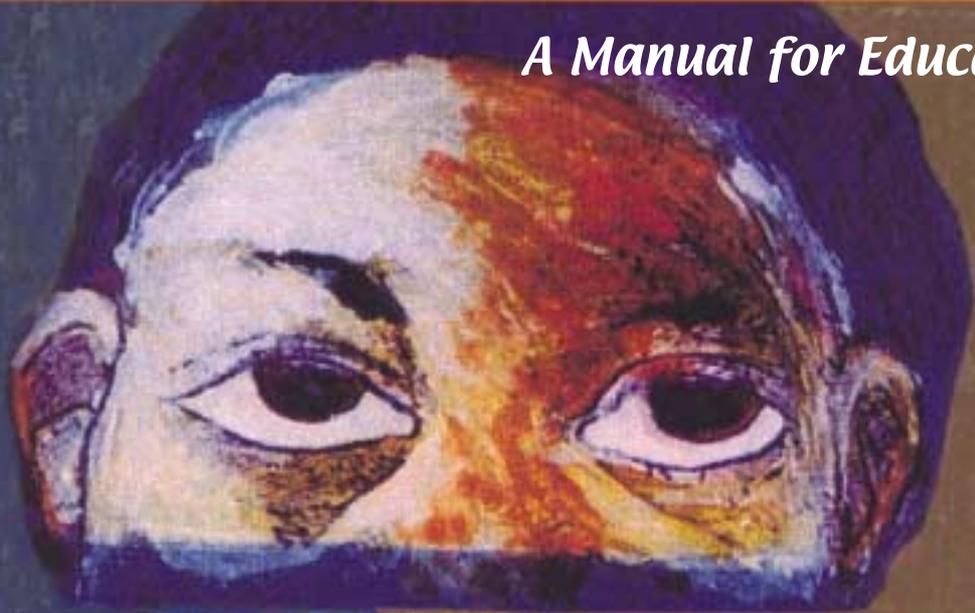


OPENING OUR EYES

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 Constitution of the Republic of South Africa, which prohibit any form of unfair discrimination. Research reports as well as many personal stories, confirm 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 concern 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 harassment 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 practices exist, but more importantly, to the fact that there are a number of effective strategies which can be implemented to eradicate discriminatory practices. For many children, the experience of schooling has not been a pleasant 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

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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 This¹

- ❖ 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 comprised — 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. CIET Africa 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 forward.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

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- 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 Mpofo, (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., Mpofo.
Op cit., Wolpe, Quinlan & Martinez, p.225.
- 26 Op cit., Mpofo.
- 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 withholding 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 harassed 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?

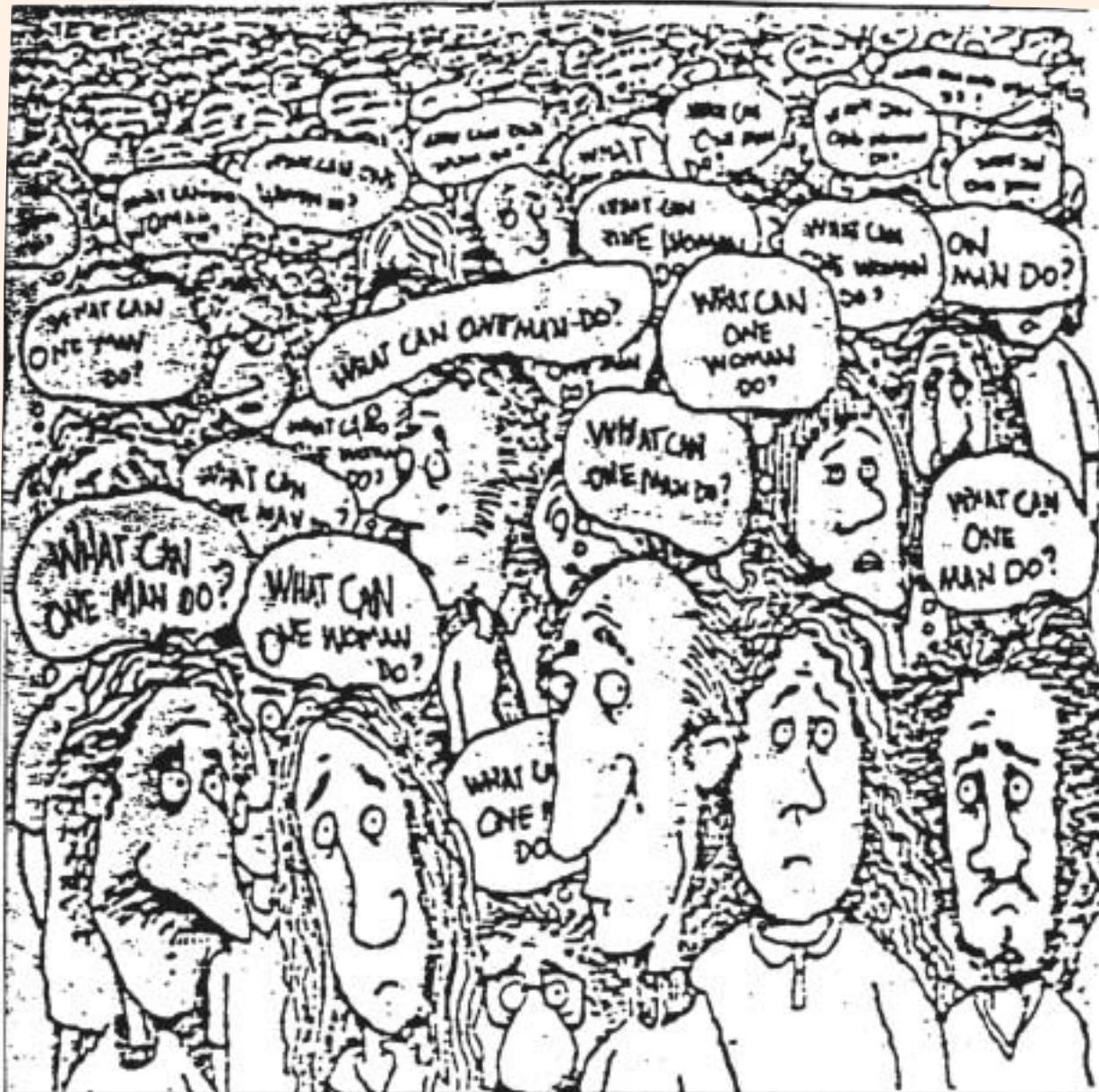
SCENARIO 4

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.

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

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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

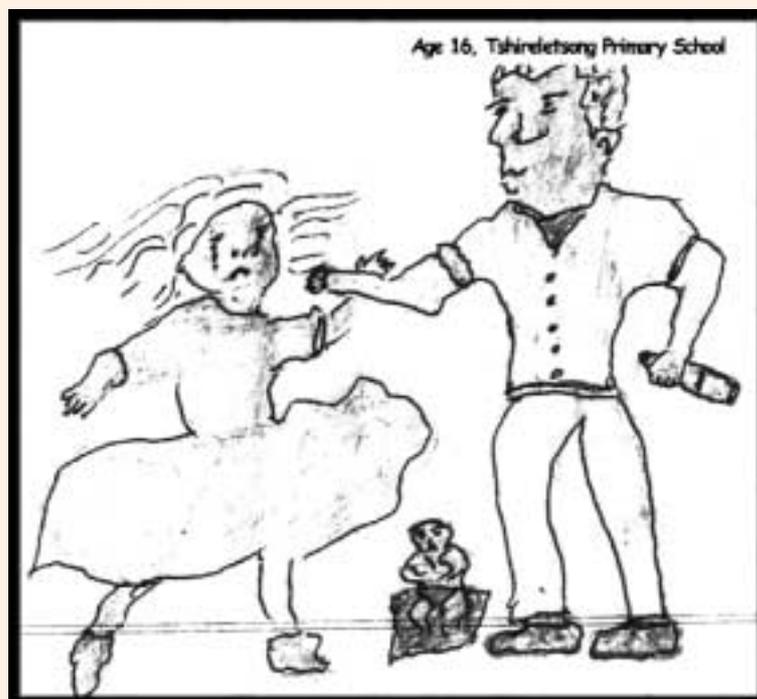
WOMEN AGAINST WOMEN ABUSE

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.

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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

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Cape Town, South Africa

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

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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 bashing 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 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: Department 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 unafican.		
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.

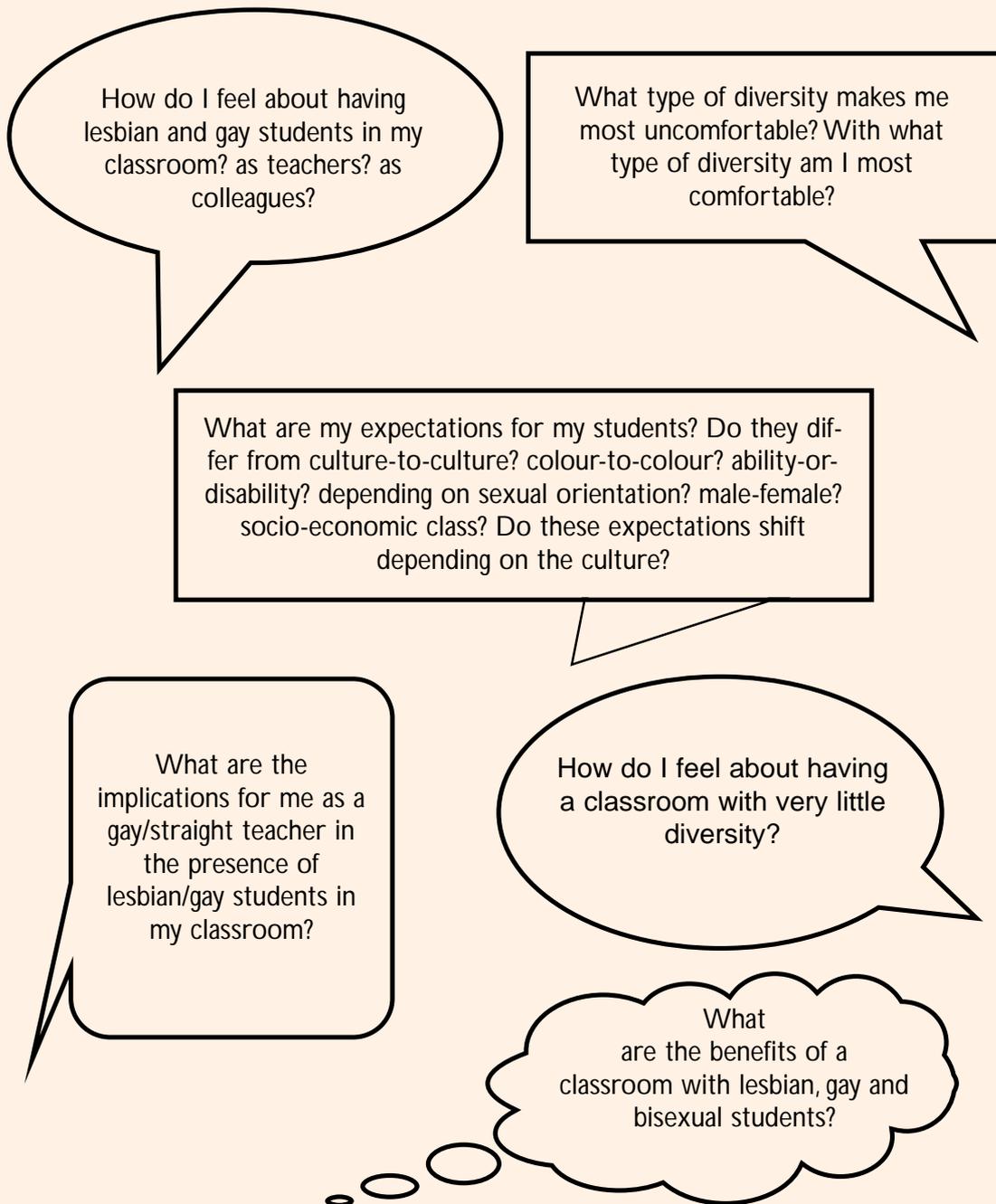
HANDOUT 3

HETEROSEXUAL PRIVILEGE QUESTIONNAIRE 1

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.		

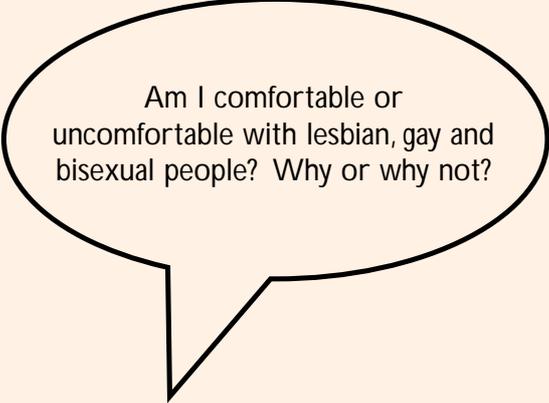
HANDOUT 4 WHERE TO BEGIN?²

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

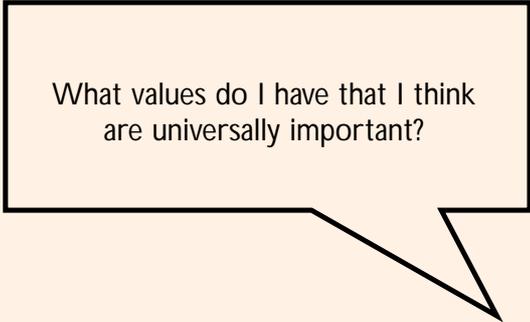


² Creating Safer Schools for Lesbian, Gay and Bisexual Youth (1999). Toronto: Education Wife Assault

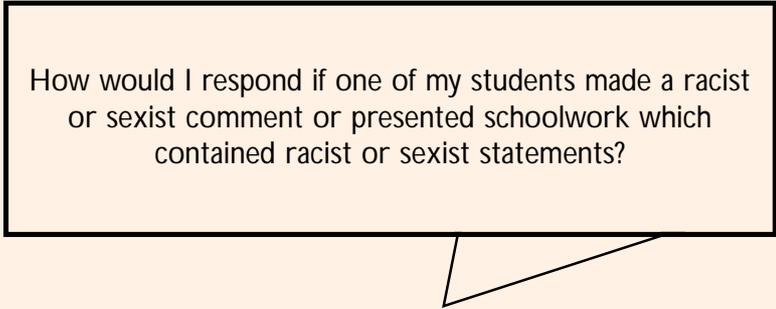
HANDOUT 4 (continued)



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



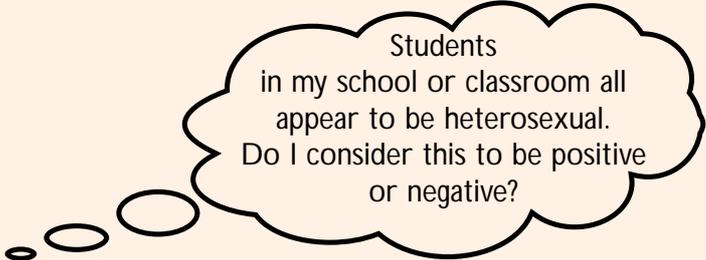
What values do I have that I think are universally important?



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 MILESTONES³

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 schools¹⁶ 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].