusers in approximately 96% of cases of child sexual abuse and that girls are the victims in approximately 85% of cases. [2] [See Glaser, D. & Frosh, S. (1993) *Child Sexual Abuse*. Second Edition. Toronto: University of Toronto Press].

6. **False.** Poverty is a major systemic contributor to the engagement of young girls in "survival sex", where parents sexually exploit their daughters for the survival of their family. Intervention into poverty needs to occur before this practice can be completely prevented. However, child sexual abuse is not excused by poverty. It still remains a violation of children's rights and an abuse of child-adult power relations. Not all families experiencing poverty 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 their being abused by males since such abuse is perceived to carry homosexual overtones which results in further stigmatisation in many societies. [3] [See Glaser, D. & Frosh, S. (1993) *Child Sexual Abuse*. Second Edition. Toronto: University of Toronto Press].

8. **True.** Some teachers do abuse their power and authority and do engage in the sexual abuse of children in their care. Once again, this is a violation of the children's trust and a transgression of the duty of care that states that schools and teachers have to protect children from abuse while in their care. Male teachers have been known to have sexual relationships with older children or adolescent girls, which often results in pregnancy. The sexual abuse of very young children in Day Care or Play School also occurs.

9. **False**. This is a myth that is prominent among black teenage boys in South Africa. It is a powerful myth that excuses boys' use of sexual violence against women. [4] [Armstrong, S. (1994). Rape in South Africa: an invisible part of apartheid's legacy. *Focus on Gender*, Vol. 2, No. 2, June].

10. **False**. This is another powerful myth in South Africa as well as elsewhere in the world. This may result in an increase in child rape because of the HIV/AIDS epidemic.

11. **False**. No man has the right to have sex with a woman without her consent. This is called rape. Recent new rape laws also recognise rape in marriage.

12. **False.** Child sexual abuse is part of a continuum of violence that is 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.

13. **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 baby-sit younger children, or during play. It is not true that children are unaware of power and how to use and abuse it.

14. **True.** The most common form of child sexual abuse is incest, i.e. sexual abuse that is perpetrated by a family member. Incest is the most common form of sexual abuse in South Africa, accounting for more than 80% of all cases. [5](*The Star,* Wednesday September 1, 1999, p. 14).

15. **False.** The sexual abuse of boys may be less common than the abuse of girls, but not more harmful. It may be perceived culturally to be more acceptable to some to sexually abuse girls because of strong patriarchal values that define women as having lower status which results in fewer economic, social, political and other opportunities, and therefore considerably less power in most contexts within the community and society in general. Sexual abuse is harmful to both boys and girls.

ENDNOTES

[1] Panton, N. (1985) [See Parton, N. (1985) *The Politics of Child Abuse*. New York: St. Martin's Press; Glaser, D. & Frosh, S. (1993) *Child Sexual Abuse*. Second Edition. Toronto: University of Toronto Press; Ennew, J. (1986). *The Sexual Exploitation of Children*. Cambridge: Polity Press].

[2] Glaser, D.&Frosh, S.(1993) *Child Sexual Abuse*. Second Edition. Toronto: University of Toronto Press].

[3] Op cit., Glaser & Frosh.

[4] Amstrong, S.(1994). Rape in South Africa: an invisible part of apartheid's legacy. *Focus on Gender*, Vol. 2, No. 2, June].

5 *The Star.* (1999, September1), p.14.

HANDOUT 5
POSSIBLE INDICATORS OF CHILD SEXUAL ABUSE:

- Any marked changes in behaviour
- Fear - of particular people, places, times, going to bed, the toilet, being alone, being touched
- Overly compliant behaviour
- Attention-seeking behaviour
- Lack of trust
- Unhappiness, anxiety, crying, sleeplessness, nightmares, bed-wetting, soiling the bed or pants, needing too much sleep (which may be indicative of 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
- Pseudomature behaviour, taking on inappropriate adult roles
- Persistent regression, such as behaving as a younger child would
- Rejection of an adult (usually the abuser, but may also be of a care-giver)
- Clinging, fear of separation
- Indirect messages, such as " I don't like..." " I don't like going to..."
- Has secrets he or she doesn't want to tell
- Hints about sexual activity, adults doing naughty things
- Inappropriate sexual knowledge
- Physically or sexually aggressive behaviour, such as 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, such as with school activities, housework, washing
- Drawing with unusual symbolism
- Self-punishment or self-destructive behaviour - drug or alcohol abuse, suicide attempts, self-mutilation, theft, running away, prostitution, promiscuity
- Changes in eating habits - obesity/anorexia
- Pain, itchiness, discomfort, irritation of mouth, genitals, anal areas, 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
- Reporting having been raped

NB. This is a very extensive list and these indicators provide a guide only to possible sexual abuse in children. Some of these indicators may also indicate other physical, emotional and psychological traumas or concerns being experienced by a child. In child sexual abuse, usually more than one of these indicators will be operating at the same time.

HANDOUT 6
DEALING WITH CHILD SEXUAL ABUSE DISCLOSURES

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. This is rather strange for Thembi since she is generally a bubbly, friendly and lively child who enjoys spending time talking to her teachers before class. On this day she chooses to sit outside the classroom till the start of the class. Several times during the day Lizeka notices Thembi having difficulty sitting and she asks her what is wrong, and she replies that she has hurt her leg. Lizeka is busy with other children and leaves her to try to settle herself on the chair. During the afternoon activities once again Lizeka sees Thembi, who seems to be in a lot of pain, struggling to walk. This time Lizeka senses that there is something seriously wrong with Thembi's leg. Lizeka approaches Thembi and sits down beside her and as she does, she notices that the back of Thembi's dress is torn and that there is some blood on it. Concerned, Lizeka asks Thembi to let her see her sore leg but she refuses saying that she is all right. Lizeka perseveres and asks her again about her leg and Thembi bursts into tears. Lizeka puts her arm around Thembi but she continues to sob. Eventually, Thembi tells Lizeka that her Uncle Joseph had done something terrible to her on the way to school. He had held her down and lay on top of her putting his penis into her bottom area. Thembi continues to sob 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. Lizeka immediately realises what Thembi is saying to her and she quickly wonders what to do next. It all comes as a major shock to Lizeka, for Thembi's Uncle Joseph is a prominent businessman in the community, who does a lot of charity work for the school. Lizeka actually really likes Joseph and enjoys his company. They have dated several times in recent years. Lizeka considers him to be a kind and gentle man.

What should Lizeka do in this situation?

What might be some of the concerns that Lizeka has about this situation?

SCENARIO 2: NGCONDE'S STORY

It was Synta's third day of bus duty for the week. As usual she was waiting with a large group of children who were eagerly waiting for their bus to arrive to take them home. The children were laughing and playing and very happy to be finished for the day. As Synta turned around she noticed that Ngconde, who was from her fourth grade 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 first met, because he would take him to see the local soccer games and he even introduced Ngconde to the captain of the team, who had played several times in national competitions. As Synta got closer to the two, she could hear Ngconde refusing to go with Kgagudi, who was now crouching down trying to talk sense into 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. Kgagudi noticed that Ngconde was starting to cry. "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, as he commented to Synta that Ngconde wasn't feeling well. Synta was puzzled by Ngconde's and Kgagudi's behaviour, but recalled that this wasn't the only time she had seen Ngconde reluctant to go with Kgagudi. As she turned to go back to the other group of children, Synta could see that Ngconde was looking back at her, almost as if he was calling out in some way, as he climbed into Kgagudi's car. Synta sensed that something disturbing was happening for Ngconde and that it wasn't the first time that this had happened.

Should Synta continue to investigate Ngconde's situation?

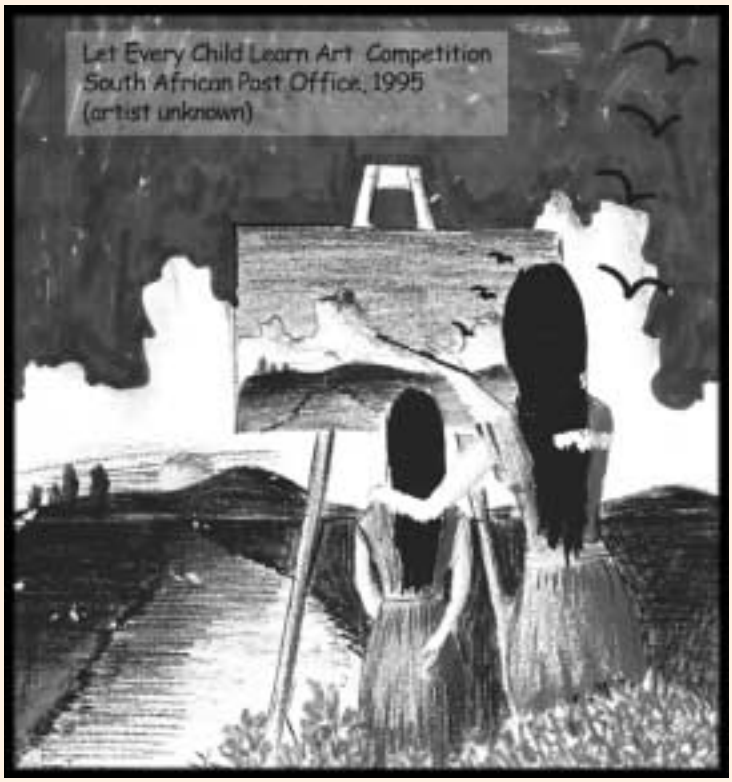
What indicators are present that might point to some form of abuse?

How should Synta proceed in this situation?

WORKSHOP 5

BACKGROUND PAPER

TEACHERS AS AGENTS FOR FACILITATING HEALING



WHAT ARE THE PSYCHOLOGICAL EFFECTS OF VIOLENCE AGAINST CHILDREN?

Schools in societies which are emerging from different forms of violence and neglect have a challenge to develop clear policy guidelines so as to ensure that the promotion of learners' well-being is at the center of the core curriculum.

Developmental psychologists are in agreement that there are key development virtues which should be nurtured so as to ensure progressive emotional, cognitive and social development. In schools, teachers should be encouraged to think of practices which ensure the attainment of basic virtues

which children need to acquire early in life. These are the formation of trust, competence, identity and an understanding of the meaning of life. In the context of the workshop, it is important to encourage participants to share their experiences about what happens when a child is exposed to an experience where trust or any of the virtues are violated. Using their cultural and indigenous knowledge, they should share ideas about what is needed or what actions should be taken to restore the aforementioned virtues which inevitably determine other capabilities like the ability to establish meaningful relationships, to carry out given tasks and to establish one's identity status. It is important to emphasise that success in resolving these virtues determines to a large degree the child's ability to learn and to adjust to a school environment.

HOW ARE PARENTS COPING WITH THE LEGACY OF VIOLENCE?

In the South African context many of today's parents are themselves survivors of state - orchestrated violence. During the Truth and Reconciliation Commission hearings it was established that many of the parents of those children of South Africa who, in initiating the 1976 Soweto Riots, took a stand against the Apartheid government, are still struggling with the consequences of exposure to varied forms of violence like having witnessed a child, a family member, a parent or a friend being killed. Some of these parents were those very children whose bravery led to their being imprisoned when they were as young as 12, while some survived detention without trial, severe torture and police brutality. While the hearings revealed that many parents were vulnerable and that their present state raised questions as to how well they were doing in the socialisation of their own children, a significant percentage of the adult population portrayed a certain degree of resilience. They demonstrated that they had the ability to cope well, irrespective of the extent of their exposure to shattering experiences. For the purpose of the workshop it is very important to ask the participants to tell others in the group about the kinds of support and the various strategies and rituals which have helped them to cope over the past years.

WHAT ARE THE LONG-TERM EFFECTS OF PAST TRAUMA ON THE GENDER-BASED VIOLENCE OF TODAY?

As is the case in most developing countries which are emerging from a state of violent conflict, citizens deal with the trauma resulting from the conflict of the past and also the trauma related to current violence. In a school, for instance, the present violence - the rapes, assaults, harassment of girls and women - occurs in the same setting where the violence of the past is still evident in the bullet holes visible in so many walls and desks. Teachers, pupils and parents have to deal with current forms of violence, seemingly endemic to this country in its transition to what is hoped will be full participatory democracy, in a context which keeps alive their past experience of state-endorsed and validated violence.

It is important for teachers to take into account how any one trauma-inducing incident could be easily complicated by other previous experiences of trauma. Awareness of the ways in which layers of trauma exacerbate or intensify current response to violence is of great help to those who are suffering as well as to those who counsel victims. Dealing with one's own emotional pain, anger and confusion resulting from violence, or helping others to cope with these symptoms, is made more effective by such awareness.

Many white schoolchildren, particularly those attending segregated government schools were, for generations, exposed to a different kind of emotional damage. Not only were they physically isolated in such schools, but the curriculum was used to promote and concretise racial prejudice and, in some instances, outright racial hatred. Such constant reinforcement of enemy images seriously damaged many children, particularly since this agenda informed their lives at home and in church as well. It did little to promote white children's well-being.

Some of today's schools are sites of endemic violence like the shooting death of teachers by other teachers, the shooting death of teachers by students, and the raping of girls and women in classrooms or on school grounds by gangs. There are also instances where a child uses a pair of scissors to stab other children, or children take out other children's eyes and inflict pain in other brutal ways.

HOW CAN TEACHERS PLAY A ROLE IN THE HEALING PROCESS?

It is important to highlight the potential that teachers have to be "agents of change" and to create the sorts of environment which support healing processes. At the same time, however, it has to be acknowledged that teachers themselves often have attitudes and beliefs which may be difficult to reconcile with any desire to support their learners and colleagues and which may influence their responses to the trauma of others. Their own experiences of trauma may well be behind these attitudes and beliefs. Furthermore, schools, family and community environments in which teachers live and work may also make working sensitively with traumatised learners and colleagues even more challenging.

Teachers need on-going training in the management of destructive emotions which are likely to incapacitate rather than to facilitate their own well-being and integration in society. The ideal model of teacher training and development will draw heavily on indigenous cultural and spiritual values as well as on professional outside help in providing support for emotionally disturbed adults and children.

Exercises in the accompanying workshop are based on the belief that teachers are not empty vessels. They have rich experiences, insights and indigenous knowledge which should be acknowledged and streamlined as the basis for helping children trauma-survivors in dealing with trauma and other negative experiences which are not conducive to their well-being. The workshop activities are designed to assist educators to explore the environment and factors within which they work and, most importantly, to increase their capacity to be agents of change and thus to sustain the healing process.

WORKSHOP 5

FACILITATOR'S GUIDELINES

NOTE: Facilitators should read the background paper on ***Gender-based Violence*** (Workshop 1) and ***Teachers as Agents for Facilitating Healing*** (Workshop 4) before conducting the workshop.

WORKSHOP OBJECTIVES

- To create an awareness of the effects of violence against children on key developmental virtues, e.g. trust, competence, cognitive development, identity formation and understanding the meaning of life.
- To identify signs and symptoms of children who are either dealing with, or repressing the consequences of violence against them.
- To explore what cultural factors could exacerbate the pain and suffering of children who are survivors of violence.
- To gain an understanding of culture - specific ways of handling pain and suffering.
- To discuss the long - term effects of memories of violence experienced by children on their development. (This will draw from lessons from the Truth and Reconciliation Commission).
- To explore the implications of the resilience of children.
- To gain an understanding of the impact of trauma on children's ability to learn and to acquire healthy social skills.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. Objectives of the workshop (5 minutes)
3. What are some facts and myths about trauma and healing? (15 minutes)
4. What factors play a role in the healing process? (30 minutes)
5. How can teachers help abused learners? (10 minutes)
6. Teachers as agents of change (20 minutes)
7. Closing activity (30 minutes)

WORKSHOP MATERIALS

- Markers (coloured)
- Flip chart
- Masking tape or pins
- Large sheets of paper
- Board and chalk

WORKSHOP HANDOUTS

Handout 1: Objectives of the Workshop

Handout 2: Facts and Myths Surrounding Trauma and Healing

Handout 3: What Factors Contribute to the Healing Process?

Handout 4: Key Factors in the Healing Process: Individual/Family/Community/ Institutional/Cultural

Handout 5: Trauma Counselling in Schools

Handout 6: Let's Talk

Handout 7: Tools and Techniques for Handling Pain and Suffering

TIPS before you begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and to bring success to their endeavours.

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, and in severe cases, result in rape and child sexual abuse.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. See for example **Starting Points for Training: A Gender Equity Workbook**, available from the National Department of Education. Facilitators would be well

advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 4 could be presented in a morning session, and exercises 5 - 7 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals and should, therefore, not be omitted.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of each workshop. The facilitator(s) may also wish to make use of the following video available from the gender focal persons. Video (under 9 minutes): Unwanted Images: Gendered Violence in the New South Africa. **See Appendix VI for suggestions on how to incorporate the video into a workshop activity**.

FOR WORKSHOP 5

- *A NOTE OF CAUTION:* It is possible that educators will wish to discuss cases of abuse which have occurred in their own schools. This must be done very carefully so as not to identify the individuals concerned. It is necessary that the participants talk about these events without divulging any details which could lead to the identification of the people involved. Participants need to know that it is important not to betray the learner's trust. A learner who has confided in a teacher needs to trust that this information will not be divulged to other teachers, learners or parents. However, if the learner faces the risk of further abuse, then the learner needs to know that other people will have to be informed in order to help.

- Note that it is best to present this workshop as a follow-up to Workshop 3, **Abuse of Learners: Some Guidelines for Educators**.

1. Introduction (10 minutes)

NOTES TO THE FACILITATOR: The Introduction is designed to provide an overview of the workshop and to give participants the opportunity to get to know the facilitator and the co-participants. The facilitator should introduce himself/herself and ask the participants to say a few words about themselves. Participants may need to limit their introductions to members of their small group if the workshop has a high enrolment.

2. Objectives of the Workshop (5 minutes)

Handout: Objectives of the Workshop

NOTES TO THE FACILITATOR: Distribute the handout titled Objectives of the Workshop. Drawing on the adult learning model, make it clear that adults have rich experiences and vast knowledge which put them in a position to add value to any subject. In the context of the healing workshop, make sure the participants realise that, as teachers, they have rich experiences of violence and its effects on children. The success of the workshop will, to a large extent, depend on their willingness to participate and contribute actively. The assumption is that the rich experiences and knowledge of the participants will form the core of knowledge about actions which will promote future well-being in schools.

3. What are some Facts and Myths about Trauma and Healing? (15 minutes)

Handout: Facts and Myths Surrounding Trauma and Healing

NOTES TO THE FACILITATOR: It is important to help participants understand that people tend to formulate ideas and beliefs to cope with difficult life experiences. A myth is any knowledge which gets systematised contrary to scientifically established facts and which can also be misleading about the problem at hand. Distribute the handout for this exercise **Facts and Myths Surrounding Trauma and Healing** - and give individual participants a few minutes to complete numbers 1 - 6. In small groups of two or three people get participants to check their answers against what others in their group have said. They can then generate many other myths in their small groups, there is space to write their own examples at the bottom of the handout. Bring the whole group back together and allow for a brief discussion of the myths. The suggested answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

4. What Factors Play a Role in the Healing Process? (30 minutes)

Handouts: What Factors Contribute to the Healing Process?

Key Factors in the Healing Process: Individual/Family/Community /Institutional/Cultural

Materials: Paper, markers

NOTES TO THE FACILITATOR: Distribute paper and markers. Each working group should systematically record on paper all shared experiences of children's behaviour following exposure to violence. It is also important to describe the circumstances of children who demonstrated some degree of resilience. Next, divide the group into smaller groups of two or three people and distribute the handout **What Factors Contribute to the Healing Process?** to each person. Participants should be encouraged to try to remember behaviour, actions or any kind of step taken which they think helped to sustain children following exposure to violence. Note: participants' own cases are usually helpful and more powerful as teaching tools, and they tend to reflect local specific circumstances.

The small groups should be given 15 minutes to brainstorm possible examples of factors contributing to the healing process. Do not distribute the second handout yet.

Bring the group back together and ask one group to provide the examples that they devised under each of the headings. Each of the other groups can add other examples that have not yet been raised by previous groups. The report - back session should help participants to develop a deeper understanding of helpful personal attributes, actions and behaviour which can support survivors of any trauma-inducing experiences.

When the groups have exhausted their examples in each of the categories, distribute the second handout: **Key Factors in the Healing Process: Individual/Family/Community/ Institutional/Cultural.** Go through the examples given on the sheet, noting that some of the examples do not aid in the healing process. Allow 15 minutes for this exercise, which should include some discussion of the examples given and those suggested by the participants. There is some extra space provided under each category for participants to list other factors that arose in the whole-group discussion.

5. How can Teachers Help Abused Learners? (10 minutes)

Handout: Trauma Counselling in Schools

NOTES TO THE FACILITATOR: This activity is designed to help participants become better informed about how to support the abused learner in the healing process. Distribute the handout entitled **Trauma Counselling in Schools**. The participants will consider the ten suggestions on how they can help the learner who has been traumatised. Allow a short time for discussion of the guidelines, which were adapted from the "Trauma Management in Schools" video and booklet from the Centre for the Study of Violence and Reconciliation. The contact details for the Centre appear on the bottom of the handout.

6. Teachers as Agents of Change

Handout: Let's Talk

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: This activity is designed to highlight the potential that teachers have to be "agents of change" and to support the healing process, yet at the same time to explore the challenges which schools, family and community pose to teachers in their work with traumatised learners and colleagues.

On the board or flip chart, write these questions:

- What feelings and concerns are behind the way the teacher responds? What is happening in this scenario? How, as the teacher, should you respond?

Introduce the idea of how different professional and personal circumstances may influence the teacher's potential to act as a "agent of change" and invite the participants to divide into groups of four. Distribute the handout entitled **Let's Talk** and assign one dialogue per group. Explain that each group will work with one dialogue which should be read first by one pair, with expressions, actions and gestures as the readers feel appropriate. They should read it several times until they are comfortable with their interpretation of the dialogue, while the other pair listens and observes. After two or three minutes, invite the readers to swap places and the other pair will work on an alternative interpretation of the same dialogue. Invite the groups to discuss their different interpretations and to reflect on the questions on the flip chart.

When the facilitator brings the larger group back together, participants share their experiences of the four dialogues, then brainstorm what they, as educators, need to help them better support the healing process among learners and colleagues. What factors in a teacher's make-up, working conditions and so on may help them as they respond to the needs of others? How may they support their colleagues and develop more positive and caring working environments?

7. Closing Activity: What resources can help teachers with the healing process? (30 minutes)

Handout: Tools and Techniques for Handling Pain and Suffering

NOTES TO THE FACILITATOR: This exercise is designed to give participants the opportunity to draw on and share their experiences, insights and indigenous knowledge as the basis for helping children in dealing with trauma and other negative experiences. Distribute the handout titled **Tools and Techniques for Handling Pain and Suffering**. Ask participants to work in small groups and choose one of the tools/techniques to discuss. Bring the whole group back together to share some of the ideas they discussed.

SUGGESTED FOLLOW-UP ACTIVITIES

- Make an up-to-date phone contact list of all relevant services in your area that deal with healing and counselling services.
- Make a poster of myths and facts around trauma and healing and post it up in the school.

HANDOUT 1
OBJECTIVES OF THE WORKSHOP

- To create an awareness of the effects of violence against children on key developmental virtues, e.g. trust, competence, cognitive development, identity formation and understanding the meaning of life.
- To identify signs and symptoms of children who are either dealing with or repressing the consequences of violence against them.
- To explore what cultural factors could exacerbate the pain and suffering of children who are survivors of violence.
- To gain an understanding of culture - specific ways of handling pain and suffering.
- To discuss the long - term effects of memories of violence experienced by children on their development. (This will draw from lessons from the Truth and Reconciliation Commission.)
- To explore the implications of the resilience of children.
- To gain an understanding of the impact of trauma on children's ability to learn and to acquire healthy social skills.

HANDOUT 2
FACTS AND MYTHS SURROUNDING TRAUMA AND HEALING

CHECK WHETHER YOU AGREE OR DISAGREE.	AGREE	DISAGREE
1. Time does not heal all wounds.		
2. Anger isn't helpful to the healing process.		
3. Survivors of trauma need to know they weren't to blame for what happened to them.		
4. It is important to forget traumatic events in order to move on with life.		
5. Acknowledging and recognising the consequences of violence on key developmental areas, cognitive, social and emotional, has a healing effect for both front - line caregivers and affected children.		
6. Training teachers gives them confidence and the courage they need to help traumatised children to connect the impact of trauma to their difficulties in concentrating and remembering their school work.		
7. Traumatic events strengthen an individual's character.		
8. Your own examples:		
9.		

HANDOUT 2 (CONTINUED)
SUGGESTED ANSWERS

Discuss in small groups.

1. All events, including the traumatic, influence the way we define our worlds. However, victims of trauma do have a choice in the way they choose to put meaning to an event.

2. Anger is a normal response to a threatening situation. Accepting anger as a human reaction is important for validation of an experience. How one chooses to express anger is the key.

3. Random acts of violence are not the responsibility of the victim. Rather the acts are the sole responsibility of the aggressor.

4. All events in our life influence how we see and live in our worlds. Denying an event consciously does not reduce our reactions on other levels. This is why feelings can be triggered long after an event has occurred.

5. Trauma disturbs normal development. Educating both a victim and caregiver on this reduces risk of judgment and trying to push a recovery period too fast.

6. Children need validation. Trauma effects are often seen as a period of academic failure (for example: when a child is struggling with a preoccupation of a traumatic event, school marks may suffer). If a teacher knows this, he or she can find other ways to validate and reassure a child.

7. Some victims survive and lead successful lives while others sustain permanent and unresolveable damage.

HANDOUT 3
WHAT FACTORS CONTRIBUTE TO THE HEALING PROCESS?

Consider any factors associated with the following categories that contribute to the healing process.

Individual factors contributing to the healing process

Family factors contributing to the healing process

Community factors contributing to the healing process

Institutional factors contributing to the healing process

Cultural factors contributing to the healing process

HANDOUT 4
KEY FACTORS IN THE HEALING PROCESS: INDIVIDUAL/FAMILY/ COMMUNITY/INSTITUTIONAL/CULTURAL

Individual

- Resilience vs. vulnerability
- Beliefs
- Self-esteem
- Identity
-
-

Family

- Bond
- Alienation
-
-

Community

- Cultural practices
- Beliefs
- Resources
- Spiritual
-

*

Institutional Culture

- The laws
- Policies
- The culture of silence
- Language
- Inadequate legal and medical interventions into child sexual abuse

HANDOUT 5
TRAUMA COUNSELLING IN SCHOOLS

As an educator, you may be the one to notice that a child is showing signs of trauma. There may be a marked change in the child's behaviour and school performance. The child may seem irritable, depressed, listless or anxious. Some children may experience physical symptoms such as nausea or body pains.

You may find that learners are suffering from trauma as a result of being a victim of, or having witnessed, violent crime or assault. In some cases, learners are victims of abuse by family members in their own homes. When a child is abused by the people who are meant to care for him/her, the trauma may be particularly damaging.

You may be the first person a learner confides in after being traumatised. Your reaction will be very important to his/her healing. The following suggestions will help you provide the support the learner needs:

- Make sure the learner is safe from immediate harm. Determine if there are any signs of injury or abuse that should be treated by a doctor.
- Listen to what the learner is saying. Do not ask why the abuse happened. This will make the learner feel he/she is to blame.
- Ask questions which begin with how, where and who to clarify the situation.
- Let the learner know you believe what he/she is telling you.
- Tell the learner the abuse is not his/her fault. Let the child know you are very sad that this has happened.
- Let the learner talk about his/her feelings. Give the learner comfort and support. The learner will need to feel safe and protected.
- Ask the learner if you should contact a friend, relative or neighbour.
- Tell the learner you will help but don't make promises about what you will do.
- Ask the learner what he/she would like you to do next. The child may not be able to tell you directly but it will make her/him feel more in control.

REMEMBER: Your role is to report the abuse and support the learner. You should not investigate the case to determine if the child's account is true.

CONFIDENTIALITY

Confidentiality is a difficult issue. When a learner confides in you, you will be expected to keep the story a secret. You need to respect this trust relationship by not sharing the learner's story with other teachers, learners or parents.

However, if the learner is in danger of being further abused, you need to tell him/her that you must tell someone who can try to stop the abuse. Explain that you may need to inform the principal, a social worker, a parent or another service agency. In cases of child abuse, the Child Protection Unit must be contacted. Emphasise that this is essential if the abuse is to stop and that you are doing what is necessary to help the learner.

These guidelines are adapted from "Trauma Management in Schools" - a video and booklet produced by the Centre for the Study of Violence and Reconciliation.(See Resources for contact numbers.)

HANDOUT 6
LET'S TALK

The facilitator will assign one of the dialogues for your group to work with. Each pair will take a turn in interpreting it aloud while the other pair listens. Reflect on the different ways in which the same words may be expressed.

Dialogue 1:
Learner: Ma'am?
Teacher: Yes?
Learner: Erm…
Teacher: Yes?
Learner: Erm…
Teacher: Did you want to talk to me?
Learner: Erm….yes…but…
Teacher: Well I am very busy at the moment, you see I have this pile of exams to grade. The H.O.D. needs them in today. How about later?
Learner: Erm…..yes, I suppose so.

Dialogue 2:
Teacher: How come you are still here? The others all left long ago.
Mzikayise: Well, erm…I had some things to do.
Teacher: Oh, yes?
Mzikayise: And…
Teacher: Yes?
Mzikayise: Well,….I wanted to talk to you, too.
Teacher: Oh, what about?
Mzikayise: Erm…it's not that easy to ..er ….say…
Teacher: Well, take your time.
Mzikayise: You see….er, there's this other boy….
Teacher: Yes?
Mzikayise: Well….
Teacher: Look, I'm really sorry, but I have to go, it's late already. Would you like to come by and talk another time ? Or would it be easier to write it down ?

Dialogue 4:
Teacher: Thuli?
Thuli: Yes?
Teacher: Are you OK?
Thuli: Yes, why ?
Teacher: Well, I couldn't help noticing ..
Thuli: What ?
Teacher: Well, I was a little concerned …
Thuli: Yes ?
Teacher: And I think we ought to talk. Could you come and see me after school today ?
Thuli: Er….yes, Ma'am.

Dialogue 3:
Teacher: (as another colleague sits down next to her in a quiet staffroom) Well, we haven't had a chance to talk for ages – what have you been up to?
Colleague: No, well…
Teacher: Yea?
Colleague: Er…lots of things have been going on for me …
Teacher: Oh yea?
Colleague: At school….and at home ..
Teacher: Oh? ….Did you want to talk about it? Here?

CONSIDER THESE QUESTIONS

- What feelings and concerns are behind the way the teacher responds?
- What is happening in this scenario?
- As the teacher how, should you respond?

HANDOUT 7
TOOLS AND TECHNIQUES FOR HANDLING PAIN AND SUFFERING

Here are some ideas for helping the healing process. Choose one of the following activities and discuss how teachers can use it to help alleviate pain and suffering of child-survivors of violence. For example, stories help children to share their feelings, and in comparing them with those of characters who have experienced similar events and circumstances children can begin to heal.

- story telling
- culturally appropriate children's play, e.g. Maseketlane
- songs
- plays
- talking through essay writing
- children's expressive approach
- school debates
- poetry

SELECTED RESOURCES ON HEALING

Organisations:

THE CENTRE FOR THE STUDY OF VIOLENCE AND RECONCILIATION

PO Box 30778

Braamfontein, 2017

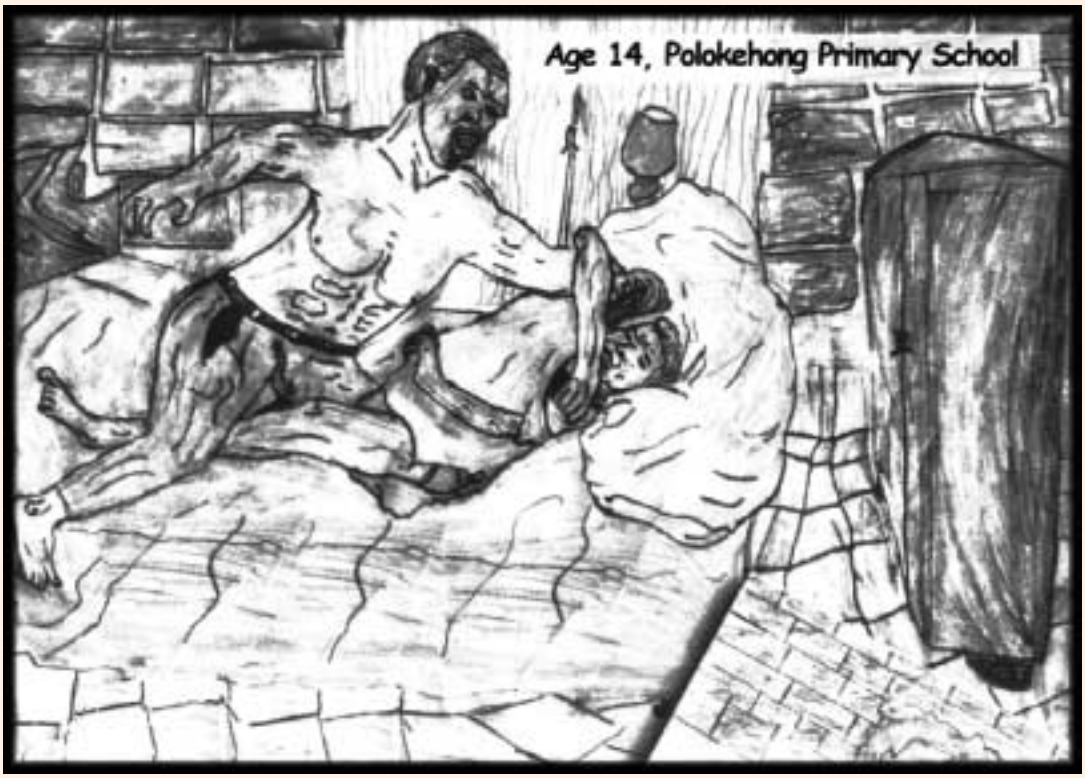
Tel: 011 403 5650 Fax: 011 339 6785; E-mail: csvredut@wn.apc.org

Website: http://www.wits.ac.za/csvr

WORKSHOP 6

BACKGROUND PAPER

GENDER-BASED VIOLENCE AND HIV/AIDS



Although the HIV/AIDS epidemic has become a global crisis, the situation in South Africa is particularly acute. According to recent figures, the national rate of HIV prevalence is 22.8% and infection rates are rising at an alarming rate.[1] With the highest percentage of new infections occurring in the 10-24 age group, young people are now recognised as the best resource for changing the course of the epidemic. In countries that have worked with youth to reduce risk behaviour, levels of HIV infection have been dramatically lowered. Young people are a promising target group for HIV prevention programme because their unsafe behavioural practices are less established than those of adults.[2] This means that teachers are in a key position to stop the spread of HIV infection by becoming informed about the disease and delivering quality education programmes to learners.

Quality education programmes are those that deal with the complex and sensitive issues related to AIDS. The simplistic "just say no to sex" focus of many programmes ignores the real causes of the spread of the disease. Factors such as poverty, abuse and lack of hope for the future are additional risks for youth.[3] As noted by UNAIDS (2000), "AIDS is not an equal opportunities disease"; it feeds on the social inequalities of gender, social status, race and sexuality.[4]

There is strong evidence that gender is a key factor in vulnerability to AIDS.[5] Statistics show that women are disproportionately infected; the HIV incidence rate among girls is three to four times higher than among boys.[6] AIDS is rapidly becoming a major cause of death for women of reproductive age.[7] What are some reasons for the gender-based impact of this disease?

GENDER AND HIV/AIDS

A combination of biological and social factors increases female vulnerability to AIDS. A single episode of unprotected intercourse is risky for women who may be receiving infected semen from a male partner. In addition, sexually transmitted diseases can go undetected in women, leaving them more susceptible to HIV transmission.[8] Women's reproductive roles, particularly the pressure to bear children, heightens their compromised HIV status.

Women's biological susceptibility to AIDS is compounded by their limited economic and social power, particularly in relation to sexual relationships with males. Currently, the level of violence against women in South Africa is higher than any country not at war.[9] There is a growing awareness of the link between violence against women and the growing rates of HIV/AIDS infection. Understanding this link is key to tackling the underlying causes of this fatal disease. This is particularly important for educators who are working with learners for whom preventive activities can still work.[10]

A number of attitudes and types behaviour have contributed to the relationship between sexual violence and HIV infection. Most have to do with the ways our thinking about sexuality is connected to issues of gender and power. According to Suzanne Leclerec-Madlala, an anthropologist at the University of Natal, our beliefs about women's bodies and sexuality have a serious impact on the spread of AIDS.[11] Many of these attitudes are tied to traditional roles of masculinity and femininity which are often played out in sexual behaviour.

In many societies, physical force and intimidation are equated with masculine behaviour. This equation is operating in South Africa, where a history of oppressive political practices has embedded violence as a normal part of gender-based relations. A legacy of apartheid has resulted in heightened forms of aggressive manhood that are often directed at women.

For many males, sex is perceived as a way to prove one's masculinity. When faced with a future of economic insecurity, young men may use sex to gain a sense of control in their lives.[12] Having sex with multiple partners is one way to express male virility, especially when a sense of masculine identity is at stake.[13] As highlighted in the UNAIDS strategy document, "Men and Aids - gender-based approach: 2000 World AIDS Campaign," these attitudes have made coercive, unprotected sex a common practice:

> Extra challenges for HIV prevention arise from traditional expectations that men should take risks, have frequent sexual intercourse (often more than one partner) and exercise authority over women. Among other things, these expectations...encourage men to force sex on unwilling partners, to reject condom use and the search for safety as `unmanly', and to view drug-injecting as a risk worth taking. Changing these commonly-held attitudes and behaviours must be part of the effort to curb the AIDS epidemic.[14]

Undoubtedly, the high incidence of rape in South Africa contributes to the spread of the AIDS virus. However, the dangers of AIDS infection are not limited to rape survivors. Women in committed relationships may find it hard to negotiate safe sex, especially when physical and sexual violence is a threat. Men's refusal to wear condoms, even in situations of consensual sex, heightens the risk of infection for themselves and for their female partners.

There is evidence that young girls may be particularly vulnerable to AIDS. Desperate economic circumstances can pressure young women into survival sex with paying clients who demand unprotected intercourse.[15] The myth that the virus can be cured by having sex with a virgin increases the risk factors for girls. Some older men will seek out young girls for unprotected sex because they believe they are safe from HIV infection.[16]

Teachers who have relationships with their learners are making schools dangerous places for young women. In addition to the risks involved in the sexual activities, discussions about safe sex and body integrity become meaningless when learners are being exploited by the person in charge of their education.[17]

Acts of sexual violence are an expression of males' presumed entitlement to female bodies. In the context of the HIV/ AIDS epidemic, the repercussions of forced sex can be fatal for girls. President Thabo Mbeki has urged South Africans to work together to tackle the HIV/ AIDS epidemic. In his address on World AIDS Day on 1 December, 1999, he made the following plea:

> To overcome the challenge that this disease poses, every one of us must play an active part. If you are a member of a church or non-governmental organisation or a school that does not as yet have an HIV/AIDS programme, see to it that you come together to draw up such a programme.

Given the complexity and sensitivity of factors related to AIDS, it is understandable that many teachers feel unprepared to undertake this work. Disagreements about the best approaches to doing AIDS education and the problem of already overcrowded curricula are additional limitations. School governing bodies (SGBs) should take the lead in promoting a holistic approach to school programming on HIV/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.

EDUCATION

To be effective, school-based programmes on HIV/AIDS must incorporate the many risk factors affecting youth. Considering the growing rate of HIV infection in girls, highlighting the role of gender in facilitating HIV transmission is crucial. This means dealing with the tough issue of gender violence and all the factors (such as poverty, child sexual exploitation, and multiple partnerships) that support it.

The popular ABC (abstain, be faithful, and condomise) message of many school-based educational programs is unrealistic for young women who are forced into sex or subjected to violence when they insist that their partner use a condom.[18] The focus on individual decision-making in sexual behaviour ignores these situations and the general role of gender dynamics in the structuring of male-female interactions. Programmes that stress assertiveness and negotiation must consider the ways violence and inequity in heterosexual relationships limit young women's ability to apply these skills.

According to Adams and Marshall, the development of effective AIDS prevention programmes has been stalled by the resistance to implementing sexuality education (as opposed to sex education) in schools. The difference has to do with the foci of the two approaches:

> Sex education focuses mainly on biological information about how our bodies function whereas sexuality education speaks about personal body concepts, body rights and how we express them. Sexuality education is still not implemented in schools.[19]

Charges that sexuality education may encourage young people's sexual activity appear to be unfounded. In a review of sex and HIV/AIDS education, UNAIDS found that contrary to this - concern, "well - designed programmes...are most usually associated with reduced levels of sexual activity in youth and with enhanced levels of condom use in those who are already sexually active".[20]

Sexuality education is an important AIDS prevention strategy which can counter the social messages that young women are not expected to assert their sexual needs or control their reproductive and sexual practices. Such programmes can also challenge aggressive expressions of masculinity which increase the risk of HIV transmission for male and female youth. Educating young men about sexual responsibility and the threat of HIV infection is key to reducing the spread of AIDS. Sports organisations are beginning to take the lead in developing prevention programmes for males. For example, the Shosholoza AIDS project in KwaZulu-Natal is designed to check AIDS by changing the attitudes and practices of male soccer players. [21]

Preventive education is most effective when young people are involved in the design and delivery of the programme. Peer education has been found to be the most successful means of changing attitudes in youth.[22] An education advisor who has worked in Malawi, Mozambique, Zambia and Zimbabwe describes an "impressive" secondary school peer education programme which had a positive impact on learners:

> ...each class in this large secondary school had appointed two peer educators - one boy and one girl...these two young people became the knowledge base in relation to all aspects of sexual behaviour, STDs, HIV/AIDs, etc. They worked on a weekly basis with the whole class, and were engaged in individual discussions with class members about particular issues. In addition...these young people took responsibility for presenting on some aspect of school health to the whole school assemblies. This involved them speaking to around 2,000 students... something they seemed to achieve with great skill and not a little confidence.

> [The teaching staff] acknowledged...that the young people were doing what they could not do - communicating on very sensitive issues directly with their peers. They indicated that there was some evidence of behaviour change....[23]

In general, positive approaches, which outline safe sexual practices and commend young people for practicing protective behaviour, are more effective than messages that are meant to instill fear.[24] For learners who have little hope for the future, such messages can heighten a feeling of fatalism that can get in the way of positive behavioural change.

Undertaking AIDS work with youth requires courage and a willingness to raise tough issues. School-based programme may be the key ingredient to reducing the incidence of HIV infection. While AIDS is a grave threat in South Africa, through education the spread of the disease may be prevented.

ENDNOTES

1 *Anthropology News*, 40 (7), October 1999.

2 UNAIDS (2000). *Global strategy framework on young people with HIV/AIDS. City: UNAIDS..*

3 Ibid.

4 Ibid.

5 Tallis, V. (1998). AIDS is a crisis for women. *Agenda,* 39, 6-13.

6 Brown, M.M. (2000, January 11). United Nations Development Programme, *The New York Times*.

7 Sewpaul, V. & Thobile, M. (1998). The power of the small group: From crisis to disclosure. *Agenda*, 39, 34-43.

8 Rees, H. (1998). The search for female-controlled methods of HIV prevention. *Agenda*, 39, 44-49.

9 Human Rights Watch. (1995). *Violence against women in South Africa: The state response to domestic violence and rape*. New York: Human Rights Watch.

10 Klugman, B. (2000). HIV prevention isn't as easy as ABC. *Reconstruct.*

11 Anthropology News, October 1999.

12 Ibid. p.10.

13 Morrell, R. (September 20, 1999). End violence. Rape in South Africa. Beijing Plus 5 Discussion Group.

14 UNAIDS (1999). Women, HIV and AIDS. Available online at: http://www.avert.org/wome naid.htm.

15 Campbell, C., Mzaidume, Y. & Williams, B. (1998). Gender as an obstacle to condom use: HIV prevention amongst commercial sex workers in a mining community, *Agenda*, 39, 50-57.

16 Op cit., UNAIDS (2000).

17 Ibid.

18 Op cit., Klugman.

19 Adams, H. & Marshall, A. (1998). Off target messages - poverty, risk and sexual rights. *Agenda*, 39, 87-92.

20 Op cit., UNAIDS (1999).

21 Makhaye, G. (1998). Shosholoza's goal: Educate men in soccer. *Agenda*, 39, 93-96.

22 Op cit., UNAIDS (1999).

23 Allsop, T. (March. 23, 2000). Personal communication.

24 Vergnani, T. & Frank, E. (1998). Making choices: Sexuality education. Life Skills Curriculum; UNAIDS.

WORKSHOP 6

FACILITATOR'S GUIDELINES

*NOTE: Facilitators should read the background paper on **Gender-based Violence** (Workshop 1) and **Gender-based Violence and HIV/AIDS** (Workshop 5) before conducting this workshop.*

WORKSHOP OBJECTIVES

- To dispel some of the myths about HIV/AIDS.
- To explore the connection between gender and HIV/AIDS.
- To identify some of the risk factors for HIV infection in youth.
- To critique dominant messages about HIV/AIDS prevention.
- To develop a gender-based message about HIV/AIDS prevention.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. What are the myths about HIV/AIDS? (20 minutes)
3. Test your knowledge about gender and HIV/AIDS (15 minutes)
4. How does lipstick cause HIV/AIDS? (15 minutes)
5. The ABCs of HIV/AIDS prevention (30 minutes)
6. Closing activity (30 minutes)

WORKSHOP MATERIALS

- Markers (coloured)
- Flip chart
- Large sheets of paper
- Masking tape or pins

WORKSHOP HANDOUTS

Handout 1: Myths about HIV/AIDS

Handout 2: Test your Knowledge about Gender and HIV/AIDS

Handout 3: HIV/AIDS from Lipstick

Handout 4: The ABCs of HIV/AIDS Prevention

Handout 5: Gendering the ABCs of HIV/AIDS Prevention Poster (2 versions: blank and completed)

TIPS Before You Begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist facilitators in their efforts and to bring success to their endeavours.

- Due to the sometimes overwhelming subject matter, the facilitator needs to think about how to create a safe environment for discussing issues on HIV/AIDS. Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, and in severe cases, result in rape and child sexual abuse.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 4 could be presented in a morning session, for and exercises 5 - 6 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of each workshop. The facilitator may also wish to make use of the following video available from the gender focal persons: Video (under 9 minutes): "**Unwanted Images: Gendered Violence in the New South Africa". See Appendix VI for suggestions on how to incorporate the video into a workshop activity.**

FOR WORKSHOP 6

- Note that the intention of this workshop is not to discuss orphans, absenteeism and other important issues surrounding HIV/AIDS, but to raise awareness that gender is a risk factor. Similarly, while there are important factors to consider for youth and HIV/AIDS, this workshop devotes attention to gender, which is so infrequently considered in the discussion on HIV/AIDS.

1. Introduction (10 minutes)

Handout: No handout

NOTES TO THE FACILITATOR: The introduction is designed to provide an overview of the workshop and to give participants the opportunity to get to know the facilitator and the co-participants. The facilitators should introduce themselves and ask the participants to say a few words about themselves. Participants may need to limit their introductions to members of their small group if the workshop has a large enrolment.

The facilitator should then outline the purpose and the agenda of the workshop as outlined on the workshop covering page. (See Tips for Workshop 6 above.)

2. What are the Myths about HIV/AIDS (20 minutes)

Handout: Myths about HIV/AIDS

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout titled **Myths about HIV/AIDS.** Ask people to work in small groups of three or four people to review this list of myths that are associated with HIV/AIDS. Are there any of these statements that people question? Whose interests do these myths serve? Are there other myths circulating about HIV/AIDS? What ideas do participants have for countering these myths in their classroom? Bring the group back together to share their answers. One person from each group should report. Allow time for discussion, particularly in relation to brainstorming ways of countering these myths in the classroom.

3. Test your Knowledge about Gender and HIV/AIDS (15 minutes)

Handout: Test Your Knowledge about Gender and HIV/AIDS

NOTES TO THE FACILITATOR: Distribute the handout for this exercise titled: **Test Your Knowledge About Gender and HIV/AIDS**. Give individual participants a few minutes to complete the activity. In small groups of two or three people, get participants to check their answers against what others in their group answered. Bring the whole group back together and discuss the disagreements and surprises that arose in small groups. The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

4. How does Lipstick cause HIV/AIDS? (15 minutes)

Handout: HIV/AIDS from Lipstick

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout **HIV/AIDS from Lipstick**. Ask people to work in small groups of three or four people to discuss this scenario. How prevalent do they think sex for money for basics is in their school? Ask people to focus in particular on the position of girls. How free are they to refuse unprotected sex? How is poverty related to unprotected sex? Ask the groups to discuss ways that they could address the issue with parents. Bring the group back together to share their answers. Allow time for discussion with the whole group.

5. The ABCs of HIV/AIDS Prevention (30 minutes)

Handout: The ABCs of HIV/AIDS Prevention

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout the **ABCs of HIV/AIDS Prevention** poster. Ask participants to work in small groups to consider the strength and limitations of the ABC message for preventing the spread of HIV infection in youth. Next, ask what barriers for girls exist for achieving ABC. The facilitator makes a list of the strengths and limitations when they are shared in the large group.

6. Gendering the ABCs of HIV/AIDS Prevention (30 minutes)

Handout: Gendering the ABCs of HIV/AIDS Prevention (blank)

Gendering the ABCs of HIV/AIDS Prevention (completed)

NOTES TO THE FACILITATOR: Distribute the blank version of the handout titled: **Gendering the ABCs of HIV/AIDS Prevention** poster. Participants are asked to work in small groups with one member taking the role of recorder. Each group is asked to discuss the role of gender in HIV transmission and then use this knowledge to create a gender-based HIV/AIDS prevention message. They might, for example come up with a new "ABC", but they might also come up with a plan using a new set of letters. (E.g. PGN: Protect Girls Now!). The group recorders present the posters to the large group. Following the presentation of the posters, the facilitator hands out the completed version of Gendering the ABCs of HIV/AIDS Prevention poster. The participants compare their responses with the message presented on the completed poster.

SUGGESTED FOLLOW-UP ACTIVITIES

- Distribute posters from the workshop and display them in strategic locations in the school.
- Hold an AIDS awareness week at your school.
- Invite an HIV/AIDS educator to speak to learners at your school.

MYTHS ABOUT HIV/AIDS

There are many myths about HIV/AIDS. Which ones are circulating in your community? Why do you think they keep going around? What other myths about HIV/AIDS do you hear from the learners in your school? Or in your community?

Myth 1: If you really love someone, you shouldn't have to use a condom.

Myth 2: A man infected with AIDS can cure himself by having sex with a baby over a three-month period.

Myth 3 A man infected with AIDS can cure himself by having sex with a widow who has been celibate for the last few years.

Myth 4:

HANDOUT 2
TEST YOUR KNOWLEDGE ABOUT GENDER AND HIV/AIDS

ARE THE FOLLOWING STATEMENTS TRUE OR FALSE?	TRUE	FALSE
1. A woman's biology increases her chances of getting HIV/AIDS.		
2. A woman in a committed relationship doesn't have to worry about getting HIV/AIDS.		
3. Risky sexual practices are difficult to unlearn.		
4. If you teach sexuality education in schools, you encourage young people to have sex.		
5. The HIV incidence rate among girls is three to four times higher than for boys.		
6. Learners are our best resource in AIDS prevention programmes.		

HANDOUT 2 (CONTINUED): SUGGESTED ANSWERS

Discuss in small groups.

1. **True**. A single episode of unprotected intercourse is risky for women who may be receiving infected semen from a male partner. In addition, sexually transmitted diseases can go undetected in women leaving, them more susceptible to HIV transmission (Rees, 1998). Women's reproductive roles, particularly the pressure to bear children, heightens their compromised HIV status.

2. **False**. Women in committed relationships may find it hard to negotiate safe sexual practices, especially when physical and sexual violence is a threat. This has repercussions for the popular ABC (abstain, be faithful, and condomise) message of many school-based educational programmes. Men's refusal to wear condoms, even in situations of consensual sex, heightens the risk of infection for themselves and for their female partners. For many males, sex is perceived as a way to prove their masculinity. Having sex with multiple partners is one way to express male virility, especially when a sense of masculine identity is at stake (Morrell, 1999).

3. **True**. Therefore, young people are a promising target group for HIV prevention programmes because their unsafe behavioural practices are less established than those of adults (UNAIDS, 2000).

4. **False**. Charges that sexuality education may encourage young people's sexual activity appear to be unfounded. In a review of sex and HIV/AIDS education, UNAIDS found that contrary to this concern, "well designed programmes...are most usually associated with reduced levels of sexual activity in youth and with enhanced levels of condom use in those who are already sexually active" (UNAIDS, 1999). Such programmes can also challenge aggressive expressions of masculinity which increase the risk of HIV transmission for male and female youth.

5. **True**. Among girls, the HIV incidence rate is three to four times higher than boys (Brown, 2000). This is due to a combination of biological and social factors. Undoubtedly the high levels of rape contribute to the spread of the AIDS virus. Additionally, desperate economic circumstances can pressure young men into survival sex with paying clients who demand unprotected intercourse (Campbell, Mzaidume, & Williams, 1998). The myth that AIDS can be cured by having sex with a virgin has increased the risk factor for girls. Some men are seeking out young girls for unprotected sex because they believe there is no danger of HIV infection (UNAIDS, 2000).

6. **True.** Preventive education is most effective when young people are involved in the design and delivery of the programme. Peer education has been found to be the most successful means of changing attitudes in youth (UNAIDS, 1999).

References

Brown, M.M. (2000, January 11). United Nations Development Programme, *The New York Times.*

Campbell, C., Mzaidume, Y. & Williams, B. (1998). Gender as an obstacle to condom use: HIV prevention amongst commercial sex workers in a mining community, *Agenda*, 39, 50-57.

Morrell, R. (September 20, 1999). End violence. Rape in South Africa. Beijing Plus 5 Discussion Group.

Rees, H. (1998). The search for female-controlled methods of HIV prevention. *Agenda,* 39, 44-49.

UNAIDS (1999). Women, HIV and AIDS. Retrieved July 12, 2000 from the World Wide Web: http://www.avert.org/womenaid.htm.

UNAIDS (2000). Global strategy framework on young people with HIV/AIDS, March.

HIV/AIDS FROM LIPSTICK

Female learners: Ma'am, you can get AIDS from lipstick, can't you?

Teacher: AIDS from lipstick- how could that be?

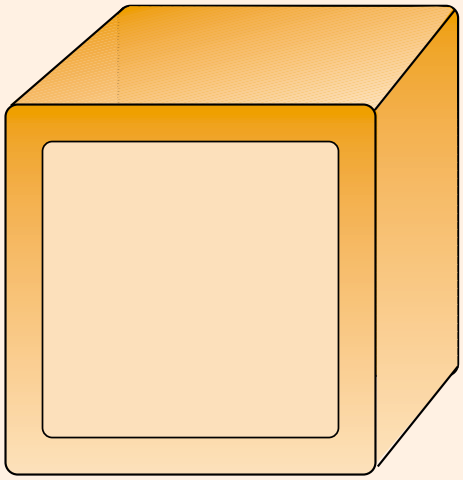
Female learners: Ma'am, in order to get money to buy lipstick and sanitary napkins, we have sex.

WHAT IS THE RELATIONSHIP BETWEEN POVERTY, GENDER AND HIV/AIDS?

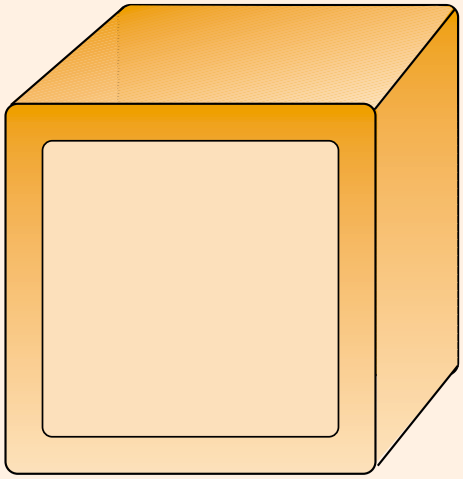
LET'S TALK ABOUT IT.

HANDOUT 4
THE ABCS OF HIV/AIDS PREVENTION

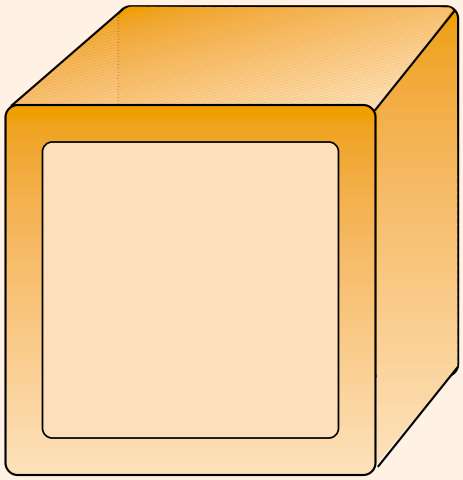
THE ABCS OF HIV/AIDS PREVENTION



Abstain



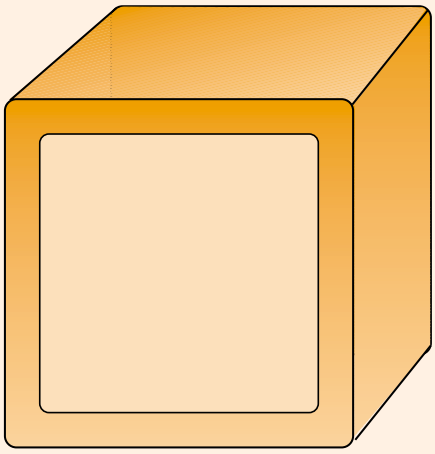
Be Faithful

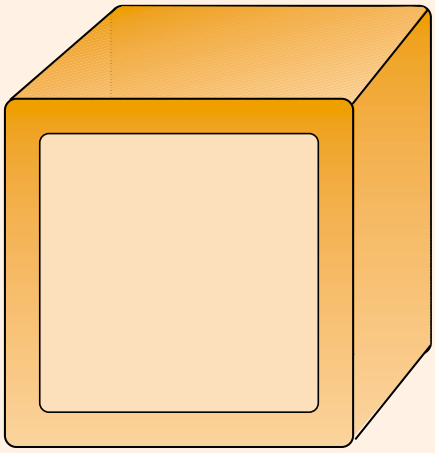


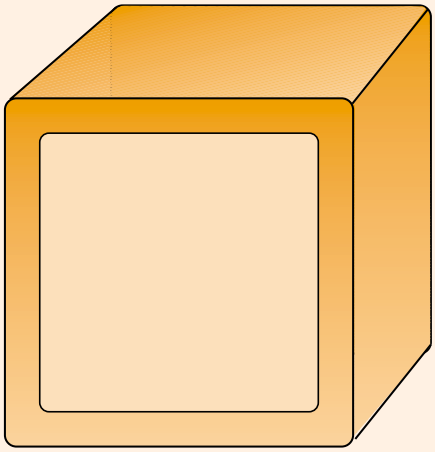
Condomise

GENDERING THE ABCS OF HIV/AIDS PREVENTION

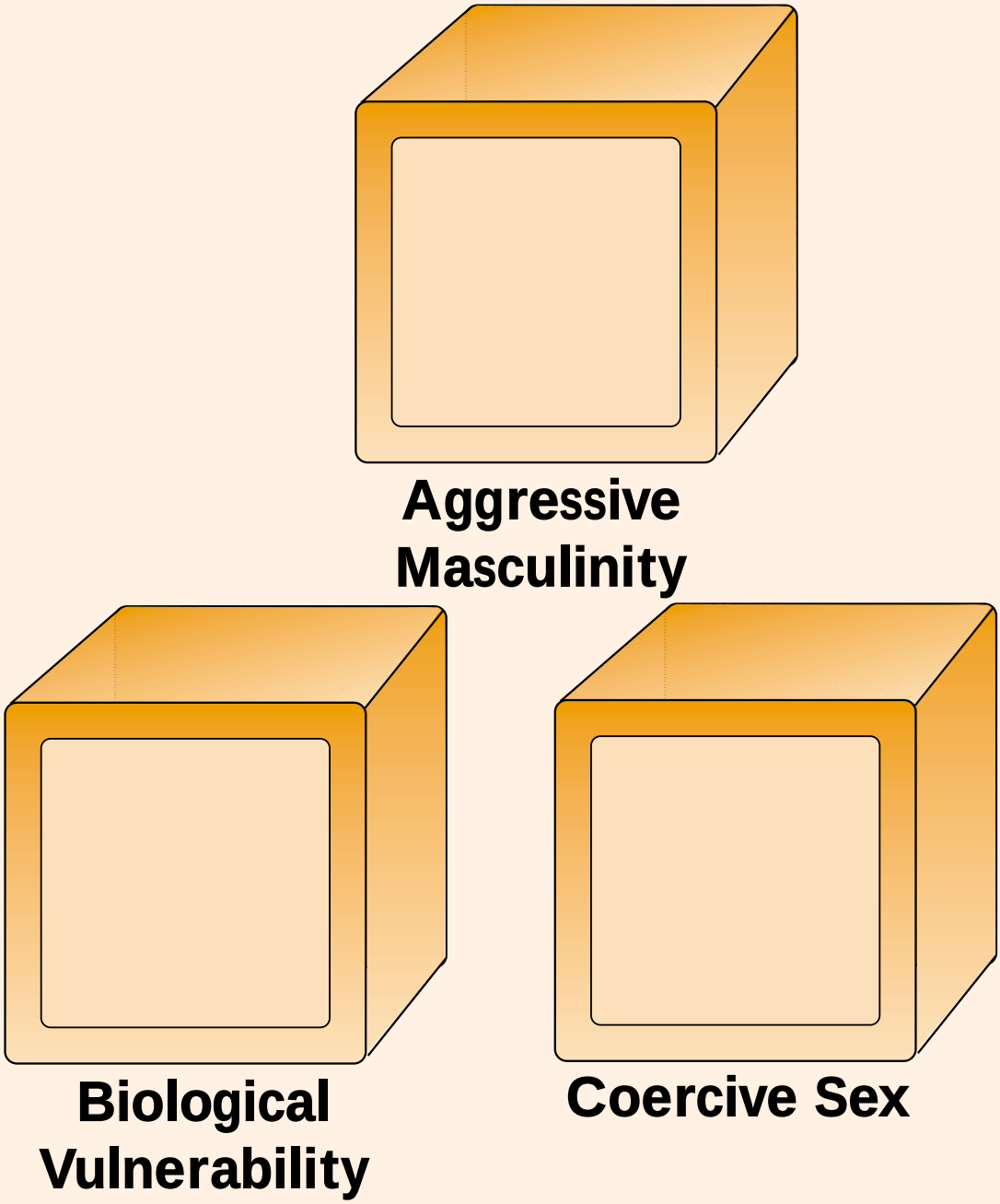
What is meant by "gendering the ABCs of HIV/AIDS"?
Write your answers on the lines and in the spaces provided on the blocks.







GENDERING THE ABCS OF HIV/AIDS PREVENTION



SELECTED RESOURCES ON HIV/AIDS

Books and Articles

Agenda (2000). AIDS: Global Concerns for Women, 44.

Coombe, C. (December 2000). Keeping the education system healthy: Managing the impact of HIV/AIDS on education in South Africa. *Current Issues in Comparative Education*, 3 (1). Available online at www.tc.columbia.edu/cice/

Department of Health (2000). *The AIDS Memorial Quilt: Panels in Memory of South Africans who have Died from AIDS*. Pretoria.

Department of Health (2000). *Living Openly: HIV Positive South Africans Tell Their Stories.* Pretoria.

Gilgen, D., Campbell, C., Williams, B., Taljaard, D., MacPhail, C. (2000). *The Natural History of HIV/AIDS in South Africa: A Biomedical and Social Survey.* Auckland Park.

Printed Materials

The HIV/AIDS Emergency: Guidelines for Educators. Department of Education.

Kaiser Family Foundation. (2000). The Impending Catastrophe: A Resource Book on the Emerging HIV/AIDS Epidemic in South Africa. (see below for contact details to obtain a copy)

Organisations

AIDS INFORMATION/ADVICE HOTLINE

800 Number Tel: 0800 11 23 22

Johannesburg Tel: 011 725 6710

AIDS TRAINING, INFORMATION AND COUNSELLING CENTRE (ATICC)

(Branches can be found all over the country. Contact them for teaching aids, workshops, speakers and other resources.)

Johannesburg Tel: 011 725 6721 Fax: 011 725 5966

Capetown Tel: 021 400 3400 Fax: 021 491 5248

KAISER FAMILY FOUNDATION

http://www.kff.org

Headquarters: 2400 Sand Hill Road, Menlo Park, CA 94025 Tel: (650) 854-9400 Fax: (650) 854-4800

Washington, D.C. Office:1450 G Street, NW, Suite 250, Washington, DC 20005 Tel: (202) 347-5270

Fax: (202) 347-5270

WORKSHOP 7

BACKGROUND PAPER

SCHOOL POLICY ON SEXUAL HARASSMENT

WHY DO WE NEED A SEXUAL HARASSMENT POLICY?

A sexual harassment policy with clear reporting procedures and a strong educational component is the best way to confront the problem of sexual harassment in schools. A policy can also protect a school district from legal actions.[1] In their 1997 report, the Gender Equity Task Team recommends that legislation to prevent discrimination and harassment should emphasise the responsibility of education managers to create a positive human rights environment.[2]

In South Africa, sexual harassment is recognised under law as an unfair labour practice[3] Based on the principle of vicarious liability embedded in common law, people with delegated responsibilities, such as principals, may be found liable for sexual harassment in their working environments. This means that administrators must take all reasonable steps to prevent sexual harassment in their schools.[4]

Reasonable steps include the development of a sexual harassment policy that covers all members of the school community. A policy is a strong public statement that schools consider sexual harassment to be a serious offence and that complaints will be taken seriously. However, this is only the first step. A policy collecting dust on the shelf of a principal's office will do little to combat the problem of sexual harassment. This is why the implementation process is so crucial. Policies need to be posted and publicised, and members of the school community need to be educated about them.[5]

There are many benefits to having a school policy on sexual harassment. A policy increases personal safety at school by defining harassing behaviour and outlining consequences for those who offend. When individuals are provided with clear guidelines for reporting harassing incidents the level of school violence may decrease. All members of the school community will benefit when the learning environment is more positive and violence-free.

A sexual harassment policy at the school level will help to reduce violence in the larger society. By raising awareness about sexual harassment, a policy will help to create learners who will become sensitive and responsible adults. The end result will be a society in which the quality of life is improved for all citizens.

THE WHOLE SCHOOL APPROACH

Although school governing bodies should take the lead in developing sexual harassment policies, all members of the school community should participate in the process. Undertaking a sexual harassment survey of learners, teachers and other school staff will provide data which can be used to create guidelines and procedures tailored to the needs of specific schools. The inclusion of local data will provide examples of the kinds of harassment occurring in schools and will provide evidence that a policy is needed.

The roles and responsibilities for developing, implementing and monitoring the sexual harassment policy can be shared by members of the school community. Undertaking the sexual harassment survey, developing a definition of sexual harassment, reviewing provincial and national policies, writing the policy procedures, conducting an annual review and organising educational workshops are some of the specific tasks. Taking a whole school approach to dealing with sexual harassment will give teachers, learners and parents a sense of ownership in their policy.

WHAT SHOULD WE INCLUDE IN THE POLICY?

School-based sexual harassment policies should be in line with provincial and national education legislation. The Employment of Educators Act, the Code of Conduct for Learners, the South African Schools Act, and the Constitution are important reference documents. Before implementation, policies should be reviewed by the legal division of the Department of Education, District Office, to ensure they are not in violation of national or provincial policies.

The policy should be user-friendly and reflect the distinctive features of the school culture. A good sexual harassment policy will address the following questions:

1. **What is Sexual Harassment?** The policy should include a definition of sexual harassment with clear examples. Legal definitions of sexual harassment can be confusing. In general, sexual harassment is "any unwanted behaviour or conduct of a sexual nature."[6] Listing the kinds of behaviour learners and teachers have observed in schools is the best way to clarify the meaning of sexual harassment. The kinds of sexually harassing behaviour documented in schools include:

    - derogatory comments about gender
    - the display of sexually offensive pictures, graffiti, or other materials
    - insults and/or unwanted jokes of a sexual nature
    - making passes or sexually suggestive comments, touching or ogling,
    - harassing letters, phone calls or visits
    - demands for dates or sexual favours
    - threats of a sexual nature
    - stalking
    - sexual assault
    - rape

Sexual assault and rape are included here because they are extreme forms of sexual harassment. In most cases, sexual assault begins with some type of harassment: a threatening comment, a menacing look and/or an unwanted touch. Sexual assault is distinct from sexual harassment in that it always involves physical contact. The point at which acts such as touching and rubbing become sexual assault is unclear. When harassment escalates to assault or rape, it becomes a criminal offence.

The examples listed above may not encompass all the sexually harassing behaviour that occurs in schools. When developing a school policy, the results of the school sexual harassment survey will determine the kinds of behaviour that should be included on the list. While sexual harassment is a common problem, the forms of harassing behaviour may vary from school to school.

2. **Who is Covered by the Policy?** Anyone can be the target of sexual harassment. The policy should cover all members of the school community and include a statement that harassment by learners, teachers, administrators and school staff will not be tolerated.

3. **Who Can You Talk To?** The policy should list an initial contact person who can explain the options available to someone who has been harassed. This person does not attempt to resolve the problem. Their role is to provide information and support. In schools, a guidance counsellor, nurse, designated teacher or administrator is often the first - line person.[7] Some school districts require that each school designate two people - one male, one female - who can act as Sexual Harassment Resource Persons (SHRPs). SHRPs attend educational sessions on sexual harassment and are trained as policy advisors. They often take the lead in developing a sexual harassment educational programme for the school.

4. **What Can You Do?** The policy should list a variety of options for dealing with sexual harassment. There are two kinds of options: the informal complaint process and the formal complaint process.

The Informal Complaint Process

Informal procedures involve letting harassers know that their behaviour is offensive by confronting them directly, through a contact person or in writing. Telling them their behaviour is unwelcome may resolve the problem if they are unaware that the behaviour is offensive. This may be the case for learners who are just beginning to sort out mixed and confusing messages about sexuality. For safety reasons, it is a good idea to talk to the offender in the presence of a friend, staff member or SHRP. A note documenting the date and time of the meeting, the name of the offender, a description of the incident discussed, and a record of the conversation should be kept in the event a formal complaint is necessary.

If a person feels uncomfortable facing the offender, they can write a letter outlining the date, time and a description of the harassing incident(s). The letter can be signed or sent anonymously. The sexual harassment contact person or SHRP may offer advice in composing the letter. A copy of the letter should be maintained as evidence if a formal complaint becomes necessary.

In many cases, an informal approach will stop the behaviour. If the behaviour persists, is extremely serious, or the targeted person fears some sort of reprisal, they can lodge a formal complaint. Cases of rape or sexual assault can also be prosecuted as criminal acts.[8]

The Formal Complaint Process

The policy should name the official responsible for receiving formal complaints. This person may be the principal, vice-principal, district superintendent or appropriate district official. The person lodging the complaint should document the incident(s) to the best of their ability. Younger learners may need someone to record the incident as they describe it. The sexual harassment contact person or SHRP can assist in the composition of the note and may accompany the person to the designated official who will initiate the investigation.

An investigation involves interviewing the complainant, the alleged offender, and any witnesses. The official should respect the need for confidentiality to the greatest degree possible and be sensitive to the feelings of those affected by the investigation. The policy should include a timeline assuring prompt investigation and action on complaints.

If the official determines that harassment has occurred, both the offender and the victim will be notified. The official will contact the parents/guardians of any offender or victim under the age of 18. The offender will be subject to disciplinary action as outlined in the policy.

An appeal process should be built into the policy to allow the complainant or alleged offender to have the investigative process reviewed for perceived irregularities. The appeal should be initiated within seven days of the receipt of the decision. The designated official should keep a detailed record of their review and be prepared to put their decision in writing.

5. What are the Consequences for Offenders?[9] - When determining the consequences for the offender, the designated official should consider a variety of factors:

- the impact of the offence on the complainant;
- the seriousness of the offence;
- the offender's history of harassing behaviour;
- the persistence of the behaviour, particularly if the offender had been informed that the behaviour was offensive;
- the age of the offender(s) and the victim(s);
- the power imbalance between victim(s) and offender(s);
- the requirements of the school district policy and the general disciplinary policy of the school.

Depending on whether the offender is a learner or a staff member, the official may recommend one or more of the following disciplinary actions:

Learners:

- informing the parents/guardians that the learner has been found guilty of sexual harassment;
- recommending the learner for counselling;
- putting a letter outlining the decision in the learner's file;
- recommending that the learner write a letter of apology to the victim;
- removing privileges such as playing sport, classroom outings or involvement in other school activities;
- temporarily directing the learner to an different supervised location, such as the principal's office;
- withdrawing the learner from class or school for a period of time;

- recommending restitution for any personal property that was damaged as a result of the harassment (e.g., the replacement of books that have been defaced with offensive graffiti);
- transferring the learner to another school, to provide a more comfortable environment for the victim;
- reporting the incident(s) to the police where a criminal offence (e.g., sexual assault) may have occurred.

Staff Member:

- informing the staff member that he/she has been found guilty of sexual harassment;
- recommending the staff member for counselling;
- putting a letter outlining the decision in the staff member's file;
- temporarily removing the staff member from the classroom or the school;
- transferring the staff member to another school, with the recommendation that his/her activities be supervised;
- in cases of serious and/or persistent harassment, recommending that the staff member be dismissed;
- reporting the incident(s) to the police where a criminal offence (e.g., sexual assault) may have occurred. [10]

While sanctions are important, we need to acknowledge the importance of continuing social relationships and peer acceptance, particularly for learners. An effective policy offers avenues for redress but also provides opportunities for reconciliation.[11]

A FEW THINGS TO CONSIDER

We have not recommended "conflict resolution" as an informal strategy for dealing with sexual harassment. This approach can be effective for resolving disputes between individuals, but the problem of harassment goes beyond individual acts. Sexual, racial, class and homophobic harassment are acts of power used against people who are members of specific groups. For example, young women who are subjected to sexual comments as they walk down school corridors are put down simply because they are female.[12] If policies are not sensitive to the gender and power-related issues of sexual harassment, they miss the central point.

There are a number of issues that cannot be addressed in a legal policy. No list of harassing behaviour can cover the complexity and range of social interactions that can be gender demeaning. The social and cultural influences that support harassment are not easily captured in legal terms. In short, we cannot expect the law to do the work of education. The fear and resistance that can arise with the implementation of a sexual harassment policy may be reduced if learners and educators realise that; punitive measures are not the primary focus. A policy should stress the importance of prevention by recommending the kind of educational training outlined in Workshop 2, Strategies for Working with Learners on Sexual Harassment.

Endnotes

1 Natale, J.A. (1993, November). Protect your schools with harassment policies. *The Executive Educator*, p. 20.

2 Wolpe, A., Quinlan, O., Martinez, L. (1997). *Gender equity in education: A report by the Gender Equity Task Team*. Department of Education, South Africa.

3 Kumalo, P. (1998). Sexual harassment: It's a no-go area. *Agenda*, 36, 19-22.

4 Op cit., Kolpe et al.

5 Larkin, J. (1997). *Sexual harassment: High school girls speak out.* Toronto: Second Story Press.

6 Op., Kumalo, p. 19.

7 Chamberlain, E. (1997). Courtroom to classroom: There is more to sexual harassment. *NWSA Journal*, 9 (2), 134-154.

8 Op cit., Kumalo.

9 Scarborough Board of Education (1996). Strategies for handling complaints and sanctions for offenders have been adopted from the policies and procedures manual: ***Policy on bullying, harassment and discrimination for students***. Toronto, Canada: Author.

10 Ibid.

11 Op cit., Chamberlain.

12 Op cit., Larkin.

WORKSHOP 7

FACILITATOR'S GUIDELINES

*NOTE: Facilitators should read the background paper on **Gender-Based Violence** (Workshop 1) and the background paper on **School Policy on Sexual Harassment** (Workshop 6) before conducting this workshop.*

WORKSHOP OBJECTIVES

- To gain an understanding of the nature of sexual harassment in the local context.
- To foster an awareness of the importance of a whole school approach to sexual harassment.
- To recognise possible strategies for developing a sexual harassment policy appropriate to the school setting.
- To increase familiarity with the legal, educational and social obligations of dealing with sexual harassment in schools.
- To develop an understanding of the strategies, roles, responsibilities and barriers encountered when implementing and monitoring a school policy on sexual harassment.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1 Introduction (5 minutes)

2 Why is it important to have a sexual harassment policy in schools? What are the legal obligations of dealing with sexual harassment for principals and teachers? (25 minutes)

3. Fostering a whole school approach: management, teachers, learners and parents working together. (30 minutes)

4. Developing a relevant and accessible sexual harassment policy: undertaking a sexual harassment survey in your school. What is the relevance of local data? Informal and formal polices. (35 minutes)

5. Implementing and monitoring a sexual harassment policy in schools: roles and responsibilities. (20 minutes)

6. Closing activity. (5 minutes)

WORKSHOP MATERIALS

- Paper and pens
- Chalk (Coloured)
- Blackboard
- Masking tape or pins

WORKSHOP HANDOUTS

Handout 1: Benefits of Having a Sexual Harassment Policy in Schools

Handout 2: Resistances to the Development and Implementation of Sexual Harassment Policies and Procedures

Handout 3: Sample Sexual Harassment Survey

Handout 4: Roles and Responsibilities

TIPS before you begin:

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist facilitators in their efforts and to bring success to their endeavours.

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, in and severe cases, result in rape and child sexual abuse.

- There are other materials which facilitators might find helpful in conducting workshops on issues of gender. Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to lift the spirits.

- If time permits, the facilitator may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 - 3 could be presented in a morning session, and exercises 4 - 6 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals, and should therefore not be omitted.

FOR WORKSHOP 7

- Don't forget to highlight the benefits of a whole school approach to dealing with sexual harassment.

- Remember to emphasise to participants the importance of undertaking a sexual harassment survey of learners, teachers and other school staff in their own school, which will provide them with relevant and current local data from which policies and procedures can be developed. However, point out that, if schools cannot undertake their own survey, current data found in other South African schools is appropriate to use. Stress the fact that the inclusion of current local data provides more weight to arguments in the light of school and community resistance to dealing with sexual harassment. It also provides a positive means for accessing the voices of all learners and teachers in a whole school approach.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of each workshop. The facilitator(s) may also wish to make use of the following video available from the gender focal persons: **Video** (under 9 minutes):"Unwanted Images: Gendered Violence in the New South Africa. **See Appendix VI for suggestions on how to incorporate the video into a workshop activity.**

1. Introduction (5 minutes)

Purpose: To highlight the main objectives to be covered in the workshop and allow the facilitator and individual participants to introduce themselves to the rest of the group.

NOTES TO THE FACILITATOR: The facilitator should introduce herself/himself and ask the participants to briefly introduce themselves. The facilitator should outline the workshop's objectives and provide a brief overview of the areas to be addressed.

2. Why is it Important to Have a Sexual Harassment Policy in Schools? (25 minutes)

Handout: Benefits of Having a Sexual Harassment Policy in Schools

Materials: Large sheets of paper, coloured marking pens, masking tape, board, chalk

Purpose: To highlight some of the benefits of having a sexual harassment policy in schools for the individual, the school community and for society.

NOTES TO THE FACILITATOR: The facilitator leads a brainstorming session around why it is important to have a sexual harassment policy in schools and the benefits to individuals, the school community and society more generally. He/she notes all the contributions on the board. Then the facilitator divides the board into three sections, giving the first section the heading "individual", the second "school community" and the third "society". The examples on the handout for this exercise can be utilised by the facilitator as prompts to start the brainstorming exercise. Responses can be listed on the board under the appropriate headings. Give participants 20 minutes to complete the activity, allowing for some discussion around the answers given.

The facilitator should ask for a volunteer to write the points onto a large sheet of paper, which can be taped to the wall at the end of the exercise so that it can be seen and referred to by the group at other times during the workshop.

On completion of the brainstorming activity the facilitator can distribute the handout for this exercise entitled **Benefits of having a Sexual Harassment Policy in Schools** for the participants to refer to at a later date.

As outlined in the Background Paper, the facilitator needs to point out the relevance of "vicarious liability". Right now there is no legal or educational requirement for principals and teachers to deal with sexual harassment or other forms of sexual violence in schools. However, a recent case in Cape Town utilised the "vicarious liability" argument to hold a school responsible for the bullying inflicted on a thirteen-year-old boy by two school prefects. The final decision in this case will have important implications for other schools.

3. Fostering a Whole School Approach: Management, Teachers, Learners and Parents Working Together. What are the Benefits? (25 minutes)

Handout: Resistances to the Development and Implementation of Sexual Harassment Policies and Procedures

Materials: Large sheets of paper, coloured marking pens, masking tape, board, chalk

NOTES TO THE FACILITATOR: Divide the group into smaller groups of two or three people. In the first ten minutes of this exercise get participants in their small groups to consider the following questions, jotting down their answers. Ask each group to choose a representative to report back to the whole group.

- Who would be part of a whole school approach to sexual harassment?
- What are the benefits of undertaking a whole school approach to dealing with sexual harassment?
- What are some of the methods that could be utilised to incorporate a whole school approach to dealing with sexual harassment in your school?

While the participants are considering these questions the facilitator can divide the board into three sections, heading the first section with question 1, the second section with question 2 and the third with question 3.

Bring the group back together and ask the representatives to provide some of the answers to question 1, listing them on the board. Do the same for questions 2 and 3. Allow ten minutes for this reporting back, encouraging some discussion of the issues raised.

A volunteer will need to record responses to this part of the exercise on a large sheet of paper.

Distribute the handout for this exercise entitled **Resistance to the Development and Implementation of Sexual Harassment Policies and Procedures in Schools**, which outlines two scenarios focusing on resistance to developing and implementing a sexual harassment policy in schools. Get the small groups to choose one of the scenarios and discuss how they would diffuse the situation encountered. Each group should record their ideas on large sheets of paper and attach them to the wall next to the responses to Exercise 1. This will form the basis of the discussion for the possible ways of dealing with the scenarios. A spokesperson from each group will report back to the whole group, explaining why they made these suggestions. The advantages and disadvantages of each group's suggested strategies should be discussed.

During the discussion of the questions the facilitator needs to highlight the following points discussed in the Background Paper and the Facilitator's notes:

The importance to involve learners, for example, through learner council bodies, in the process of developing a survey and subsequent policy. This may decrease learner resistance to the process and increase their sense of ownership of the policy. Learners' advice on how to make the policy accessible to other learners is invaluable for the effectiveness and success of the policy and procedures developed.

Introduce the notion of parent and community involvement in the process of developing a sexual harassment policy and the importance of educating parents in this area. There will be resistance from some parents as there will be from some teachers and learners, since dealing with sexual harassment and sexual violence challenges behaviours and power relations that are often culturally sanctioned and vehemently defended.

4. Developing a Relevant and Accessible Sexual Harassment Policy. Undertaking a Sexual Harassment Survey in Your School. What are the Benefits of Local Data? (35 minutes)

Handout: Sample Sexual Harassment Survey

Materials: Paper and coloured markers

Purpose: To identify factors that lead to the successful implementation of sexual harassment policies and procedures, including the importance of undertaking a local sexual harassment survey.

NOTES TO THE FACILITATOR: In the first 15 minutes of this exercise the facilitator will need to divide the participants into three groups. Initially each group will be given one of the following questions to consider:

1. What do you think a policy should do?
2 How do you think policies can be made to be most effective?
3. Why is it important to have both a formal and informal process in a sexual harassment policy?

Groups should brainstorm their responses on a large sheet of paper. When they have exhausted their ideas their sheet of paper should be passed onto the next group for the new group to add other ideas. This should be done a third time so that all three questions are addressed by all groups.

The facilitator, in conjunction with the whole group, should review the responses given to each of the questions listed on the large sheets and highlight the major issues that arise from them.

In the remaining 20 minutes of the time allocated to this exercise, the facilitator should begin by briefly acknowledging the points raised in the background paper and facilitator's notes relating to undertaking a sexual harassment survey in schools. This would ensure that current local data is used to inform the development of policies and procedures. Two schools in a district might consider working together on undertaking a survey of this kind, if it is impossible for individual schools to do this alone.

Distribute the handout for this exercise titled **Sample Sexual Harassment Survey**. The facilitator needs to point out that this is an example of a sexual harassment learner survey, which can be modified to meet the needs of various groups or schools. This model can also be used to devise a teacher survey and one for other school staff apart from teachers, for example ancillary staff, cleaners, gardeners. In small groups of two to three people, participants should read the sample sexual harassment survey and discuss some of the positive aspects of the survey and some of the ways it might need to be modified to suit the local needs of their own schools and communities. Also, participants need to consider how they might undertake such a survey in their school or district, considering factors such as having the principal's support, who will participate, time, resources needed, etc.

The whole group should reconvene and share the changes they feel need to be made to the survey to meet the needs of their school and community context, as well as to share some of the strategies identified for consideration in undertaking a survey in their school.

5. Implementing and Monitoring a Sexual Harassment Policy in Schools. Roles and Responsibilities (20 minutes)

Handout: Roles and Responsibilities

Materials: Board, chalk, large sheets of paper and coloured marker pens.

Purpose: To highlight the various roles and responsibilities of members of the school community in relation to implementing and monitoring a sexual harassment policy.

Distribute the handout for this exercise titled **Roles and Responsibilities**. In pairs participants should consider the following question:

1. Who could undertake the following roles and responsibilities in relation to implementing and monitoring a sexual harassment policy in schools?

When all have completed this task, pairs should join with other pairs to form small groups. These groups should then share their ideas. The facilitator may move around the room offering support as needed.

Allow time for some brief discussion of issues as a whole group.

6. Closing Activity (5 minutes)

Purpose: To summarise and to draw together the main issues related to the development, implementation and monitoring of a sexual harassment policy in schools.

The facilitator needs to point out that the group has covered a number of issues relating to the development and implementation of a sexual harassment policy in schools in a relatively short time, and that there are, no doubt, still many questions to ask. However, the workshop is designed to encourage educators to think about this serious issue and to provide some direction on how to begin to address it in schools.

The point that needs to be reiterated is that there are no quick-fix solutions and that it will take time, education and dedication to change the practice of sexual harassment and sexual violence in schools.

The facilitator should ask if any of the participants would like to identify the most significant and most interesting part of this workshop for them personally. Thank the participants for their involvement in the workshop.

SUGGESTED FOLLOW UP ACTIVITIES

- Develop a sexual harassment poster in conjunction with interested learners and teachers to be printed and displayed at strategic points in the school.
- Organise a sexual harassment action group, including learners and teachers, to continue promoting equity and developing strategies to address sexual harassment in the school.
- Organise interested learners to write and perform a song that addresses the issues of sexual harassment.

HANDOUT 1
BENEFITS OF HAVING A SEXUAL HARASSMENT POLICY IN SCHOOLS

BENEFITS FOR THE INDIVIDUAL

- Increases personal safety and security at school.
- Increases awareness through education of sexual harassment and its detrimental effects.
- Increases personal power.
- Articulates individuals' rights to redress in instances of sexual harassment and violence experienced in school.
- Articulates grievance procedures and protocols in schools.
- Increases equity and access to resources in schools, e.g. school space, equipment, teacher time and knowledge.
- Ensures a more positive experience of schooling.
- Decreases the threat of violence.
- Creates better working conditions.
- Supports a more effective learning and working environment.

BENEFITS FOR THE SCHOOL COMMUNITY:

- Ensures a uniform approach to dealing with sexual harassment.
- Provides a framework for more effective and standardised intervention strategies and grievance procedures.
- Decreases sexual harassment experienced by learners, teachers and other school staff.
- Decreases school liability.
- Increases education about sexual harassment.
- Contributes to more awareness of sexual harassment in the broader community through community education.
- Provides a more equitable learning environment for learners, enhancing their life chances.
- Provides a more equitable and efficient workplace environment.
- Provides a "safe place" for individuals and their families in the community.

BENEFITS FOR SOCIETY

- Contributes, in the short and long term, to the decrease in sexual harassment and sexual violence in the broader community.
- Enhances equity and promotes anti-discriminatory practices advantageous to all members of society.
- Creates a more productive and successful society on all levels.
- Enhances equity in personal relationships between men and women, adults and children.
- Ensures greater awareness and equity for gender and sexuality differences.

HANDOUT 2
RESISTANCE TO THE DEVELOPMENT AND IMPLEMENTATION OF SEXUAL HARASSMENT POLICIES AND PROCEDURES IN SCHOOLS

SCENARIO 1

Yasmin is a teacher in a farm school. She has spent a lot of time trying to get support for the development and implementation of a sexual harassment policy and procedures in her school. However, Yasmin keeps encountering resistance from her principal who claims that a sexual harassment policy should not be a priority when there are so many other problems in the school. He also argues there are no financial resources to support the development of a policy and that teachers need to focus on the academic needs of learners.

How would you deal with this resistance? What could Yasmin do to try to diffuse this resistance?

SCENARIO 2

Rasheed is a new principal of a rural high school. Since his arrival twelve months ago he has become increasingly aware of the sexual harassment and violence experienced by learners, particularly the girls in his school. He has spoken to the teachers, who are supportive of his concerns and plans to try to deal with the problem. They are very enthusiastic about his leadership in this area. However, in his efforts to begin the process of developing a sexual harassment policy and procedures in the school, he encounters some opposition from parents of boys attending the school. Some parents believe that Rasheed is trying to change the perceived natural relations between men and women in their culture. There are a few parents who are supportive of Rasheed's plans, but most are ambivalent at this point.

How do you think Rasheed should deal with this situation? What strategies could he employ to diffuse this resistance?

HANDOUT 3
SAMPLE SEXUAL HARASSMENT SURVEY

SEXUAL HARASSMENT SURVEY

Please return your completed survey by _____

DATE

Your gender is (circle one): MALE FEMALE What grade are you in?_____

Please complete the following survey by answering as many questions as you can. Do not sign your name; your responses will remain anonymous and confidential.
For each question, mark the answer that best describes your thoughts and/or feelings.
For questions with more than one answer, please mark as many as apply.

1. Are you aware of sexual harassment happening in our school ...

between students?	___ Yes	___ No
between students and teachers?	___ Yes	___ No
between students and other school staff?	___ Yes	___ No
between teachers?	___ Yes	___ No

2. How often do you think sexual harassment happens in our school?

___ All the time ___ Hardly ever
___ Most of the time ___ Never
___ Some of the time

3. Have you ever sexually harassed another person? ___ Yes ___ No

4. Have you ever been sexually harassed at school? ___ Yes ___ No

If "yes", who were the harassers?

___ Student(s) ___ Principal
___ Teacher(s) ___ Janitor/custodian
___ Coach ___ Secretary
___ Other (describe): _____

If you answered "no" to Question 4, skip to Question 19.

HANDOUT 3 (CONTINUED)

5. Read through the list of harassing behaviours on the next page and mark any that have happened to you.

- In the column at the left, write "S" if the harasser was a student , "A" if it was a teacher or other adult staff person.

- In the column at the right, circle "1" if the behaviour happened just once, "2" if it happened about once a month, "3" if it happened two to four times a month, "4" if it happened every few days, and "5" if it happened every day.

Student (S) or Adult (A)?	One time	Once/month	2-4 times/month	Every few days	Every day
____ Staring/looks	1	2	3	4	5
____ Gestures with hand or body	1	2	3	4	5
____ Pulling at clothes	1	2	3	4	5
____ Saying sexual things to me or to others	1	2	3	4	5
____ Touching/patting/pinching	1	2	3	4	5
____ Bad vibes/a gut feeling	1	2	3	4	5
____ Asking to have sex with me	1	2	3	4	5
____ Cornering/leaning over/following	1	2	3	4	5
____ Calling me or others sexually offensive names	1	2	3	4	5
____ Making out (kissing/hugging/touching) in a public place (hallway, gym) where I can see it	1	2	3	4	5
____ Pressuring me for dates	1	2	3	4	5
____ Telling dirty jokes or rape jokes	1	2	3	4	5
____ Rape or attempted rape	1	2	3	4	5
____ Sexual swear words	1	2	3	4	5
____ Sexual pictures/cartoons	1	2	3	4	5
____ Rating my appearance or others' appearance on a scale of 1 to 10	1	2	3	4	5

From *Sexual Harresment and Teens*, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

HANDOUT 3: CONTINUED

____ Comments about my body/weight/clothing or others' body/weight/clothing	1	2	3	4	5
____ Being kissed or hugged	1	2	3	4	5
____ Sexual rumors	1	2	3	4	5
____ Sexually offensive T-shirts, hats or pins	1	2	3	4	5
____ Graffiti	1	2	3	4	5
____ Winking/licking lips/facial expressions	1	2	3	4	5
____ Cat calls/whistles	1	2	3	4	5
____ Kissing sounds/howling	1	2	3	4	5
____ Sexual notes or letters	1	2	3	4	5
____ Using computers for sexual games/graffiti/jokes	1	2	3	4	5
____ Other types of sexual harassment you have seen, heard of, or been a victim of (give examples):					
_____	1	2	3	4	5
_____	1	2	3	4	5

6. In general, how long did the harassment continue?

___ 1 week
___ 1 week-2 months
___ 2-5 months
___ 6 months
___ Longer than a year

7. How did you feel about the harassment?

___ Angry
___ Scared
___ Confused
___ Ashamed
___ I thought I misunderstood the attention.
___ Flattered
___ Embarrassed
___ I thought that something must be wrong with me.
___ I felt that I'm not important.
___ I felt the person had a sexist attitude.
___ Powerless
___ Guilty
___ Physically sick (stomach ache, headache, etc.)
Describe or explain:
_____

From *Sexual Harresment and Teens*, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

___ Confused
___ I didn't think it was a big deal.
___ I wondered if I did something to cause it.
___ I felt the person had a sexist attitude.
___ Other (describe): _____
_____

8. Where did the harassment occur?

___ Classroom
___ Hallway
___ Auditorium
___ Car (on school grounds)
___ Parking lot
___ Teachers' lounge
___ Cafeteria
___ Office (Whose? _____)
___ Teachers' lounge
___ Gym/locker room
___ Other (describe): _____)
_____

9. Where did the harassment occur?

___ Before school
___ During class
___ Between classes
___ After school
___ During lunch
___ During a school-sponsored activity (examples: band, athletic event, etc.). Describe: _____)

10. How did you respond to the harassment?

____ Ignored it
____ Went along with it (explain): _____
____ Didn't go to school for a few days
____ Cut the class where the harassment occurred
____ Transferred to another class
____ Quit school

From *Sexual Harresment and Teens*, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

HANDOUT 3 (CONTINUED)

____ Asked the person to stop
____ Wrote the person a letter
____ Slapped/hit the person
____ Tried to stay away from the person
____ Threatened to tell on him/her
____ Reported the harasser to:
____ Teacher
____ School counsellor
____ Principal
____ Superintendent
____ School board member
____ Pastor/priest/rabbi/other clergy member
____ Outside agency (sexual assault centre, mental health clinic, etc.)
____ Police
____ Lawyer/attorney
____ Human Rights Department
____ Department of Education
____ Other (describe): _____
_____
_____
____ I didn't do any of the things on this list. Instead (describe what you did):_____)

11. If you ignored the harassment, what were your reasons?

___ I didn't know what to do.
___ I didn't see the need to report it.
___ I didn't want to hurt the person's feelings.
___ I didn't think anything would be done about it.
___ I thought I would be blamed for it.
___ I didn't think anyone would believe me.
___ I was afraid the person would try to get even.
___ I didn't want to get the person into trouble.
___ Other (describe): _____
_____

From *Sexual Harresment and Teens*, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

HANDOUT 3 (CONTINUED)

12. If you went along with the harassment, what were your reasons?

___ To prevent a lower grade or to get a higher grade.
___ I like the person.
___ I need a job recommendation.
___ I need a recommendation for college/vocational school.
___ He/she is popular.
___ It made me feel important.
___ It made me feel attractive.
___ It made me feel loved.
___ I thought it would make me more more popular.
___ I was afraid of what would happen if I didn't go along.
___ I didn't want people to think I was weird by not going along.
___ I didn't want people to think I couldn't take a joke.
___ I wondered if I might be misunderstanding the attention.
___ Other (describe): _____
_____

13. If you didn't go along with the harassment what were your reasons?

___ Fear
___ Anger
___ I knew it was wrong/disrespectful.
___ He/she was too old or too young.
___ I was offended/disgusted/grossed out.
___ I didn't think anyone would believe me later.
___ I wasn't interested in the person sexually.
___ Other (describe): _____
_____

14. Did the harasser say or hint that something bad would happen if you didn't go along? (Examples: loss of friendship, spreading rumors about you, lower grade, etc.)____ Yes ____ No

If "yes," explain: _____

15. Did the harasser say or hint that something special would happen if you didn't go along? (Examples: a date, higher grade, job recommendation, popularity, etc.)____ Yes ____ No

If "yes," explain: _____

From *Sexual Harresment and Teens*, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

HANDOUT 3 (CONTINUED)

16. If you reported the harasser, what effect did this have?

____ It made things better. Explain: _____

____ It made things worse. Explain: _____

____ It didn't have any effect/make any difference.

17. Who did you go to for support after the harassment?

____ Nobody

____ Friend

____ Teacher

____ Boyfriend/girlfriend

____ Parent/guardian

____ Other family member (sister/brother, aunt/uncle, etc.) _____

____ School administrator

____ Pastor/priest/rabbi/other clergy member

____ Crisis line/hotline

____ Outside agency (sexual assault centre, mental health clinic, etc.)

____ Other (describe):_____

18. Is the harasser known for this kind of behaviour? ____ Yes ____ No

19. Please add any other thoughts, comments and ideas you have about sexual harassment in general, sexual harassment in our school, your feelings about sexual harassment, etc. Use the back of the paper if you need more space.

_____

_____

Thank you for completing this survey.

From *Sexual Harresment and Teens*,, by SUSAN STRAUSS with PAMELA ESPELAND, 0, February 1992. Reprinted by permission of Free Spirit Publishing, Minneapolis, MN; 1-800-735-7328; *www.freespirit.com.*

HANDOUT 4
ROLES AND RESPONSIBILITIES

Who could undertake the following roles and responsibilities in relation to implementing and monitoring a sexual harassment policy in your school?

- **Undertake a sexual harassment survey:**
- Devising surveys for learners, teachers, other school staff
- Implementing the survey
- Collating the data and writing a report
- Disseminating the information from the report

- **Develop the policy and procedures:**
- Recruiting interested parties
- Articulating a possible definition of sexual harassment
- Deciding what information about sexual harassment is to be included
- Writing the policy

- **Implement the policy:**
- Publicising the policy
- Educating learners about the policy
- Educating teachers about the policy
- Educating other staff about the policy
- Educating the community about the policy
- Identifying individuals or groups who will be responsible for the various steps of the procedures

- **Monitor the policy:**
- Ensuring that the policy is implemented
- Evaluating its effectiveness
- Instigating changes where necessary
- Considering alternatives to practices for policy improvement as needed
- Conducting an annual policy review

WORKSHOP 8

BACKGROUND PAPER

GENDER-BASED VIOLENCE AND SAFE SCHOOLS: A CHALLENGE FOR SCHOOL GOVERNING BODIES

HOW CAN SCHOOL GOVERNING BODIES HELP TO BRING ABOUT CHANGE?

School governing bodies (SGBs) can work with the school management teams on policies and educational programme regarding sexual harassment and other forms of gender-based violence. According to the South African Schools Act, every SGB must "promote the best interests of the school and try to ensure its development by providing quality education for all learners."[1] The SGB is a formal, school and community - based organisation which brings together the school principal and co-opted and elected members. The elected members are made up of educators and learners at the school, staff members such as secretaries and gardener, and learners at the school who are in grade eight or above, who are elected by the representative council of learners. The idea behind the creation of the SGBs is that only the school and its local communities really know what a school needs, what kind of problems it faces and how best to tackle them.

Among its other functions, the SGB must adopt a constitution, develop the mission statement of the school (a short document that sets out goals based on shared values and beliefs), create a code of conduct for learners, and help the principal, educators and other staff perform their professional functions. The Gender Equity Task Team has stressed the important role of the school governing bodies in taking a school community approach to the development of gender-based violence programmes and policies:

> The education system can play a crucial part in addressing a massive problem in the everyday lives of people. There need to be classroom discussions, innovations in the curriculum, monitoring of all forms of violence against girls and women in education institutions, and disciplinary procedures in place and operative - whether it is a teacher, pupil or student who is responsible for any act of violence. The governing boards, parents, and local communities need to be involved.[2]

In addition, the Minister of Education in his Call to Action statement and the National Department of Education Implementation Plan for Tirisano (2000) has called for Provincial Departments of Education and civil society to join hands in establishing safe school environments free from gender-based violence.[3] This means that school governing bodies and school management teams must work together to understand gender-based violence and the ways it affects their schools.

WHAT IS GENDER-BASED VIOLENCE?

Exploring the terms "gender" and "sex" might provide us with a useful starting point for understanding the meaning of "gender-based violence". The term "sex" generally refers to the biological state of being male or female. The term "gender" has to do with the cultural, historical and social expectations of us as males or females. In other words, "gender" refers to what being male or female means in our culture and society. There is no standard meaning of feminine and masculine behaviour. In some cultures, for example, being feminine means being dressed in revealing clothes; in others it means being covered from head to foot.

Gender-based violence occurs when someone is abused because they are male or female, and often is related to a society's version of masculine and feminine behaviour. For example, a man might rape a woman because he sees her as his possession or he might rape an effeminate homosexual man in order to "teach him a lesson" about what "real" men do. In both these examples, gender plays a crucial role. The woman and the homosexual man are both seen by the abuser as inferior because of his idea of what constitutes masculinity. For him, as for many men and boys, being masculine is

being logically and rightfully the one who controls women and the one who owns them, so using his strength as a man to overpower a woman is a function of his views on what being a man really entails. In other words, for him masculinity is about power, force, and control over women and girls. His raping a homosexual man might well have to do with his belief that such a man is acting more like a woman than a man and therefore, that he needs, to be "taught a lesson" about what "real" men do (i.e., have forced sex with "real" women or with "men who want to act like women").

Gender-based forms of abuse range from everyday incidents of sexual, racial and homophobic harassment to the more extreme forms of child sexual abuse, spousal abuse, sexual assault, gay and lesbian bashing, rape and femicide (usually defined as the killing of women by their male partners). In rural areas of South Africa gender-based violence may sometimes be partly to blame for the killing of women thought to be witches although, in a few cases, men suspected of having practised certain kinds of magic have also been killed.

Gender-based violence is a form of discrimination. Both women and men can experience gender-based violence, although women are the usual targets. In a survey of assault patients at Cape Town's Groote Schuur Hospital, four times as many women as men had been assaulted by their heterosexual spouse or partner.[4] Statistics in South Africa support the gender-based nature of child sexual abuse found in other countries, with girls experiencing this abuse two to three times more often than males.

GENDER-BASED VIOLENCE AND HIV/AIDS

There is a growing awareness of the link between the high rates of sexual violence in South Africa and the HIV/AIDS epidemic. Thus, young girls may be particularly at risk. The myth that having sex with a virgin will cure HIV can increase girls' vulnerability to sexual violence and infection. Desperate economic circumstances can pressure young women into survival sex with paying clients who demand unprotected intercourse. Attitudes that condone multiple sex partners as a sign of masculinity heighten the risk of rape and HIV infection for girls.

To be effective, school-based programmes on HIV/AIDS must incorporate the many risk factors affecting youth. This means dealing with the tough issue of gender violence and all the factors (such as poverty, child sexual exploitation and multiple partnerships) that support it.

Indeed, there is strong evidence that gender is a key factor in vulnerability to AIDS. The HIV incidence rate among girls is three to four times higher than for boys.[5] A combination of biological and social factors increases female vulnerability to AIDS. A single episode of unprotected intercourse is risky for females who may be receiving infected semen from a male partner.[6] Female biological susceptibility to AIDS is compounded by their limited economic and social power, particularly in relation to sexual relationships with males.

HOW PREVALENT IS GENDER-BASED VIOLENCE?

It is difficult to get accurate statistics on incidents of gender-based violence. The indifference and hostility of the police and judicial authorities, particularly regarding African and other so - called - non-white women during the apartheid era, still prevents women from reporting these crimes. In addition, many women and girls fear reprisals, social stigma and ostracism from their families and communities if they dare to come forword. In a survey of 111 women who had been abused by their partners, only 6% went to the police.[7] In a study in schools conducted by the NGO Community Information, Empowerment and Transperancy (CIETafrica), only 36% of rape victims had reported the crime to anyone.[8]

South African Women's Organisations estimate that perhaps as many as one in every three South African women will be raped and one in six South African women is in an abusive relationship.[9] The following facts are based on studies and cases of gender-based violence in South Africa:

- In South Africa, at least one woman is killed every six days by her male partner (femicide).[10]
- South Africa has the highest rape figures in the world.[11]
- The South African Police Service(SAPS) estimates a woman is raped every 35 seconds.[12]
- Black women are raped three times more than white women.[13]
- Rape has the lowest conviction rate of all crimes of assault.[14]
- According to, in 1995 there were 34 783 reported rapes. SAPS estimates that only one in 35 rapes is reported.[15]
- In a study involving interviews with 24 pregnant women (average age 16.4 years) in Khayelitsha, 23 described assault as a regular feature of their sexual relationship.[16]
- According to the National Research Council, one in three girl children will be sexually assaulted before the age of 18, and one in eight boys will be sexually assaulted.[17]
- The myth that AIDS can be cured if an infected person sleeps with a virgin increases young girls' vulnerability to abuse. [18]

In 1998, in an effort to help eradicate violence, the government introduced the Domestic Violence Act, under which both women and children are protected. The act covers a range of gender-based violent acts and practices that include physical, psychological and sexually abusive behaviour.

Incidents of sexual, racial and homophobic harassment in South African schools are just beginning to be documented.[19] Such documentation is crucial. There is evidence that harassment, when unchecked, can lead to more extreme forms of violence such as rape and physical and sexual assault.[20] Dealing with harassment will help to curb the general violence that plagues our society.

WHY IS GENDER-BASED VIOLENCE SUCH A PROBLEM?

In South Africa, the legacy of violence that underpinned the apartheid state for 45 years has exacerbated the problem. Patriarchal violence was sanctioned and legitimated by state and religion and this, combined with indigenous culturally endorsed violence towards women and girls, led to extremely high levels of violence throughout the country. The violent repression of political opposition by apartheid police has embedded a belief in the effectiveness of force in solving problems. The lack of economic opportunities available to the majority of the population, even under the new dispensation, has driven many individuals to crime. As a result, South Africa has the highest per capita figures for violent death recorded in any country not at war.[21]

In societies in which masculinity tends to be constructed as aggressive and antagonistic towards women a high rate of male to female violence will be found to exist. One consequence of the political violence in South Africa has been the reinforcement of heightened definitions of aggressive manhood that can be damaging for males as well as females. The aggressive and risk-taking behaviour that is linked to male identity increases boys' vulnerability to physical attack, injury, death and suicide. This is not to deny the abusive behaviour of some girls. Such behaviour is less tolerated, however, because it is seen to be at odds with our notions of femininity.

Undoubtedly, the apartheid system has played a powerful role in creating the conditions that have generated the heightened sexual violence in South Africa. What are the consequences for schools?

HOW DOES GENDER-BASED VIOLENCE AFFECT SCHOOLS?

Gender-based violence in schools is becoming a serious problem. Based on the findings of a study conducted by the international non-governmental agency Community Information, Empowerment and Transparency (CIET), in partnership with Johannesburg Southern Council, one in three girls living inthe Southern Council area has experienced violence at school. CIETafrica interviewed 1500 students of both sexes from grade eight to matric at schools in Soweto, Eldorado Park, Orange Farm and Lenasia. Almost half the boys said they had friends who were sexually violent and three in every ten males said they could be violent towards a girl.[22]

Some male teachers get sexually involved with young girls and, unfortunately, the girls seldom press charges. The teachers, who are usually married, often resort to blackmail or the purchase of gifts for the family. A young girl may also convince herself that the teacher chose her because of her attractiveness. "Jackrolling" is a growing form of gender-based violence directed at schoolgirls. This practice is a ritualistic display of male power through the forceful abduction and gang rape of young women. It began as a practice, jackrollers claimed, which ensured that black girls and women were kept pregnant by black men when the so-called Immorality Act, which forbade sex across the colour bar, was no longer enforceable by law. These rapists claimed that they were protecting their women from being impregnated by white men! On November 3, 1997, Cape Times education writer, Troye Lunde, reported on the horrific gang rape of a 17-year-old at a South African school:

> She was raped at gunpoint at school by four classmates. They dragged her into an empty classroom and barricaded the door with a table. Without telling anyone about her ordeal, the 17-year-old Oaklands High School pupil went back to school the next day.
>
> She claimed the same boys had raped another schoolgirl the previous week.
>
> `They put bullets in that gun and said "Jy moet die ouens se penise sterk maak' [you must make the guys' penises feel strong]. It went on and on. All I could do was lie there,' she added.[23]

When questioned about the above incident, the Western Cape Principals' Association said schools had no policy or legal guidelines for dealing with rape; such violent acts had to be handled as criminal cases between parents and police.[24] With schools becoming the primary centres for rapists to target young women, a lack of response by the education system is compromising the security and safety of female students.

Boys can also be the victims of gender-based violence in schools, particularly if they do not take on aggressive and heterosexual versions of masculinity. In 1997, Fred Xulu, a 19-year-old male student, was part of a group of students victimised and harassed because they were gay:

"At one stage we were put into a separate class because everyone knew we were gay and did not like us for that. Teachers 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. Instead they would play practical jokes on us for everyone to laugh.[25]"

Everyday forms of racial sexual, and homophobic harassment can make school life difficult for learners. The harassment can also come from teachers. In a study conducted at a school outside Cape Town in 1997 and 1998, learners complained about teachers who spoke in a derogatory manner about the female body, punished girls in class by pinching them on the thighs and armpits, and silenced boys by calling them "moffies".[26] Some South African learners left school when educators failed to respond to their complaints about being sexually harassed.[27]

School governing bodies can play an important role in confronting the problem of gender-based violence. Working collaboratively with management teams is one way of promoting change. A school governing body can assist with collecting stories and information from learners and the broader school community to find out the kinds of violence they observe both within and beyond the school. This school-based data can be used to develop violence - prevention policies and programmes.

HOW CAN SCHOOL GOVERNING BODIES COLLABORATE WITH SCHOOL MANAGEMENT TEAMS?

Some innovative areas for collaboration between school governing bodies and school management teams could include:

SCHOOL POLICIES

- writing mission statements that reinforce the belief that everyone has the right to be treated with respect, and that sexual harassment is not tolerated in schools;
- including in the constitution the right to attend or work in a school environment which is free of gender discrimination and gender-based violence;
- including in the constitution the right to mediation between a harasser and a victim, to assistance with restraining orders for protection, access to a school courthouse, and counselling and support for victims; [28]
- including in the Code of Conduct procedures for dealing with pregnancy and readmission of girls once pregnancy has ended; [29]
- including in the Code of Conduct "provisions regarding the unacceptability of behaviour that may create the risk of HIV transmissions;" [30]
- including in the Code of Conduct the importance of treating others with respect, which excludes racist and sexist comments or other humiliating behaviour; [31]
- including in the Code of Conduct the banning of touching. [32]

(NOTE: Please see Workshop 7 ***School Policy on Sexual Harassment*** *for a detailed outline on a whole school approach to policy development.)*

YOUTH LEADERSHIP

- conducting workshops on leadership skills with topics such as transformation, the ideal school, the effective school, communication, and conflict management and resolution
- supporting the school's involvement in an international campaign such as "16 Days of Activism Against Gender Violence" (November 25 - December 10);
- networking with organisations and individuals working to prevent violence among youth (for example, in Gauteng, Agisang Domestic Abuse and Training - ADAPT);

- becoming a model for other schools in ensuring quality education for girls and boys, young men and women.
- See also Appendix VII How to Use the Video Scoring the Goal: Girls, Participation, and Leadership.

MEASURING PROGRESS

- setting up systems and records for monitoring progress,
- establishing a review process for sexual harassment educational programs.

School policies and guidelines for managing gender-based violence are an important step in the violence-prevention process and the creation of safe schools. The collaboration of school governing bodies and school management teams is an important piece of this school community process.

ENDNOTES

1 *The South African Schools Act made easy* (1997). Pretoria: National Department of Education

2 Wolpe, A., Quinn, O. & Martinez, L. (1997). *Gender equity in education: A report by the gender equity task team.* Department of Education, South Africa.

3 Mlamleli, O., Mabelane, P., Napo, V., Sibiya, N. & Free, V. (2000). Creating programs for safe schools: Opportunities and challenges in relation to gender-based violence in South Africa. *McGill Journal of Education*, 35(3), p. 4.

4 Campbell, C. (1992). Learning to kill. Masculinity, the family and violence in Natal. *Journal of Southern African Studies,* 18(3).

5 Brown, M.M. (2000, January 11). United Nations Development Programme. *The New York Times*.

6 Rees, H. (1998). The search for female-controlled methods of HIV prevention. *Agenda,* 39, 44-49.

7 Daniel, N. & Stavros, S. (1994). Violence in the home. Sash, 27.

8 Tabane, R., (1999, January 8). T*he Star*, p.2.

9 Human Rights Watch. (1995). *Violence against women in South Africa: The state response to domestic violence and rape*. New York: Human Rights Watch.

10 Taken from a fact sheet produced by the ANC Women's Caucus Campaign to End Violence Against Women and Children with assistance from People Opposing Women Abuse (POWA), Sexual Harassment Education Project (SHEP), Rape Crisis and Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN).

11 University of the Western Cape (U.W.C). (n.d.) Let's break the silence around sexual harassment: Resource booklet for students on sexual harassment and sexual violence.

12 Op cit., ANC Woman's Caucus.

13 Op cit., Human Rights Watch.

14 Simpson, G., Robertson, M. & Hamber, B. (1997). *Rape: A symptom of transitional turmoil*. Johannesburg: Centre for the Study of Violence and Reconciliation.

15 Op cit., ANC Woman's Caucus.

16 Ibid.

17 Ibid.

18 Armstrong, S. (1994). Rape in South Africa: An invisible part of Apartheid's legacy. *Focus on Gender*, 2(2), 35-39.

19 Here we are referring to Larkin, J. 1999. Report on gendered-based violence training in three provinces of South Africa; Mukasa, V. (1999). Talking about sexual harassment in school. Agenda, 41, 58-60; Wolpe, A., Quinlan, O. & Martinez, L. (1997). *Gender Equity in Education: A Report by the Gender Equity Task Team, Department of Education, South Africa*.

20 Larkin, J. (1997). *Sexual Harassment: High School Girls Speak Out.* Toronto: Second Story Press.

21 Op cit., Human Rights Watch.

22 Op cit., Tabane.

23 Ibid.

24 Ibid.

25 Bekizulu Mpofu, Gay Pupils Harassed, *The Saturday Paper*, April 12, 1997, cited in Reddy, V. (1998). Negotiating Gay Masculinities, *Agenda*, 37, 65-70.

26 Mukasa, V. (1999). Talking about sexual harassment in schools. *Agenda*, 41, 58-60.

27 Ibid.

28 The Gender Equity Task Team, Department of Education Consultative Conference, Rustenberg, July 7-9, 1997.

29 Ibid.

30 Ibid. p. 34

31 Ibid.

32 Ibid.

WORKSHOP 8

FACILITATOR'S GUIDELINES

NOTE: Facilitators should read the background paper on ***Gender-Based Violence and Safe School: A Challenge for School Governing Bodies*** *before conducting the workshop.*

WORKSHOP OBJECTIVES

- To explore what we mean by violence.
- To examine what we know about gender-based violence.
- To examine the ways violence is connected to gender and other forms of discrimination.
- To discuss strategies for dealing with incidents of gender-based violence.
- To discuss the ways school governing bodies (SGBs) can work to eliminate gender-based violence in schools.

WORKSHOP LENGTH: TWO HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. What is violence? (25 minutes)
3. What do we know about gender-based violence? (30 minutes)
4. What to do about gender-based violence? (20 minutes)
5. How can school governing bodies work to eliminate gender-based violence in schools? (25 minutes)
6. Closing activity (10 minutes)

WORKSHOP MATERIALS

- Flipchart and paper
- Markers
- Blank flashcards

WORKSHOP HANDOUTS

Handout 1: What Do We Know About Violence?

Handout 2: Violence Scenarios

Handout 3: What Can One Man/Woman Do?

Information Sheet 1: Factsheet: Gender Violence in South Africa

Information Sheet 2: What does the South African Schools Act say about Child Sexual Abuse?

Information Sheet 3: Trauma Counselling in Schools

Information Sheet 4: The South African Government's Commitment to Ending Gender-based and Sex-based Violence: National and International Legislation and Agreements

TIPS before you begin:

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback received during the pilot phase, are intended to assist facilitators in their efforts and bring success to their endeavours:

- Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is not to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated and, in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children.

- If time permits, the facilitator(s) may wish to conduct this workshop over a longer period than the two hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves.

- The facilitator may wish to draw on **Let's Think About This** in Appendix I. The statements or questions could be written on the board or flipchart paper. For this workshop, exercises 1 - 3 could be presented in a morning session, with exercises 4 - 6 presented in an afternoon session. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.

- The workshop will benefit from the participation of outside speakers and the use of posters and videos. Wherever possible, we provide, a list of these under **Suggested Follow-Up Activities or Selected Resources** at the end of the workshop.

1. Introduction (10 minutes)

NOTES TO THE FACILITATOR: The Introduction is designed to provide an overview of the workshop and to give members of the SGB the opportunity to get to know the facilitator and the co-participants. The facilitator should introduce herself/himself and ask the participants to say a few words about themselves and their interest in the topic of violence. The facilitator should outline the workshop's objectives as outlined on the workshop covering page.

2. What is Violence? (20 minutes)

Materials: Flipchart paper, markers

NOTES TO THE FACILITATOR: This exercise is designed to explore participants' definitions of violence, particularly gender-based violence, and to consider the kinds of behaviour that can be labelled as violence.

Brainstorming Exercise: The facilitator asks individuals to consider how they would define violence. The participants brainstorm definitions which the facilitator records on a chart. In reviewing the chart, participants summarise major themes in their definitions of violence. These may include hurting someone, having power over someone, forcing someone to do something and/or specific acts of violence such as murder, physical assault, rape, harassment, bullying, etc. If most responses refer to physical violence, ask the participants to consider whether non-physical forms of violence for example, the withholding of basic survival needs such as money, food and shelter, acts of intimidation and degradation, threats, stalking and other forms of emotional abuse-constitute violence. The facilitator should ask the participants to discuss the ways violence is gendered. For example, are there forms of violence that girls experience more often than boys? Following this discussion, review and revise the group's definition of violence.

3. What Do We Know About Gender-Based Violence? (30 minutes)

Handout: What Do We Know About Violence?

NOTES TO THE FACILITATOR: This activity is designed to provide a review of general information about violence. The facilitator passes out the **What Do We Know About Violence?** activity sheet. Participants complete the activity individually, circling "Agree" or "Disagree" in response to the various statements. The participants then move into small groups where they can compare answers and discuss the reasons for their choices. The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and/or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

4. What Can We Do About Gender-Based Violence? (25 minutes)

Handout: Violence Scenarios

NOTES TO THE FACILITATOR: This activity is designed to give participants the opportunity to apply their knowledge of violence to the development of strategies to deal with incidents of gender-based violence. The four scenarios deal with different forms of violence that may be experienced by learners.

The participants are divided into four groups. Each group receives one violence scenario and discusses ways they would deal with this form of violence in their schools. One member of the group acts as a recorder. When the facilitator brings the large group back together, the recorder from each group reads their scenario and summarises their suggestions for dealing with the violence. Members of the large group may offer additional strategies. The facilitator lists the proposed strategies on a chart.

5. How Can School Governing Bodies Work to Eliminate Gender-based Violence in Schools? (25 minutes)

Handout: Information Sheets

Materials: Flashcards, markers, information sheets

NOTES TO THE FACILITATOR: Each participant is given one flashcard and a marker. The facilitator asks the participants to write on the flashcard one way the SGB could work to eliminate gender-based violence in the school. Each participant shares his/her suggestion with the group by taping his/her flashcard to a board or chart. Participants suggest ways the flashcards could be grouped (for example, strategies that relate to policies, strategies that relate to education) and note which suggestions are most common. Using the suggestions posted, participants are asked to discuss a school plan the school governing body could adopt for eliminating gender-based violence.

The facilitator then hands out the following information sheets (located at the end of this workshop), which school governing body members can add to their file of school-related resources:

1. Factsheet: Gender Violence in South Africa
2. What does the South African Schools Act say about Child Sexual Abuse?
3. Trauma Counselling in Schools
4. The South African Government's Commitment to Ending Gender-based and Sex-based Violence: National and International Legislation and Agreements

6. Closing Activity (10 minutes)

Handout: What Can One Woman/Man Do?

NOTES TO THE FACILITATOR: The participants will consider what they can do to end violence. The facilitator distributes the **What Can One Man/One Woman Do?** handout which includes the following quotation from Margaret Mead:

"Never doubt that a small
group of concerned citizens
can change the world.
Indeed, it is the only thing that ever has".

Participants consider what they, as educators, can do to end violence. They are invited to select one personal goal to share with the large or small group. Participants are encouraged to post the quotation up in their classrooms, along with a list of their own personal goals regarding what they plan to do about sexual harassment in their school. They can invite learners to add to the list.

SUGGESTED FOLLOW-UP ACTIVITIES

- Organise a violence awareness day at your school. Learners can participate in educational workshops that address the various forms of violence. In some workshops learners may develop plays, songs and artwork designed to raise awareness about violence.
- Form a violence-prevention committee at your school which includes teachers, learners and parents who can discuss ways of addressing school violence. The committee may develop guidelines for dealing with violent incidents and suggest strategies for educating the school community.

HANDOUT 1
WHAT DO WE KNOW ABOUT VIOLENCE?

The purpose of this activity is to review general information about violence.

CHECK WHETHER YOU AGREE OR DISAGREE.	AGREE	DISAGREE
1. Violence is a problem in South Africa.		
2. It's natural for boys to be more aggressive than girls.		
3. It is easy for women to get out of abusive relationships if they really want to.		
4. Men who beat women are mentally ill.		
5. There should be supportive mechanisms in place for pregnant girls to attend school if they wish.		
6. Children should always do what adults tell them.		
7. Young children are too immature to engage in sexual harassment.		
8. Drinking and using drugs affects a person's ability to control anger.		
9. Boys are often the recipients of homophobic harassment.		
10. "Jackrolling" is a form of violence which is directed at young girls and women.		
11. If some cultures tolerate violence, there is little educators can do to change attitudes.		
12. Educators are key to ending violence.		

HANDOUT 1: SUGGESTED ANSWER KEY/RESPONSES TO "WHAT DO WE KNOW ABOUT VIOLENCE?" STATEMENTS

Discuss in small groups.

1. Violence is a problem in South Africa.

Agree In South Africa, the violence that underpinned the apartheid state has led to extremely high levels of violence throughout the society. South Africa has the highest rate of violent death in any country not at war.

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

Disagree Violence is a learned behaviour. In societies with a high rate of male to female violence, masculinity tends to be constructed as aggressive and antagonistic to women. Boys learn their masculine roles early. Teachers have recorded numerous instances of boys practising their domination by hitting girls.

3. It is easy for women to get out of abusive relationships if they really want to.

Disagree It is traumatic for women, regardless of factors such as their financial position or race, 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 from 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.

4. 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 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.

5. There should be supportive mechanisms in place for pregnant girls to attend school if they wish.

Agree The Schools Act South African of 1996 states that pregnant girls cannot be expelled from school. Despite this ruling, negative attitudes towards pregnant girls do sometimes contribute to their decision to drop out of school.

6. Children should always do what adults tell them.

Disagree Children need to learn what is appropriate behaviour for adults. Children should know they have the right not to be abused by anyone, including adults who have authority over them.

7. Young children are too immature to engage in sexual harassment.

Disagree There is evidence that the bullying behaviour of young children can lead to sexual harassment. What distinguishes sexual harassment from bullying is the way the abuse is sexualised and gendered. Bullying becomes sexual harassment when learners are hassled because they are a girl or a boy. It is not uncommon for learners in the primary grades to be subjected to gendered put-downs and physical touching by their peers.

8. Drinking and using drugs affects a person's ability to control anger.

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. But alcohol and drugs are not the cause of violence and should never be used as an excuse for abusive behaviour.

9. Boys are often the recipients of homophobic harassment.

Agree Boys are more likely than girls to be the targets of homophobic harassment. In general, boys are put down by being compared to members of marginalised groups, particularly women and gay men. Many boys take on aggressive forms of masculinity to avoid being harassed themselves.

10. "Jackrolling" is a form of violence which is directed at girls and young women.

Agree "Jackrolling" is a growing form of gendered violence in which males display their power through the forceful abduction and rape of young women. With schools becoming a primary place for girls to be attacked, educators need to consider strategies for protecting female learners.

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

Disagree While there is a tendency to attribute some forms of violence to cultural attitudes towards women, it is nevertheless stereotypical to assume that all members of a particular cultural group hold the same view. People within cultures have a variety of perspectives. Although we should respect cultural differences, they cannot be used as an excuse for abusive behaviour. This is the message that educators need to work towards imparting.

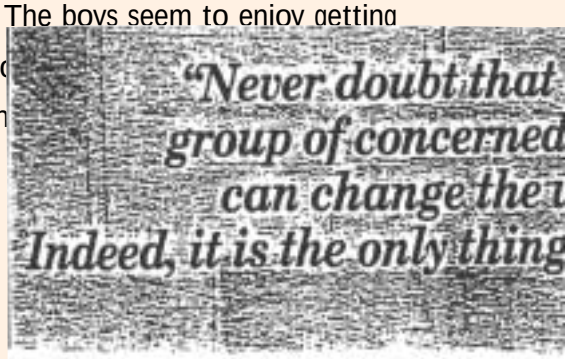
12. Educators are key to ending violence.

Agree Educators are in the best position to tackle the problem of violence because they have the opportunity to change learners' attitudes before they are firmly entrenched. Implementing violence-prevention education programme in schools may be our best bet for eliminating violence in the larger society.

HANDOUT 2
VIOLENCE SCENARIOS

SCENARIO 1

Some female learners tell you they are uncomfortable walking down school corridors. They claim that male learners often make comments about their bodies and call them insulting names. If the girls get angry or ask the boys to stop, the comments get worse. The boys seem to enjoy getting the girls upset. Most of the girls try to avoid the corridor or try to possible without showing any visible response to the harassing beh



How would you deal with this situation?

SCENARIO 2

You have observed a group of learners teasing a gay le when he walks down the school corridors and mimic "f him. It is obvious the gay learner is upset but he doesn

How would you deal with this situation?

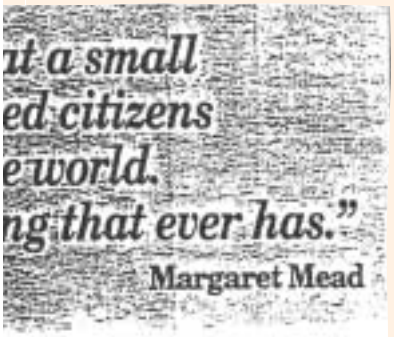
SCENARIO 3

You notice that one of your female learners is upset in c lately. When you speak with her after class you notice marks claiming they are "no big deal" but then she beg has a bad temper and hits her when he gets angry. Sh gets into a rage for no apparent reason. She has thoug of what he might do to her.

How would you deal with this situation?

SCENARIO 4

One of your learners has a hard time staying awake in class. You suggest she might want to get more sleep. She tells you that it's hard to sleep at her house, sometimes, because her uncle is always bugging her. When you ask her to explain how her uncle "bugs" her, she says that he gets into her bed and gives her too many hugs and kisses. She tells you she really like her uncle but wishes he wouldn't touch her so much. Sometimes she pretends she is sleeping but he still doesn't stop.

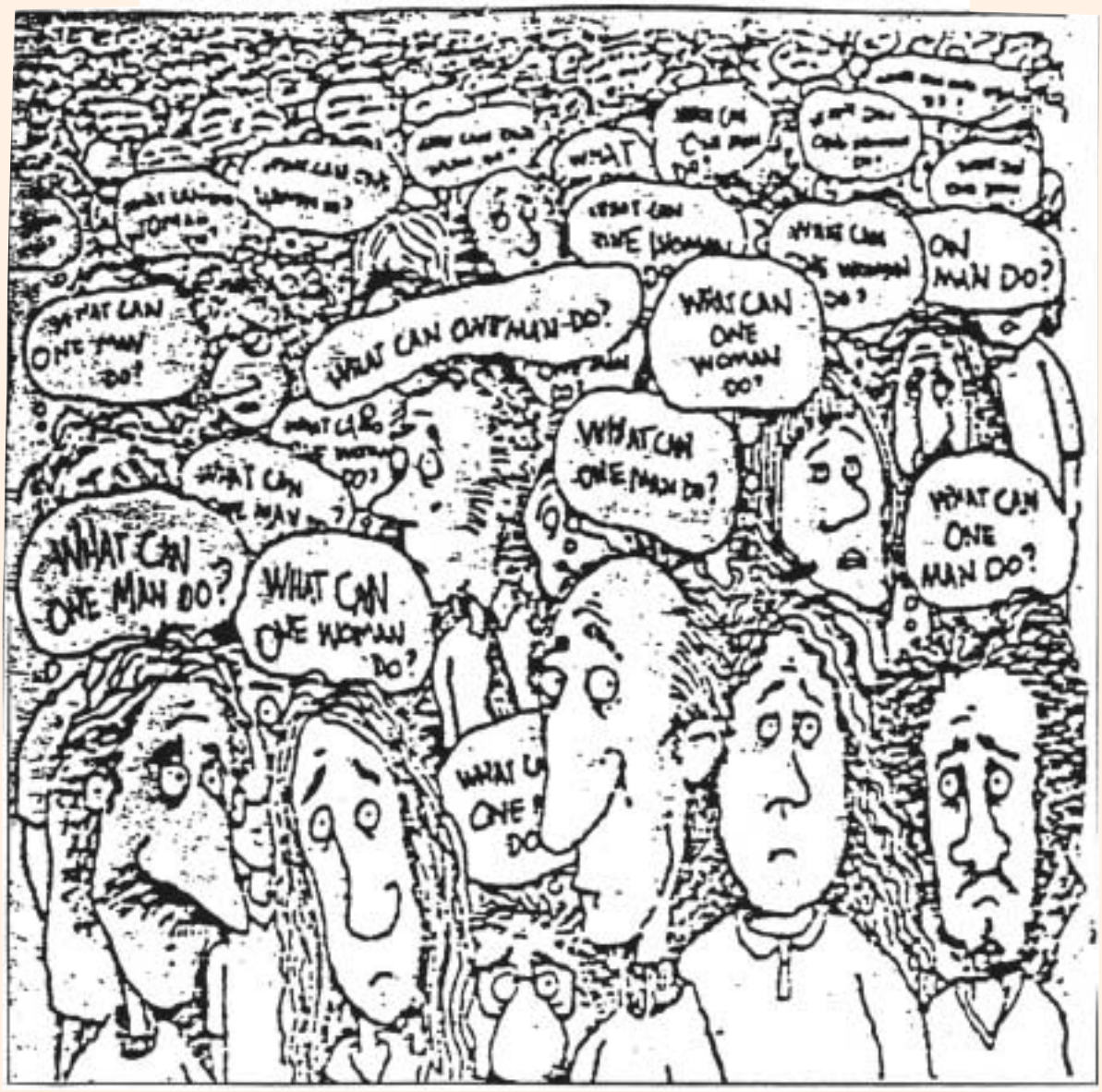


deal with this situation?

HANDOUT 3: WHAT CAN ONE MAN/ONE WOMAN DO?

"Never doubt that a small group of concerned citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead



INFORMATION SHEET

- One in three girls living in Johannesburg's Southern Council area has experienced violence at school. [1]
- In a study of 1500 learners of both sexes from grade eight to matric at schools in Soweto, Eldorado Park, Orange Farm and Lenasia, almost half the boys said they had friends who were sexually violent and three in every ten males said they could be violent towards a girl. [2]
- "Jackrolling" is a growing form of gendered violence directed at schoolgirls. [3]
- In a survey of 111 women who had been abused by their partners, only 6% went to the police.[4]
- South African Women's Organizations estimate that as many as one in every three South African women will be raped and one in six South African women is in an abusive relationship.[5]
- In South Africa, at least one woman is killed every six days by her male partner (femicide). [6]
- In a study involving interviews with 24 pregnant women (average age 16.4 years) in Khayelitsha, 23 described assault as a regular feature of their sexual relationship. [7]
- According to South African Police Services (SAPS), in 1995, there were 34 783 reported rapes. SAPS estimates that only one in 35 rapes is reported. [8]
- South Africa has the highest rape figures in the world. [9]
- One out of two women are raped in South Africa in her lifetime. Black women are raped three times more than white women. [10]
- The majority of rape survivors in South Africa are impoverished black women who can least afford or access the medical and psychological attention, which they so badly require. [11]
- Rape has the lowest conviction rate of all crimes of assault. [12]
- South Africa has the highest per capita figures for violent death recorded in any country not at war. [13]
- Some South African students left school when educators failed to respond to their complaints about being sexually harassed. [14]
- According to the National Research Council, one in three girl children and one in eight boyswill be sexually assaulted before the age of 18. [15]
- Statistics in South Africa support the gendered nature of child sexual abuse found in other countries, with girls experiencing this abuse two to three times more often than boys. [16]
- The myth that AIDS can be cured if an infected person sleeps with a virgin increases young girls, vulnerability to abuse. [17]
- Although gender-based violence is a problem in many societies, South Africa has the highest rate of sexual violence in the world. [18]

- Gay students at a school in Northern KwaZulu-Natal were labelled "spirits of the devil" and put into separate classes because of their sexual orientation. One student claimed the teachers were so homophobic life in the classroom was unbearable. [19]

Every educator should:

- avoid any form of humiliation, and refrain from any form of child abuse, physical or psychological;
- promote gender equality and refrain from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;
- use appropriate language and behaviour in his or interaction with learners, and act in such a way as to elicit respect from the learners;
- take reasonable steps to ensure the safety of learners (and should therefore participate in policy formulation and implementation of vicarious liability).

[excerpt from the South African Schools Act (SASA) (No. 84 of 1996, Section 3)

The policy also promotes gender equality among educators and takes strong exceptions to educator-educator forms of sexual harassment and abuse. The preamble states that "the country requires a new national system for schools... which will combat racism and sexism and all other forms of unfair discrimination and intolerance...." In so doing, SASA provides important backing, as does the support of the South African Council of Educators (SACE) to take a firm stand against sexual harassment.

INFORMATION SHEET
TRAUMA COUNSELLING IN SCHOOLS

As an educator, you may be the one to notice that a child is showing signs of trauma. There may be a marked change in the child's behaviour and school performance. The child may seem irritable, depressed, listless or anxious. Some children may experience physical symptoms such as nausea or body pains.

You may find that learners are suffering from trauma as a result of being a victim of, or having witnessed violent crime or assault. In some cases, learners are victims of the abuse of family members in their own homes. When a child is abused by the people who are meant to care for them, the trauma may be particularly damaging.

You may be the first person a learner confides in after being traumatised. Your reaction will be very important to their healing. The following suggestions will help you provide the support the learner needs:

- Make sure the learner is safe from immediate harm. Determine if there are any signs of injury or abuse that should be treated by a doctor.
- Listen to what the learner is saying. Do not ask why the abuse happened. This will make the learner feel he/she is to blame.
- Ask questions which begin with how, where and who to clarify the situation.
- Let the learner know you believe what he/she is telling you.
- Tell the learner the abuse is not his/her fault. Let the child know you are very sad that this has happened.
- Let the learner talk about his/her feelings. Give the learner comfort and support. The learner will need to feel safe and protected.
- Ask the learner if you should contact a friend, relative or neighbour.
- Tell the learner you will help but don't make promises about what you will do.
- Ask the learner what he/she would like you to do next. The child may not be able to tell you directly but it will make her/him feel more in control.

REMEMBER: Your role is to report the abuse and support the learner. You do not investigate the case to determine if the child's account is true.

CONFIDENTIALITY

Confidentiality is a difficult issue. When a learner confides in you, you will be expected to keep the story a secret. You need to respect this trust relationship by not sharing the learner's story with other teachers, learners or parents.

However, if the learner is in danger of being further abused, you need to tell him/her that you must tell someone who can try to stop the abuse. Explain that you may need to inform the principal, a social worker, a parent or another service agency. In cases of child abuse, the Child Protection Unit must be contacted. Emphasise that this is essential if the abuse is to stop and that you are doing what is necessary to help the learner.

These guidelines are adapted from "Trauma Management in Schools" - a video and booklet produced by:

The Centre for the Study of Violence and Reconciliation.
(See resources for contact numbers)

INFORMATION SHEET

The South African Government's Commitment to Ending Gender-and Sex-based Violence: National and International Legislation and Agreements

Since 1995, the South African government has made a number of important national and international commitments toward eradicating gender-based and sex-based violence. These documents are the basis of an emergent gender policy that seeks to protect and promote the rights of women and girls. They also reflect an unprecedented commitment to defending the rights of people based on sexual orientation.

INTERNATIONAL COMMITMENTS:

1. ***The Beijing Platform of Action,*** adopted by South Africa in September 1995, defines violence against women as an obstacle to the achievement of the objectives of equality, development and peace. It outlines actions to be taken by governments including:
   - o the enactment and implementation of effective legislation;
   - o the allocation of resources;
   - o the training of law enforcement agents;
   - o the formulation of plans of action to eliminate violence against women.

2. In December 1995, the South African government ratified ***The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW),*** adopted by the United Nations General Assembly in 1979. CEDAW defines discrimination against women in broad terms. Gender equality is addressed in areas such as education, employment, health care, nationality, representation, marriage and family life as well as politics.

In 1997, South Africa submitted its first report to the International Committee on the Elimination of Discrimination Against Women. Various non-governmental organisations (NGOs) criticised this in a report highlighting deficiencies in governmental action.

3. ***The United Nations Convention on the Rights of the Child*** was ratified by South Africa in December 1995.

4. ***International Agreements for the Protection of Refugees*** including women who flee their countries due to war or famine (January 1996):
   - o conventions on the status of refugees (1951);
   - o the protocol relating to the status of refugees (1967);
   - o the Organisation of African Unity Convention (1969).

5. ***26 Human Rights Conventions*** including four new ones ratified in December 1998:
   - o International Convention on the Elimination of All Forms of Racial Discrimination;
   - o International Covenant on Civil and Political Rights ;
   - o Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment;
   - o Convention on the Prevention and Punishment of the Crime of Genocide.

6. **The South African National Plan of Action in the Protection and Promotion of Human Rights** (December 1998) in compliance with the Vienna Declaration (1993).

7. **The Southern Africa Development Community (SADC) Declaration** (December 1998) is based on recommendations made by ministers, legislators, government officials and NGO representatives from the SADC region. Measures leading to the adoption of adequate laws in priority areas for intervention are encouraged. These include the protection of victims of violence, the promotion of legal gender equality, adequate education, legal and social services, and an accountability framework to monitor delivery and hold government departments accountable.

Endnotes

1. Tabane, R. (1999, January 8). A third of schoolgirls are victims of sex attacks. *The Star*, p.2.
2. Ibid.
3. Gouws, A. & Kitzenger, A. (1995). Sexual harassment of students: A case study of a South African University. *SA Sociological Review* 7, 2.
4. Daniel, N. & Stavros, S. (1994). Violence in the home. *Sash*, 27.
5. Human Rights Watch. (1995). *Violence Against Women in South Africa: The State Response to Domestic Violence and Rape*. New York: Human Rights Watch.
6. Taken from a fact sheet produced by the ANC Women's Caucus Campaign to End Violence Against Women and Children with assistance from People Opposing Women Abuse (POWA), Sexual Harassment Education Project (SHEP), Rape Crisis and resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN).
7. Ibid.
8. Ibid.
9. University of the Western Cape (U.W.C). (n.d.) *Let's break the silence around sexual harassment: Resource booklet for students on sexual harassment and sexual violence*.
10. Ibid.
11. Simpson, G., Robertson, M. & Hamber, B. (1997). *Rape: A symptom of transitional turmoil.* Johannesburg: Centre for the Study of Violence and Reconciliation.
12. Ibid.
13. Op cit., Human Rights Watch.
14. Mukasa, V. (1999). Talking about sexual harassment in schools. *Agenda*, 41, 58-60.
15. Shifman, P., Mandlala-Routledge, N. & Smith, V. (1998). Women in parliament caucus for action to end violence. *Agenda*, 36, 23-26.
16. Glaser, D. & Frosh, S. (1993). *Child sexual abuse*. Second Edition. Toronto: University of Toronto Press.
17. Armstrong, S. (1994). Rape in South Africa: An invisible part of Apartheid's legacy. *Focus on Gender*, 2(2), 35-39.
18. Naidoo, K. (1998). The men's march. *Agenda*, 36, 94-96.
19. Bekizulu Mpofu, Gay pupils harassed, *The Saturday Paper*, April 12, 1997, cited in Reddy, V. (1998). *Negotiating gay masculinities*, 37, 65-70.

APPENDIX I

LET'S THINK ABOUT THIS[1]

- Why is it that women and girls are afraid to go to school?
- Why is it that jackrolling - the public abduction and rape of a woman or girl by gangs - has become a part of our everyday vocabulary?
- Why are women and girls teased, bullied and often victims of sexual advances by male students and sometimes teachers?
- Why is it that boys and men feel they must validate their masculinity through violent behaviour toward women, girls, gays and lesbians?
- Why do men and boys fear being labelled "moffie" or "gay" even if they are not homosexual?
- Why is it that aggressive behaviour is considered masculine?
- Why is homophobia so widespread?
- Why is it that when a young man sexually propositions a girl at school he thinks it conveys that he is a "real" man?
- Why do so many adolescent males believe that the more sexual partners they have, the more masculine they are?
- If it is thought acceptable to taunt a girl about her physical appearance or lift up her skirt, what would lead a young man to believe that rape isn't equally acceptable?
- Why is the female body often treated by boys and men as a possession?
- Why is it that when a girl is rumoured to be sexually promiscuous, she becomes more vulnerable to rape?
- Why is the rate of HIV/AIDS infection in females three to four times greater than for males?

[1] Many of the following points appear in: Morrell, R. (September 20, 1999). End violence. Rape in South Africa. Beijing Plus 5 Discussion Group.

APPENDIX II

FACTSHEET: GENDER VIOLENCE IN SOUTH AFRICA

- One in three girls living in Johannesburg's Southern Council area has experienced violence at school. [1]
- In a study of 1500 learners of both sexes from grade eight to matric at schools in Soweto, Eldorado Park, Orange Farm and Lenasia, almost half the boys said they had friends who were sexually violent and three in every ten males said they could be violent towards a girl. [2]
- "Jackrolling" is a growing form of gendered violence directed at schoolgirls. [3]
- In a survey of 111 women who had been abused by their partners, only 6% went to the police.[4]
- South African Women's Organisations estimate that perhaps as many as one in every three South African women will be raped and one in six South African women is in an abusive relationship. [5]
- In South Africa, at least one woman is killed every six days by her male partner (femicide). [6]
- In a study involving interviews with 24 pregnant women (average age 16.4 years) in Khayelitsha, 23 described assault as a regular feature of their sexual relationship. [7]
- According to South African Police Services (SAPS), in 1995 there were 34 783 reported rapes. SAPS estimates that only one in 35 rapes is reported. [8]
- South Africa has the highest rape figures in the world. [9]
- One out of two women in South Africa is raped in her lifetime. Black women are raped three times more than white women. [10]
- The majority of rape survivors in South Africa are impoverished black women who can least afford or access the medical and psychological attention which they so badly require. [11]
- Rape has the lowest conviction rate of all crimes of assault. [12]
- South Africa has the highest per capita figures for violent death recorded in any country not at war. [13]
- Some South African students left school when educators failed to respond to their complaints about being sexually harassed. [14]
- According to the National Research Council, one in three girl children and one in eight boys will be sexually assaulted before the age of 18. [15]
- Statistics in South Africa support the gendered nature of child sexual abuse found in other countries, with girls experiencing this abuse two to three times more often than boys. [16]
- Myth that AIDS can be cured if an infected person has sex with a virgin increases young girls' vulnerability to abuse. [17]

- Although gender-based violence is a problem in many societies, South Africa has the highest rate of sexual violence in the world. [18]
- Gay students at a school in Northern KwaZulu-Natal were labelled "spirits of the devil" and put into separate classes because of their sexual orientation. One student claimed the teachers were so homophobic that life in the classroom was unbearable. [19]

Endnotes

1. Tabane, R. (1999, January 8). A third of schoolgirls are victims of sex attacks. *The Star*, p.2.
2. Ibid.
3. Gouws, A. & Kitzenger, A. (1995). Sexual harassment of students: A case study of a South African University. *SA Sociological Review* 7, 2.
4. Daniel, N. & Stavros, S. (1994). Violence in the home. *Sash*, 27.
5. Human Rights Watch. (1995). Violence Against Women in South Africa: The State Response to Domestic Violence and Rape. New York: Human Rights Watch.
6. Taken from a fact sheet produced by the ANC Women's Caucus Campaign to End Violence Against Women and Children with assistance from People Opposing Women Abuse (POWA), Sexual Harassment Education Project (SHEP), Rape Crisis and Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN).
7. Ibid.
8. Ibid.
9. University of the Western Cape (U.W.C). (n.d.) *Let's break the silence around sexual harassment: Resource booklet for students on sexual harassment and sexual violence.*
10. Ibid.
11. Simpson, G., Robertson, M. & Hamber, B. (1997). *Rape: A symptom of transitional turmoil.* Johannesburg: Centre for the Study of Violence and Reconciliation.
12. Ibid.
13. Op cit., Human Rights Watch.
14. Mukasa, V. (1999). Talking about sexual harassment in schools. *Agenda*, 41, 58-60.
15. Shifman, P., Mandlala-Routledge, N. & Smith, V. (1998). Women in parliament caucus for action to end violence. *Agenda,* 36, 23-26.
16. Glaser, D. & Frosh, S. (1993). *Child sexual abuse*. Second Edition. Toronto: University of Toronto Press.
17. Armstrong, S. (1994). Rape in South Africa: An invisible part of Apartheid's legacy. *Focus on Gender*, 2(2), 35-39.

18. Naidoo, K. (1998). The men's march. *Agenda,* 36, 94-96.

19. Bekizulu Mpofu, Gay pupils harassed, *The Saturday Paper*, April 12, 1997, cited in Reddy, V. (1998). *Negotiating gay masculinities*, 37, 65-70.

APPENDIX III

What does The South African Schools Act say about Child Sexual Abuse?

Every educator should:

- avoid any form of humiliation, and refrain from any form of child abuse, physical or psychological;
- promote gender equality and refrain from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;
- use appropriate language and behaviour in his or interaction with learners, and act in such a way as to elicit respect from the learners;
- take reasonable steps to ensure safety of the learners (and should therefore participate in policy formulation and implementation of vicarious liability).

[excerpt from the South African Schools Act (SASA) (No. 84 of 1996), Section 3]

The policy also promotes gender equality among educators and takes strong exceptions toward educator-educator forms of sexual harassment and abuse. The preamble states that "the country requires a new national system for schools... which will combat racism and sexism and all other forms of unfair discrimination and intolerance...." In so doing, SASA provides important backing, as does the support of the South African Council of Educators (SACE) to take a firm stand against sexual harassment.

APPENDIX IV

TRAUMA COUNSELLING IN SCHOOLS: GUIDELINES FOR EDUCATORS

As an educator, you may be the one to notice that a child is showing signs of trauma. There may be a marked change in the child's behaviour and school performance. He or she may seem irritable, depressed, listless or anxious. Some children may experience physical symptoms such as nausea or body pains.

You may find that learners are suffering from trauma as a result of being a victim of or a witness to violent crime or assault. In some cases, learners are victims of the abuse of family members in their own homes. When a child is abused by the people who are meant to care for them, the trauma may be particularly damaging.

You may be the first person a learner confides in after being traumatised. Your reaction will be very important to their healing. The following suggestions will help you provide the support the learner needs:

1. Make sure the learner is safe from immediate harm. Determine if there are any signs of injury or abuse that should be treated by a doctor.
2. Listen to what the learner is saying. Do not ask why the abuse happened. This will make the learner feel they are to blame.
3. Ask questions which begin with how, where and who to clarify the situation.
4. Let the learner know you believe what he/she is telling you.
5. Tell the learner the abuse is not his/her fault. Let the learner know you are very sad this has happened.
6. Let the learner talk about his/her feelings. Give her/him comfort and support. The learner will need to feel safe and protected.
7. Ask the learner if he/she wants you to contact a friend, relative or neighbour.
8. Tell the learner you will help her/him but don't make promises about what you will do.
9. Ask the learner what she/he would like you to do next. He/she may not be able to tell you directly but it will make the victim or the learner feel more in control.
10. REMEMBER: Your role is to report the abuse and support the learner. You do not investigate the case to determine if the child's account is true.

CONFIDENTIALITY

Confidentiality is a difficult issue. When a learner confides in you, she/he will often expect you to keep the story a secret. You need to respect this trust relationship by not sharing the learner's story with other teachers, learners or parents.

However, if the learner is in danger of being further abused, you need to tell her/him that you must tell someone who can try to stop the abuse. Explain that you may need to inform the principal, a social worker, a parent or another service agency. In cases of child abuse, the Child Protection Unit must be contacted.

These guidelines are adapted from "Trauma Management in Schools", a video and booklet produced by:

The Centre for the Study of Violence and Reconciliation.
PO Box 30778
Braamfontein Johannesburg, 2017
Tel: (011) 403 5650 Fax: (011) 339 6785
Email: csvredut@wn.apc.org
Website: http://www.wits.ac.za/csvr

APPENDIX V

The South African Government's Commitment to Ending Gender- based and Sex-based Violence: National and International Legislation and Agreements

Since 1995, the South African government has made a number of important national and international commitments toward eradicating gender-based and sex-based violence. These documents are the basis of an emergent gender policy that seeks to protect and promote the rights of women and girls. They also reflect an unprecedented commitment to defending the rights of people based on sexual orientation.

INTERNATIONAL COMMITMENTS

1. The ***Beijing Platform of Action,*** adopted by South Africa in September 1995, defines violence against women as an obstacle to the achievement of the objectives of equality, development and peace. It outlines actions to be taken by governments including:

   - the enactment and implementation of effective legislation;
   - the allocation of resources;
   - the training of law enforcement agents;
   - the formulation of plans of action to eliminate violence against women.

2. In December 1995, the South African government ratified the ***Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW),*** adopted by the United Nations General Assembly in 1979. CEDAW defines discrimination against women in broad terms. Gender equality is addressed in areas such as education, employment, health care, nationality, representation, marriage and family life as well as politics.

In 1997, South Africa submitted its first report to the Internationl Committee on the Elimination of Discrimination against Women. Various non-governmental organisations (NGOs) criticised this in a report highlighting deficiencies in governmental action.

3. The **United Nations Convention on the Rights of the Child** was ratified by South Africa in December 1995.

4. **International Agreements for the Protection of Refugees,** including women who flee their counties due to war or famine (January 1996):

- conventions on the status of refugees (1951);
- the protocol relating to the status of refugees (1967);
- the Organisation of African Unity Convention (1969).

5. ***26 Human Rights Conventions,*** including four new ones ratified in December 1998:

- International Convention on the Elimination of All Forms of Racial Discrimination;
- International Covenant on Civil and Political Rights ;
- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment;
- Convention on the Prevention and Punishment of the Crime of Genocide.

6. The **South African National Plan of Action in the Protection and Promotion of Human Rights** (December 1998) in compliance with the Vienna Declaration (1993).

7. The ***Southern African Development Community (SADC) Declaration (***December 1998) is based on recommendations made by ministers, legislators, government officials and NGO representatives from the SADC region. Measures leading to the adoption of adequate laws on priority areas for intervention are encouraged. These include the protection of victims of violence, the promotion of legal gender equality, adequate education, legal and social services, and an accountability framework to monitor delivery and hold government departments accountable.

APPENDIX VI

SAFE SCHOOL INDICATORS ON GENDER-bASED VIOLENCE:[1] TOOLS FOR SCHOOL MANAGEMENT TEAMS AND SCHOOL GOVERNING BODIES

Introduction

These tools will assist you in assessing your schools' ability to provide a safe environment for the members of your school community. We encourage your school to adapt all these tools to suit your particular needs and setting. We acknowledge that there will be different circumstances and situations at each school and therefore we encourage you to make these tools your own!

How to use the indicators

These indicators can be used in a variety of ways, depending on your school and the task at hand, including:

1. **One-on-One.** Given the sensitivity of teacher-learner relationships and teacher-teacher relationships, we recommend that teachers identify partners they would like to work with to reflect on current practice. Pairs can then report the results back to the group.
2. **Mixed - stakeholder group**. Teachers, school governing body (SGB) members, parents and even learners could work together in teams to gather information. This approach can be beneficial because it encourages the involvement of all members of the school community.
3. **Single - stakeholder group**. Teams of people with the same roles within the school community can work together to complete tools. For example, teachers could work on their school's recreation area. The groups can then compare the results. This method may provide a greater comfort level among peer groups.

[1] Prepared by Karen Edge for the Canada-South Africa Education Management Programme. The author assumes all responsibility for errors. Please feel free to contact the author at kedge@oise.utoronto.ca.

What the symbols mean and how to use them

The symbols. Within each section, participants will record their observations in the columns on the right of the table:

✓ If the activity is observed

X If the activity is not observed

? If the activity is not applicable at your school

Upon completion, assign a "number of priority" to each issue.

The process. When observing a situation/environment within your school, you can place a mark in the column under the appropriate section. After completing all the tools, you can prioritise the importance of each section of the tool by inserting a number in the corresponding section of the column heade #.

An example. During play area observations, no messages reinforcing the importance of students playing with respect for each other were observed. This observation was recorded with an X. This issue was given highest priority ranking, #1.

#	LOOK FOR	SPECIFIC DETAILS	✓	X	?
1	Physical Environment	There are posters/pictures displaying messages of respect.		X	

STEP 1: HOW SAFE IS OUR SCHOOL?

PLAY AREAS AND CLASSROOMS

These indicators can be used to help in identifying the conditions that support safety in your school with regard to: 1) classrooms, corridors recreation areas; 2) overall school policy and governance.

As previously mentioned, we strongly believe in the value of having teachers observe their peers as they perform their duties in their own classrooms. Alternatively, individual teachers may also use this tool to record how they perceive their classroom environments. It is important to ensure time for individuals or teacher pairs to reflect on their use of the tool, and their teaching practice.

#	IN PLAY AREAS/ CORRIDORS	Specific details	✓	X	?
	Physical Environment	Our school ensures that learners are protected from outsiders during the school day.			
		There are posters/pictures displaying messages of respect.			
	Learner Behaviour	Learners do not target other learners with offensive language.			
		Boys do not harass girls.			
		Girls do not harass boys.			
		Girls and boys are not physically threatened.			
	Teacher Behaviour	Teachers punish learners who harass or who are violent.			
		Teachers do not tolerate boys' rude behaviour towards girls.			
		Gay bashing is not tolerated.			

#	IN CLASSROOMS[2]	Specific details	✓	X	?
	Teacher Behaviour	Teachers do not tolerate boys' rude behaviour towards girls.			
		Gay bashing is not tolerated.			
		Sexist or homophobic comments are not tolerated.			
		Teachers model behaviour that encourages positive treatment of girls and boys.			
	Learner Behaviour	Learners do not target other learners with offensive language.			
		Girls are not harassed or physically intimidated by boys.			
		Boys are not harassed by girls.			
	Classroom Decoration	Posters/pictures/paintings send messages against sexual harassment.			
		Posters/pictures/paintings send messages of respect for boys and girls.			

[2] Based on Ministry of Education/UNICEF Zambia (1996). The girl friendly school is a child friendly school: A school-based module (Appendix 2). Draft 2: June 1997 (for piloting). Zambia: Ministry of Education.

STEP 1: HOW SAFE IS OUR SCHOOL? POLICIES AND GOVERNANCE

#	LOOK FOR	Specific details	✓	X	?
	Policies	Our school has a sexual harassment policy.			
	Policies in Action	There are signs and posters in our school that display information about school sexual harassment policy.			
		Teachers/parents/learners know about the sexual harassment policy.			
		There is a designated person at our school that deals with harassment issues.			
		There are disciplinary measures/sanctions for teachers/learners who don't abide by policies.			
	Community	Our school addresses student absenteeism, especially with girls'			
		Our schools work to ensure that learners arrive/return from school safely.			
	Governance	Our school has a committee to address gender-based violence.			
		RCLs have received training on issues of gender-based violence.			

2: WE HAVE COMPLETED OUT ASSESSMENT. WHAT NEXT?

Based on your results, we recommend that you work with teachers, parents, school governing body members and learners (where applicable) to prioritise the identified safety issues. This process assigns timelines for issues that require more immediate or in-depth attention. For example:

PRIORITY NUMBER	OUR SCHOOL'S SAFETY CHALLENGES
1	Lack of a school sexual harassment policy

The following chart will assist you in prioritising your school's issues

PRIORITISING THE SAFETY ISSUES IDENTIFIED

PRIORITY NUMBER	OUR SCHOOL'S SAFETY CHALLENGES

STEP 3: CREATING STRATEGIES FOR ADDRESSING SAFETY ISSUES AROUND GENDER-BASED VIOLENCE

You have probably discovered that your school is doing very well in some areas and not as well in others. The following tool is designed to provide a creative framework to assist school management teams and school governing bodies to put a planning process in place. We have included several responses to the "BIG QUESTIONS" as examples of the kinds of responses your school might experience and develop. Good luck as you continue your work towards creating a safe school.

WHAT ARE THE BIG QUESTIONS?	What are our RESPONSES?	TIMELINES
IDENTIFYING THE PRIORITY ISSUES		
What is the most important issue for our school in relation to gender-based violence? How can we address this?	Harassment of learners is a problem and our school doesn't have a harassment policy. Create an environment that provides safety from gender-based harassment.	
Do we need to adopt a policy/practice to address the issue?	Create a school harassment policy.	
PLANNING YOUR STRATEGY		
What are the biggest challenges?	No current behavioural guidelines. Teacher/parent/learner attitudes. Incentives to observe any established policies.	
What are your greatest supports?	Active community. Teachers that are interested in improving the school climate.	
How can you address your challenges?	Use training workshops from "Opening our Eyes" to educate.	
Who should be involved in the planning?	Teachers, head teachers, community, governing bodies.	
What resources are available to you?	Examples of other school's policies. Training workshops in "Opening our Eyes". Teachers or parents with knowledge/ interest in the issue.	
PUTTING YOUR STRATEGY INTO ACTION		
Communication with parents, teachers, learners. Set up systems for compliance.	Meeting to explain new policy. Appoint a designated person to whom all concerns about the policy can be reported.	
EVALUATING YOUR STRATEGY		
How will you be able to tell if your strategy is working?	Create an evaluation process.	

EVALUATION

WORSHOP TITLE: _____

FACILITATOR: _____

DATE: _____

What did you enjoy most today?

Was the workshop useful? Please tell us why or why not.

Were the facilitators well-prepared?

Do you have any suggestions for the future?

THANK YOU FOR YOUR TIME!