PRAXIS: UTILIZING EDUCATION AS A MEANS TO ENDING GENDER-BASED VIOLENCE IN SOUTH AFRICA

by

ERIN LEWELLEN

A THESIS

Presented to the Honors College of the University of Oregon
In partial fulfillment of the requirements
For the degree of
Bachelor of Arts

August 2001

APPROVED: [redacted]

Professor Elizabeth Reis

An Abstract of the Thesis of

Erin Lewellen for the degree of Bachelor of Arts

In the Department of History to be taken August 2000

Title: PRAXIS: UTILIZING EDUCATION AS A MEANS TO ENDING GENDER-BASED VIOLENCE IN SOUTH AFRICA

Approved: [redacted]
Professor Elizabeth Reis

For decades the Nationalist Party of South Africa used the educational system as a means to uphold a racist patriarchy founded on the idea of a white ruling class. The education people received instilled a sexist pedagogy that continues to prevail in South Africa. Education proved paramount in effectively upholding apartheid and sexism for decades. This thesis provides a historical explanation of South Africa's exploitative education. It then illustrates how new legislation working to end gender-based violence creates a climate wherein the Department of Education must implement programs to directly address the problem of gender-based oppression.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Race and Gender	4
Background	5
Process	7
II. THE EDUCATIONAL EFFECTS OF COLONIZATION AND APARTHEID	10
III. EDUCATION: DEMANDS FROM THE WOMEN'S MOVEMENT	22
IV. A GENDER CONSCIOUS CLIMATE	28
V. GENDER-BASED VIOLENCE IN THE SCHOOLS	44
VI. WHAT IS THE WCED DOING WITH THE PROPOSALS	51
VII. CONCLUSION	52
APPENDIX	
A. PROPOSED GENDER-BASED VIOLENCE MANUAL FOR WCED EMPLOYEES	54
B. UNIVERSITY OF THE WESTERN CAPE'S NARRATIVE REPORT	75
BIBLIOGRAPHY	84

Introduction

1 in 2 women in South Africa will be raped in her lifetime[1]

Rape and femicide are the most extreme manifestations of gender-based violence and oppression in South Africa. At least fifty percent of South African women will personally experience rape and 100 percent of South African women will in some way be negatively affected by gender-based violence. Gender-based violence is harassment or abuse that does not have to be sexual; rather it is discrimination based on the person's gender. Gender-based violence does not occur in isolated incidents; it is endemic in a patriarchal society that condones and perpetuates misogyny. In order to effectively uproot the institutions of sexism and misogyny which fuel gender-based violence, it is imperative for South Africa to implement a gender-based oppression prevention model within the school system.

This thesis illustrates the decades of gendering curriculum that historically fermented, and continues to boil, in the Department of Education. It will make clear the central rationale for using the education system as a tool for teaching human rights as they are defined in South Africa's constitution. The school system "has a captive audience that will expand as educational provision increases. It is in schools that sexism, as well as racism and other forms of pejorative differentiation, not only occur but are also redefined and reinforced."[2] This thesis will prove gender-based oppression to be embedded in

---

[1] Vogelman, Lloyd. University of the Witwatersand from the Centre for the Study of Violence and Reconciliation as cited in the *Cape Times*, October 24, 1991.

[2] Gender Equity Task Team. Gender Equity in Education: Report of the Gender Equity Task Team Department of Education South Africa: Department of Education Press, Pretoria, 1997. p 7.

South African education; the system holds the potential to deconstruct sexist education through the execution of programs to address gender-violence. It will also demonstrate a pilot training model to address gender-based violence and oppression that the Western Cape Education Department (hereafter referred to as WCED) is currently reviewing and working to put into operation.

When discussing and critiquing the politics and history of a country where I only lived for a short time, it is necessary to explain my subjectivity and motivation for addressing South Africa's tumultuous history and recent political revolution. I am a white middle class American who identifies as queer. This is important because I am writing on race issues from a white perspective, on class issues from a middle class perspective, and gender and queer issues from the perspective of a queer woman. For example, my subjectivity on race stems from growing up in a racist society and working to deconstruct my internalized racism. This affects my writing on many levels, conscious and unconscious.

I am not claiming to preach the definitive position on gender and race violence in South Africa. I am offering my perceptions as to the improvements that can be made in South Africa in the area I feel comfortable speaking to: gender-based violence. I have included my identification as queer because I see a clear link between gender-based oppression and homophobia. My queer identity helped to shape my scrutiny on the subject. I personally understand the detriment slurs like "fag," "dyke" and "that's so gay" cause, and realize that these homophobic comments stem from acting "like a girl" if you identify as a boy, or being "too masculine" if you identify as a girl. The relationship

between gender-based oppression and homophobia first became clear to me because of personal experience with these particular slurs.

My interest in gender-based violence stems from my involvement as a volunteer for both Sexual Assault Support Services in Eugene, Oregon and NICRO Women's Support Centre in Cape Town, South Africa. At these two organizations I worked with survivors of domestic violence, rape, sexual harassment and various other forms of gender-based violence. I lived in South Africa for six months prior to writing this thesis and while there, the WCED commissioned me to write "Proposed Gender-based Violence Manual for WCED Employees." Within the two agencies I served as a crisis counselor, advocate for survivors navigating the judicial system, and program developer. Because of this experience coupled with related research, I feel comfortable speaking to issue of gender-based violence.

Motivations for writing on this particular subject result from fighting gender-based violence from an age when I would never think to call it gender-based violence; it was simply unfair, and also from my realization that US lawmakers have a lot to learn from recent South African legislation. While I critique South Africa's education system and political history, I believe that South Africa surpasses the US on many fronts dealing with human rights. For example, South Africa grants citizenship to domestic partners regardless of gender identification and marriage status. South Africa's definition of rape is certainly more progressive that US lawmakers' interpretations (this will be explained further in Chapter Three). It is my intention that this thesis will highlight the priority South Africa places on human rights issues, and simultaneously offer more solutions to the gender-based violence South Africa continues to face.

Race and Gender

It is impossible to discuss gender equity and patriarchy within the education system of South Africa without first understanding the basics of colonization and apartheid and their effects on education. Race and gender will often intersect in this discussion because the experience of oppression within both race and gender holds many overlapping themes. Race often dictates the educational opportunities a woman experienced under colonial rule and apartheid, and continues to influence the opportunities she presently encounters in South Africa.

My project for NICRO specifically addresses the problem of gender-based violence and therefore dictates that I focus the scope of my thesis to sexism. I fully acknowledge that many different forms of domination (i.e. racism, homophobia, classism, sexism, etc.) maintain a society that affords a minority advanced privilege, and that programs meant to broaden curriculums even further are also necessary. This present project specifically targets one form of domination, and that is gender-based oppression, which leads to gender-based violence. Simultaneously, I acknowledge that the two, racism and sexism, are inextricably linked to a political environment of domination. In South Africa, because of racial classification and apartheid, it is impossible to ignore race.[3] There exists very little information on gender specifically in South Africa and most of the information in this thesis comes from texts primarily dealing with race and inadvertently addressing gender. Certainly, race affects women's access to the justice system and their vulnerability to gender-based violence. For these reasons alone, race cannot be ignored. In a submission to Parliament, the Commission on Gender Equality reported,

---

[3] I would also contend that it is a mistake to ignore issues of race when discussing sexism anywhere in the world.

> Violence against women cuts across all sectors of society, but the reality id that black, working-class women, and particularly women in rural areas, have less access, and are likely to face more barriers in attempting to access justice. One of these barriers is public prejudice.[4]

While my manual proposal deals primarily with sexism, racism will inevitably, and rightfully, play a major part in my research.

Background

South Africa's struggle to end gender-based violence within its education system and the larger society is similar to struggles worldwide. Despite the dismantling of apartheid in the early nineties with the release of Nelson Mandela and the election of 1994, South Africans continue to live under a racist patriarchal institution that their parliamentary predecessors constructed. The struggle for equality under the law in terms of race, gender, sexual orientation, ethnicity and religion is one that is taking place on a legislative level, but which still lacks implementation in the classroom, in the workplace, and in the home.

This thesis addresses the historical processes of South African politics that enable the Department of Education to adopt the document, "Proposed Gender-based Violence Manual for WCED Employees." I drafted this document winter of 1999 as an intern for NICRO and the WCED is now in the process of reviewing the manual.

In order to contextualize the document within South Africa's history, this thesis provides an analysis of the effects on education from colonization and apartheid. It contains an examination of South Africa's legislation since apartheid, and how this legislation affects the educational system. By placing this document in historical context,

---

[4] The Commission on Gender Equality, "Submission to Parliamentary Hearings." 1999. p 3.

this thesis proposes that the education system in South Africa prior to and during apartheid, legitimized and sanctioned gender-based oppression beginning with missionary schooling and continuing through apartheid. Processes of white patriarchal domination successfully shaped the education that many generations of South Africans received. As will be discussed further, young girls have been specifically educated in domesticity. This education perpetuated the idea that women did not belong in professional arenas.

The potential for restructuring South Africa's long-standing politic of gender biases within education rests largely in innovative educational programs. Consequently, education is in a position to undermine the broader institution of sexism. In the introduction to Paulo Friere's Pedagogy of the Oppressed, Richard Schaull writes,

> Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes "the practice of freedom," the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.[5]

To effectively utilize education as "the practice of freedom" educators and administrators must acknowledge this process as one they must experience with their students. In order for any curriculum to be effectual, educators must be willing to deconstruct the sexist position from which they come.

GETT writes that legislation on its own will not deconstruct the patriarchy of South Africa and that a holistic approach is necessary. A necessary faction of this holistic approach, GETT argues, is the educational system. "The deeply held ideologies on

---

[5] Schaull, Richard. Introduction to Pedagogy of the Oppressed, Paulo Friere. New York: Seaburg Press, 1973. p 13.

gender differences that legitimate girls' and women's subordination can be addressed in schools...It is in schools that child abuse, sexual harassment and violence can be tackled."[6] Lesley Ann Foster, from Masimanyane Women's Support Centre in East London South Africa, explains the concept of approaching education as a tool for reaching true democracy in her "Submission to the Joint Standing Committee on the Improvement of Quality of Life and Status of Women,"

> In order to sustain a democratic society, Public Education is required for the widespread teaching of human rights and the principles of democracy...Primarily it means instilling a deep-seated set of values encouraging interest and involvement in larger social issues as opposed to mere self-centeredness; values necessary to maintain a healthy democracy.[7]

Foster's belief that education can affect the "widespread teaching of human rights" supports the purpose of this thesis. Human rights include the right to be free from sexism; the education system is a significant component of the holistic process necessary to create positive change in the area of human rights.

The Process

In the first chapter, "The Educational Effects of Colonization and Apartheid" I provide and overview of the educational and political processes of the old regimes, beginning with Dutch colonization in 1652 and the arrival of missionaries through the racist legislation of apartheid. The purpose of this summary is to illustrate the role education played in institutionalizing sexism. Documentation from these two broad time periods mainly addresses race. Race legislation pertaining to education maintains importance in

---

[6] GETT, p 7.
[7] Foster, Lesley Ann. "Submission to the Joint Standing Committee on the Improvement of Quality of Life and Status of Women." Masimanyane Women's Support Centre: East London, South Africa. 1999.

this thesis because it demonstrates the attempted and often successful brain-washing that occurred in education during this time. I discuss race frequently first, because it is difficult and nearly impossible to escape, and second because it clearly highlights oppressive structures within the institution of education which cross race and gender boundaries.

The second chapter, "Education: Demands from the Women's Movement" addresses women's roles in the struggle against apartheid, the resistance they faced in a male-centered movement, and how their demands specifically targeted improvements in education. Women in the anti-apartheid revolution placed a significant emphasis in restructuring education. Women in the anti-apartheid revolution placed a significant emphasis in restructuring education. The "Women's Demands for the Freedom Charter" explicitly state the need for just education. The weight given to education within the women's movement demonstrates that the educational model represented an oppressive social structure in which people of color and women were set up to fail.

To illustrate the positive atmosphere for addressing issues of gender-based violence, Chapter Three, "A Gender-Conscious Climate" highlights current legislation that progressively confronts acts of domestic violence and sexual assault. It is legislation that is stimulating dialogue on gender issues, therefore providing an opportunity for the education system to further this dialogue and possibly create fundamental change. This chapter will demonstrate that people are talking about gender issues with little knowledge about sexism and that education is in position to increase this knowledge among its students, possible augmenting the level of dialogue currently taking place.

Chapter Four, "Gender-based Violence in the Schools" explains how educators face gender-based violence but do not have the skills to act appropriately. Governmental exclusion of gender issues in educational training modules and research does not help teachers faced with a rape survivor, or a sexual harassment situation. It is only when the Department of Education addresses gender directly that educators will be adequately equipped with the skills to handle sensitive gender-based violence issues.

In the conclusion I will explain what is currently happening with the document "Proposed Gender-based Violence Manual for WCED Employees." The chapter will also highlight another project working directly with curriculum.

By placing the document "Proposed Gender-based Violence Manual for WCED Employees" in historical context I hope to illustrate the progressive nature of current South African politics while making clear the remaining need for further education on issues of human rights, specifically gendered rights.

The Educational Effects of Colonization and Apartheid

Colonization began in 1652 with the landing of the Dutch and the colonists developed many missionary schools in their efforts to coerce the indigenous people of South Africa into accepting Christianity and a Western way of thinking. The European settlers brought with them a patriarchal system that channeled women into areas of domesticity.[8] This gendered philosophy indeed influenced the education indigenous people of South Africa received, as well as reinforced the gender rigidity within the sphere of European settlers. Consequently, both indigenous and European women faced subjugation to a gender rigidity that confined them to the domestic world. The extent of freedom within these confines varied, however, and continues to vary today.

The relationships between women during the early nineteenth century existed within a hierarchical model because of the master/servant relationship, but it is obvious that both the masters and servants experienced sexism under European patriarchal authority. Jacklyn Cock, a senior lecturer in the Sociology Department at University of the Witwatersand, researched a group of Xhosa and European women from 1823. She wrote, "Because on the frontier colonial women did a good deal of domestic work themselves, there developed a situational intimacy between them and their servants."[9] Both women of color and white women endured confinement to domestic work, but women of color, specifically African women, received direction from white women, not from an order delivered directly from the oppressor himself. This is important, because in contemporary

---

[8] This claim does not negate the patriarchal values of many African indigenous cultures. It points out that the European settlers institutionalized another layer of sexism and made life for African women even more oppressive. In 1990, the ANC National Committee issued a statement recognizing centuries of sexism and negating the western anthropological idea that sexism appeared non-existent before colonization.

[9] Walker, Cherryl, ed. Women and Gender in Southern Africa to 1945. Claremot: David Phillip, 1990. Jacklyn Cock, "Incorporation of Xhosa women in colonial society," pg 83.

South Africa, the gender socialization patterns of women and girls are similar across racial boundaries, yet there still remains an element of racism that places the white woman above the woman of color on the social class hierarchy.

Missionaries in South Africa had a significant impact on many indigenous groups. This is particularly evident in Cock's research on Xhosa women. She finds that missionary institutions "passed on new occupational skills and elaborated an occupational ideology which found expression in the employment of Xhosa women as domestic workers."[10] By educating these particular Xhosa women, the Europeans created the illusion of offering them employment, but this illusion masked the subordination that continued within domestic areas of employment. Domestic workers held little, if any, access to the justice system when raped or physically abused by their employers. Further, as Cock explains, missionary institutions "helped link an ideology of domesticity that was rooted in European gender roles to an ideology of domestication generated by the problems of controlling a colonised people."[11] This domestication of women is still evident in today's South Africa, with large percentages of African women working as domestics.

As early as 1910 conservative educators designed after-school clubs and societies for girls and boys that solidified the gender roles the missionary schools taught. These societies taught girls and boys to utilize the skills they acquired in school, and provided an extra-curricular opportunity for youth. The relevant club in South Africa, Girl Guides, mostly affected white girls, with the inclusion of Africans coming many years later in 1925. The Guides movement (similar groups were named Pathfinders and Wayfarers)

---

[10] Walker, Cock, p 85.
[11] Walker, Cock, p 85.

depicts the anticipated gender roles of young women and girls. The goals of the program were:

> To develop good citizenship among girls, by forming their character; to train them in habits of observation, obedience, and self-reliance; to inculcate loyalty and thoughtfulness for others; to teach them services useful to the public and handicrafts useful to themselves; to promote their physical development; and to render them capable of keeping good homes and of bringing up children in the right way.[12]

When whites eventually started these programs for Africans, they did so because many felt that Africans were not receiving adequate education and needed a Christian foundation. When Pathfinders opened to Africans the reasons were:

> The degeneration of the sexual life; the loss of parental control; the decay of family and tribal education and discipline; the growth of irresponsibility and licence [sic]: these call for the development of positive forces and organised activities such as are provided by the Pathfinder and Wayfarer movements.[13]

Teaching from a subject position that believes every African experienced the decay in family life inevitably had a negative effect on African students. Additionally, these conservative educators educated African girls solely in the area of domesticity; this resulted in African girls carrying the double burden of racism and sexism. The training girls received from Wayfarer and Pathfinder associations served to almost guarantee them a place outside of the paid professional world.

The curriculum for girls and young women attending vocational training schools clarifies women's employment options. In a 1935 study of individual pupils in "Native Vocational Training" schools, a breakdown shows that girls learned gardening, basketry,

---

[12] Kallaway, Peter, ed. Apartheid and Education: The Education of Black South Africans. Johannesburg: Raven, 1984. p 228.
[13] Kallaway, p 231.

cookery, housewifery, laundry work, spinning, weaving, and needlework. Many of the vocational schools like the Grahamstown School for Spinning and Knitting, only offered specific coursework for girls. But out of twelve schools, even those like Grahamstown with specific coursework for knitting and spinning, the areas of cookery, housewifery and laundry work were taught by all but four schools.[14] These three topics carried the most attendance out of all the vocational training schools for young women. The usual coursework required the young women to take three years, with one specifically in domestic science. All other areas of study centered around the home; sometimes courses were offered in hygiene and child management.[15] This gendered education certainly had its effect on the employment, or unemployment, of women, socializing them to patterns of domesticity and limiting their ability to learn new skills. C. Tsehloane Keto, author of the first chapter in Pedagogy of Domination, Toward a Democratic Education in South Africa, wrote of the power education has to socialize communities.

> Next to the primary unit of the family, formalized and informal processes of education are powerful intergenerational and therefore historical instruments of socializing the youth for their role in sustaining human communities through time. Every independent society (including some that are barely autonomous) creates institutions of socialization that ideally reinforce, complement and complete the process of nurturing and training that started in the family.[16]

The family unit traditionally served patriarchal constructions that forced women into domestic spheres despite the independent desires of women. The education system

---

[14] Dodd, A.D., Native Vocational Training: a Study of Conditions in South Africa, 1652-1936. South Africa: Lovedale Press, 1938. p 43.
[15] Dodd, p 45.
[16] Keto, Tsehloane C. Pedagogy of Domination, Toward a Democratic Education in South Africa. Trenton, NJ: Africa World Press, 1990. p 19.

successfully perpetuated the specific gender roles of women and men by routing them into coursework that would instill gendered beliefs.

The gendering of education that took place in the early twentieth century continued through apartheid and is evident in the separate education legislation based on race. To better understand the gendered aspect of education it is necessary to first know the racial classification system and how this affected legislation on education. The racial classification system of South Africa created four groups: Whites, Asians, Coloreds and Africans, and separate legislation on education affected each of these classifications. Education legislation points to the leadership's perceived purpose of education: to divide people into factions supposedly unable to unite and revolt, to produce a cheap labor market, and to control each group of people separately. Analyzing this legislation illustrates the damage historically caused by education; by understanding the extent to which education influenced masses of South Africans, one can start to envisage the potential positive impact of education.

The NP implemented the Bantu Education Act of 1953 and it illustrates most clearly the effects of apartheid education. The Act was the beginning of the Afrikaner plot to control and dissolve African nationalism. The Act "emphasized ethnicity and was designed to 'fit' Africans for 'their station in life'."[17] The Act gave control of African schools to the Ministry of Bantu Affairs, and it removed control from the provincial governments. This move finally regulated and put into legislation the education Africans had been receiving from the missionary schools since colonization. This education served the purpose of the ruling regime.

---

[17] Marks, Shula, ed. Not Either An Experimental Doll: The Separate Worlds of Three South Africans. Indiana University Press, 1987. p 9.

to which the minister declared that they should not belong."[20] The Act's purpose limited the potential for political activity within schools by restricting the type of acceptable teachers, and consolidated all decision making power over curriculum, textbooks and teachers to the state. The Act also failed to mandate school as compulsory and forced Coloured families to pay school fees: the results of this Act were less educational opportunities for people identified as Coloured.

Similar to the Coloured Peoples Act of 1963, the Indians' Education Act of 1965 emerged. The same transfer of power occurred as it did with the colored schools; teachers had the identical restrictions. The effects remained similar to the Coloured Peoples Act.

Considered a priority for white students, the education system provided white students with a great advantage over people of color. Unlike all other racial groups, teachers within the white school system were free to design the curriculum as they pleased. Also unlike African, Coloured and Indian schools, education for whites was compulsory and free; this illustrates the increased importance placed on education for whites and indicates that the government held education as an extremely low priority for any person of color.[21]

In correspondence with Mabel Palmer throughout the 1940s, the official organizer for the separate Non-European section of the University of Natal, a young Zulu woman, Lily, wrote 'The Life of a Native Girl in a Native Reserve' where she effectively described the education and conditioning she received.

> I have not been a good traveller or very observant to such a subject, you will see little of my experience only based to

---

[20] UNESCO and Education Throughout the World. Paris, France: UNESCO, 1986. p 33.

[21] The inclusion of racial classification in this thesis is intimately related to discussions of gender and education. Understanding the racism within the education system presents its oppressive potential and consequently, its promise for undermining the institution of sexism.

> what our people say to our girls and what we ought to do, to be preserved, divinely devoted and single-minded, expecting ourselves to be the future mothers, the examples to be admired and to be selfrespective [sic] of ourselves.
> We are frequently mislead [sic] by minor misdeed. We never use our intelligence. We are flying for only outside admiration, our actions are rot, revealing out internal impurity.
> We have a thrilling audacity to do evil. We forget the meaning of the word 'girl', that a girl should be preserved. We make people believe that civilization came with evil. Yes, we are people surrounded by stumbling blocks, things which look inviting...We live only for the present but not for the future...We are only advised to marry and as we grow we think of nothing else but marry...[22]

From this letter, it easy to see that Lily gained an oppressive education in terms of both her race and her gender. Marriage became a female duty and, because she was African and struggling, educators condemned her, claiming she made "civilization" appear evil.

Lily wrote that girls were "mislead [sic] by minor misdeed" and then continued by writing that school taught her not to use her intelligence. To use one's intelligence became a misdeed in the schooling of African women. Lily learned to be "preserved, divinely devoted and single minded...the examples to be admired." To be admired Lily needed to understand her "internal impurity" and "never use (her) intelligence." These socialization patterns perpetuate understandings that women, especially African women, are second class citizens. Further, they serve the single purpose of mothering future African laborers. The argument is often made that African men are also second class citizens and the question posed, what is the difference? The elemental difference is the additional layer of oppression and how it can worsen the lot of African women in juxtaposition to African men. Men are the laborers who participate in the economics of

---

[22] Marks, p 12.

the country while women's sole purpose is to produce this population. Logically, the two statuses are of equal importance, but realistically each are perceived differently with the laborer holding more importance in a capitalist economic model. Yes, the government officials valued African labor as cheap and disposable, but it is obvious in the above quotes that there existed the looming threat of losing this labor market to education. Producing second class citizens, whose main purpose is to bear and raise cheap labor maintained capitalist rationale for separate education based on gender and race.

This reasoning behind Bantu education directly affected African women and girls. By this rationale, young African women needed to be learned in the ways of domestic servitude and Christian marriage to male African laborers. The school system served as a breeding ground for female African mothers and domestic workers. In Soweto's Children, a study of the education situation among Africans published in 1980, the analysts found significant differences between African boys and girls in occupational role expectations. They found that boys aspired to participate in professional employment in law and medicine (48.67 percent), while girls aspired to find employment in teaching, nursing and social work (65.5 percent).[23] This appears to follow similar gendering patterns of nations like the US, that did not experience sanctioned apartheid, but there is a key difference. The boys held lower expectations to actually find employment in fields they hoped for such as law and medicine (30.89 percent), while the girls held higher expectations to obtain employment in teaching, etc. (67 percent). Young boys held little expectations for the professional field because these options simply were unavailable; the government relegated most of the professions in that category to whites only. Girls

however held expectations to actualize their aspirations to teach and nurse.[24] While schooling encouraged African women to become domestics, in some African communities, small numbers of African women could teach and nurse; these professions occupied low status on the social class hierarchy. The low expectations and aspirations of the Africans researched exemplifies the limited areas Africans could work and illuminates the less-respected areas of employment: nursing, teaching and social work, where African women could participate.

The areas in which women dominated employment numbers were in the domestic service and agricultural spheres.[25] These areas held the worst employment contracts in terms of wages, rights and working conditions. In Repression and Resistance: Insider Accounts of Apartheid, Robin Cohen wrote:

> Influx control, sex and race discrimination and poor education all work to trap African women in the lowest paid, most unskilled, labour intensive and exploitative jobs. In agriculture and domestic service, African women workers are not covered by most of the labour legislation that affords at least some protection to other workers. Job security, pension rights and statutory protection against injury are normally non existent [sic]; pregnancy often means the loss of a job.[26]

By encouraging and educating African women to seek employment in domestic work, educators quietly channeled these women into professions where white domination reigned.

---

[23] Geber, Beryl A. Soweto's Children: the Development of Attitudes. London; New York: Published in cooperation with European Association of Experimental Social Psychology by Academic Press, 1980. p 112.
[24] Geber, Beryl A. p 112
[25] Dodd, p 78.
[26] Cohen, Robin. Repression and Resistance: Insider Accounts of Apartheid. London, New York: Hans Zell Publishers, 1990. p 277.

The argument about poor education is circular. Poor education is a result of race and gender based oppression, and it is poor education that continues to perpetuate the same gender and race oppression from which it began. R.M. Ruperti, a contributing academic to the book Pedagogy of Domination: Toward a Democratic Education in South Africa, wrote:

> The organized education of the youth of a community is part and parcel of the culture of the community; without culture,...there is no education; and without education,...no culture and no community. When one talks of education, therefore, one is also inevitably talking of community culture and cultural communities.[27]

With this in mind, if the New South Africa is striving for a truly democratic society, these democratic goals should align with the goals of the education system. In order to uproot the principles of education that served to subordinate women, especially women of color, the education system needs policy implementation that directly confronts these issues.

Bantu education did more than simply reinforce gender roles, it created a system wherein it remained impossible and illegal to teach Africans the necessary basics for obtaining employment outside of manual labor. Schools in the townships became 'cultural clubs'. Most schools were held in the open air. Government officials regularly inspected these schools and if the teacher used any supplies (books, slates or pencils) the inspector would arrest the educator. According to Hilda Bernstein's For Their Triumphs and For Their Fears: Conditions and Resistance of Women in Apartheid South Africa, "In court cases the evidence handed in would be a blackboard and chalk, or slates, and the claim that the woman in charge was actually trying to teach the children to read or do

---

[27] Ruperti, Robert. Pedagogy of Domination: Toward a Democratic Education in South Africa. Trenton, NJ: Africa World Press, 1990 p 19.

Education: Demands from the Women's Movement

As frustration with apartheid grew, so too did organized resistance. The African National Congress (ANC), an alternative party to the Nationalist Party (NP), began educating its leaders outside the country in an effort to better mobilize people within the country. In the early twentieth century, gender biases in the struggle against apartheid began to fester, and women began to make their own demands.

Not only did women of color in South Africa face sexism and racism from the oppressive NP, they also faced sexism within their own communities, and within the struggle against apartheid itself. In 1912, when activists founded the ANC women were not given full admission. Women in the ANC did not have voting rights until 1943; they were previously considered auxiliary members.[29] Women played active roles in the struggle however, before their admission to the ANC. The first known African women's political organization was the Bantu Women's League in 1913, founded by Charlotte Maxeke. The group mainly served as administrative help and organizers for the male leaders. In 1943 when women were admitted as full members to the ANC, they acknowledged the need for a women's league, but it was 1948 before the ANC officially inaugurated a women's league.[30] Although women gained acknowledgement in the struggle, the delay for the establishment of a women's league illustrates that women's needs were not at the forefront of the ANC's agenda. Men never afforded women the opportunity to participate in the struggle at the same level as men; women consistently demanded their place in a male dominated movement. These demands came from the

[29] Bernstein, p 86.
[30] Bernstein, p 86.

development of grass-roots organizations that provided a platform for women to organize and act.

Founded in 1954, the Federation of South African Women presents an example of a women's organization that enabled women to develop long term goals and strategies against apartheid and more specifically against laws that targeted women. The Federation provided consistent action on women's issues; previously women's organizing was isolated among the particular cause they protested.[31] This uniform organization allowed women to establish broader goals. The Federation adopted the Charter of Women's Aims that highlighted their overall goals: "the removal of all laws, regulations, conventions and customs that discriminate against us as women." The Charter continued with

> We women do not form a society separate from men. There is only one society, and it is made up of both women and men. As women we share the problems and anxieties of our men, and join hands with them to remove social evils and obstacles to progress.[32]

The Federation became a major player in several campaigns, including those against pass laws and the destructive education children received.[33]

Because the Federation envisaged and worked toward long-term impact, they were able to write and publish documents like the "The women's demands for the Freedom Charter." Education was one of the first items on the list of demands.

> WE DEMAND
> Compulsory, free and universal education from the primary school to the University.

---

[31] Bernstien, p 87.
[32] Walker, p 79.
[33] Legislation stipulated that every African over 16 must carry a "Native Pass." The pass stated where the person lived, his or her chief, and his payment schedule for the annual poll tax, a tax for Africans. If a person failed to show their pass, he or she was arrested

> Adequate school feeding and free milk for all children in day nurseries, nursery schools, and primary and secondary schools.
> Special schools for handicapped children.
> Play centres and cultural centres for school children.
> Properly equipped playgrounds and sportsfields.
> Vocational training and apprenticeship facilities.
> WE DEMAND THESE FOR **ALL** CHILDREN OF ALL RACES[34]

Because education was foremost in women's demands, one can reason that there was widespread acknowledgment and understanding among women in the struggle that women, especially African women and women of color, were not receiving satisfactory educational opportunities.

Women often organized practical operations to support similar efforts against the same regime. The NP mandated that students use Afrikaans, a language most did not speak even as a second language, to reinforce educational failure among people of color whose first language was neither English nor Afrikaans. During the Soweto uprisings of 1976 when students rebelled against mandatory use of the Afrikaans language women and girls played an important role in the protest. Not only did schoolgirls participate in the student rebellion, women went into the township to collect and seek medical attention for injured and killed rebels. According to Bernstein,

> And during the three days and nights of unrelieved horror that followed, as well as during subsequent weeks while clashes continued, it was a group of women members of the Black Women's Federation, who organised in the most practical way possible. They went into the thick of the fighting to try to help families. As they drove round the township, groups of children told them where they would find the dead and the injured. These women went into a nightmare of smoke and shooting to help other women find

[34] Suttner, Raymond. 30 years of the Freedom Charter, Johannesburg: Raven Press, 1986. p 93.

Education acted as a major agent in maintaining apartheid. Many South Africans revolted against racism within education, while rebellions against sexism were invisible. The insidious nature of sexism across races perpetuates this invisibility. Sexism begins within the family structure and is then reinforced when a child attends school. It is, among other things, a slow silencing of women and girls; this silencing maintains sexist institutions by negating any worth in revolting. Because women and girls experience family structures and education that depreciate their internal sense of worth, and increase the standing of their male peers, revolution seems impossible. This is precisely why the education system needs to intervene and prioritize gender-based oppression. Women and men, girls and boys, recognized and understood the persuasive power and potential for destruction education held and rebelled against this system being used for purposes of domination. The constructs of sexism maintained by the education system can only be broken down if the education system acknowledges its role and takes active steps to rid of gender oppression.

Contesting the education system proved paramount among many women's groups to the fight against apartheid. After the government banned the ANC and many similar groups from South Africa and drove them underground, a new movement began among the youth and women. This came to be called the Black Consciousness Movement and the women's role in this movement is evident through the actions of the Black Women's Federation (hereafter referred to as the BWF). The BWF tackled issues of literacy, legal rights, health and nutrition by educating women and families through booklets and underground associations. The BWF even worked against the education system's mandate for expensive uniforms. Understanding the futility of attempting to overthrow

the requirement, women in the BWF instead bought fabric at wholesale and sold uniforms directly to the parents. The BWF performed very practical measures to fight the education system. While these measures did not directly lead to a new Department of Education, they definitely influenced future decision makers in the post apartheid era on issues pertaining to restructuring education. Many new Parliamentarians participated in these political struggles and because of their participation gained a greater understanding of many elemental issues facing education.

It is important to understand the complexities behind the gendering of education in South Africa during colonization and apartheid in order to fully grasp the struggle the new Department of Education faces. Gender-based oppression within the education system plays out in a newer term, gender-based violence, with rape and domestic violence acting as major components of this violence. Gendered violence is a growing concern in schools because more cases involving students are presenting themselves in the classroom. Educators face students approaching them with problems of dating violence, rape and parental domestic violence. The climate for frank analysis of gender-based violence within the education system is positive, at a time when legislation on women's issues is being devised and implemented on many governmental levels. The following analysis will explore the role that current legislation on domestic violence, rape and basic human rights plays in creating an environment wherein the Department of Education is willing to adopt a strategy to address gender-based violence within its curriculum and policy structures.

Because of the gender-based oppression experienced from missionary schooling and Bantu Education, it is imperative that the new education system of South Africa adopt a

program that works to dismantle this gendering of education. In Education in a Future South Africa, Policy Issues for Transformation, the authors write, "Transformation cannot be complete unless it addresses the need to democratise social relations at the level of the school."[36] To be effective, the democratization process within the education system must include the deconstruction of gender-based violence and oppression.

[36] Unterhalter, Elaine. Education in a Future South Africa: Policy Issues for Transformation. Trenton, NJ: Africa World Press, 1992. p 17.

A Gender-Conscious Climate

"It is a sad fact that one of the few profoundly non-racial institutions in South Africa is patriarchy."

–Albie Sachs, Protecting Human Rights In A New South Africa[37]

This chapter will demonstrate the role of legislation in creating a climate conducive to action within the Department of Education on issues related to gender and gender-based violence. New legislation provides debate and awareness surrounding gender issues, which forces the Department to acknowledge existing NGO/CBO pressures for gender training. A training model that is currently being discussed is the model appendixed in this thesis, "Proposed Gender-based Violence Manual for WCED Employees."

Gender-based violence is a broad concept that incorporates a continuum of violence ranging from gender discrimination and sexual harassment to rape and femicide. The concept of gender-based violence is new, and being incorporated into attempts to address gender discrimination on all levels, contending that each gender discriminatory act contributes to the umbrella problem of violence against women. Because the concept is broad and inclusive, theoretical and practical, a number of measures can be used to confront the issue. To effectively work against gender-based violence, activism must happen on all levels. It must occur in legislation and education curriculum; it must also utilize pratical and immediate tools such as police training and shelter provisions.

---

[37] Sachs, Albie. Protecting Human Rights in a New South Africa. Cape Town, ; New York: Oxford University Press, 1990. Sachs is a Justice on the South African Constitutional Court. He was a freedom fighter for the African National Congress, and was detained twice during the struggle without trial. He has

Gender-based violence is a serious problem in South Africa. Women's shelters are over-flowing with women fleeing their partners; the courts bombarded with domestic violence and rape cases. In South Africa women are more likely to be killed by their male partners than by all other categories of persons combined.[38] Out of all murder cases in the Wynberg Magistrate's Court, 59% of the cases involved men accused of killing their wives.[39] These statistics are specific to femicide, the most serious display of gender-based violence. In the area of domestic violence, where survivors fear the perpetrator may kill, the numbers are just as high. In a study at Mitchell's Plain Day Hospital in which all women arriving were interviewed, the researcher found that 50% of the women said their partner had abused them at some stage.[40] Cases of domestic violence, rape and femicide continue to gain more media attention in South Africa and international news. The *San Francisco Chronicle* recently published an article on the extreme rate of rape cases in South Africa and the high risk for contracting HIV/AIDS when raped.[41] This media attention increases awareness of gender-based violence and subsequently, more survivors are seeking help. For the most part, there are two groups that educators are confronted with: students who are direct survivors of gender-based violence and students who live in violent households where violence occurs between family members.

Gender-based violence is already being dealt with at a legislative level and this continues to influence the education system. Rape laws are being revamped; new domestic violence laws were fully implemented on December 15, 1999; and laws on

---

written several respected books dealing with issues of gender, human rights and his experiences under apartheid.

[38] Abrahams, 1996; Vetten, 1995 as cited in The Prevalence and Related Factors of Domestic Violence Against Women in the Mamer Community. Epidemiology Project. Sept. 1996. Rein GE, LeRoux DM, Jaschinski J, Haines, Pt, Barnes DR.

[39] Nott, Lauren, quoted in *Cape Argus*, Sept. 19, 1989.

[40] Jacobs, Tanya, Women's Health Research Unit (UCT) 1998.

child sexual exploitation are also being re-worked. This legislation, for which the Non-Governmental Organizations (hereafter referred to as NGOs) are largely responsible, creates an atmosphere for the education department to act on these issues. The NGO community laid the groundwork for both the new legislation and the education system to effectively combat gender-based violence.

Because of South Africa's history of overcoming apartheid through the organizing efforts of NGOs, these institutions continue to play a vital role in producing legislation and contributing expertise when necessary. This is a large reason that Parliament consistently confronts gender discrimination issues. Because the women's movement in South Africa holds a strong, respected contingent of established NGOs, it is able to demand that gender issues be at the forefront of social issues facing the new government. Albie Sachs, author of Protecting Human Rights In A New South Africa, writes "Indeed, it is no longer fruitful to debate whether or not gender should be on the agenda. It is there already, having been put there by the women's movement in a way that cannot be ignored."[42] Through the work of both NGOs and legislators, the Constitution directly addresses women's rights, and progressive legislation written to quell gender-based violence is consistently being re-worked and implemented.

South Africa's Constitution contributes to the Department of Education's role in establishing an effective foundation of gender training and curriculum by explicitly acknowledging human rights as the rights of women as well as men. The Constitution states that:

> Everyone is equal before the law and has the right to equal protection and benefits of the law.

---

[41] *The San Francisco Chronicle,* May 2000.
[42] Sachs, p 57.

> Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons disadvantaged by unfair discrimination, may be taken.
>
> 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.[43]

Despite these unequivocal Constitutional assertions, there is still controversy surrounding the existence and extent of women's subordination.[44] Because these debates still remain, simply including women in the Constitution will not dismantle the patriarchy. It is the Constitution, combined with legislation on domestic violence, rape, and gender-based violence in general, as well as a curriculum within the schools to directly address the causes and effects of women's subordination that will begin to deconstruct sexism.

The Domestic Violence Act (hereafter referred to as DVA) serves as an example of progressive legislation with direct implications for women and men involved in abusive relationships. Parliament implemented the DVA on December 15, 1999, and the NGO community is still working to ensure widespread implementation into the police force, courts, hospitals and general public. The Act acknowledges in its preamble that "domestic violence is an obstacle to achieving gender equality."[45] The affirmation that violence is gendered, and that gender equality and violence against women are linked, provides a foundation for improved conditions for women in South Africa. By realizing

---

[43] South African Constitution. Preamble.
[44] GETT. p 27.
[45] Domestic Violence Act, ratified December 15, 1999. Preamble.

where the problems exist and how they perpetuate sexism and violence, Parliament creates a justification for other institutions, i.e. education, to dissolve sexism.

The Act recognizes that discrimination on any grounds perpetuates violence and this highlights its practical implications. The Act states clearly that domestic violence is a detriment to society as a whole and "that many people are subject to abuse based on their actual or perceived race, colour, religion, sex, gender, sexual orientation, disability or age."[46] This is important because oppressive institutions of patriarchy, sexism, homophobia and racism perpetuate domestic violence.[47] It is not simply a problem of sexism. In order to effectively quell domestic violence, it is important to view it, as the South African DVA succeeds in doing, from a position of basic human rights that apply to everyone.

Looking at gendered issues such as domestic violence, from the standpoint of basic human rights gives the Department of Education the opportunity to broaden their curriculum to include gender-based violence. This can occur because of the stipulations the Department has put into practice to uphold and teach the new Constitution. The WCED's policy on sexual harassment explicitly states that, "As an educational system we are obliged to produce responsible citizens who respect the Constitution and the human rights of others."[48] This legislation upholds the Constitution and creates a situation

---

[46] DVA. Preamble.

[47] Much like the situation in America, the connection between homophobia and sexism occurs when young girls or women step out of their perceived gender role: they are loud, they ask for a raise, they speak out against sexism. When this happens they are often times labeled a lesbian; the term for this is lesbian-baiting. Lesbian-baiting is an attempt to control women, and is, according to Suzanne Pharr in The Connection Between Homophobia and Violence Against Women, "successful when women in their fear jump back in line, dance whatever dance is necessary for acceptability." The connection between all oppressive situations: racism, sexism, classism, anti-semitism, homophobia, etc. is the overall dominating system that serves to limit human rights.

[48] WCED's Sexual Harassment Policy, Section 1.

wherein the Department of Education is obliged to develop curriculum that promotes gender awareness.

The DVA's definition of "domestic relationship" exemplifies the lawmakers' understanding of the broad concept of domestic violence and whom it affects. The Act's definition of "domestic relationship" includes people who are married under South African law or customary law, in dating relationships, same sex partners, parents of a child, "family members related by consanguinity, affinity or adoption," or sharing a household.[49] The Act does not assume that only women are survivors of domestic violence, and that men are the sole perpetrators. Nonetheless, the Act fully acknowledges that women are the primary victims of domestic violence because of a system that is dominated by male decision makers and patriarchal values of male domination. By extending the parameters of who is affected by domestic violence, South African lawmakers have effectively upheld their goals, on paper, of ensuring basic human rights to everyone. This is important to the education department because it redefines who is affected by domestic violence.

By broadening the interpretation of what constitutes domestic violence, the DVA is able to confront relationships that may or may not involve physical assault. The most pervasive and insidious forms of domestic violence are not its physical abusiveness. Yet the definition of violence is often limited to acts physical in nature and rarely extends to verbal assault and emotional abuse.[50] In previous South African legislation the definition of domestic violence only included physical assault. The new DVA defines domestic violence as

[49] DVA, Definitions (vi).

> physical abuse or a threat of physical abuse; sexual abuse or a threat of sexual abuse; emotional, verbal and psychological abuse; economic abuse; intimidation; harassment; stalking; damage to or destruction of property; or entry into the applicant's residence without consent, where the two parties do not share the same residence. [51]

This definition acknowledges the validity of emotional, psychological and economic abuse, three forms of domestic violence that are often overlooked. By including these forms of violence in the domestic violence legislation, lawmakers are opening the opportunities for survivors of domestic violence to seek aid. Not only does it help people who are already experiencing violence, but it broadens the definition of domestic violence. This creates a dialogue on the definition, which creates a forum for other institutions to disperse progressive information on domestic violence.

The dialogue about gender-based violence begins mainly with the media coverage on the DVA and the attention it focuses on violence against women in particular. When the South African government implemented the DVA, the newspapers printed the new Act and the changes and possible effects it could have. Specifically, *Cape Times*, the major newspaper for the Western Cape, printed a two page spread outlining how women

---

[50] In a study CERSA (Women's Health) Medical Research Council conducted in August 1999, 90.3 percent of the men studies reported emotionally abusing their partner.

[51] In Definitions, 1 (xv), the documents reads, "physical abuse means any act of assault." In Definitions, 1 (xx), the document reads, "sexual abuse means but is not limited to any sexual conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the applicant." In Definitions, 1 (x), the document defines "emotional, verbal and psychological abuse means degrading or humiliating conduct that includes but is not limited to repeated insults, ridicule or name calling; repeated threats to cause emotional pain; or the repeated exhibition of obsessive possessiveness or jealousy, which is such as to constitute a serious invasion of the applicant's privacy. liberty, integrity or security." In Definitions, 1 (viii), the document defines economic abuse as, "but not limited to, the deprivation or threatened deprivation of any or all economic or financial resources to which the applicant is entitled under law or which the applicant requires out of necessity, including household necessities for the applicant and any child, and mortgage bond repayments of the shared household; or the disposal or threatened disposal of household effects or other property in which the applicant has an interest." DVA, Definitions (vii).

could better utilize the judicial system in light of the recent changes.[52] Much of the controversy surrounding the implementation of the Act has come from the NGO community's doubts of the possibility of full performance by the police and judicial systems. Sam Waterhouse, the Police and Justice System Education Coordinator for Rape Crisis in Cape Town explains,

> Training police officers in the areas of rape and domestic violence often involves the trainer working in a hostile environment. Police are often not receptive to the training, and many times the training is made voluntary so we are not able to reach every officer. The simple part is teaching police officers, magistrates and court officials the law; the difficult task is getting them to understand and acknowledge gender-based violence and institutions of sexism and patriarchy.[53]

The NGO community doubts the judicial system because it lacks any sound training on gender issues; when training is introduced sexist attitudes override the possibility for large scale improvement.

South Africans are bombarded with sexist media that consistently reports on violence against women in a sensationalist, oppressive manner. The media coverage most South Africans receive comes with headlines that read,

> "Women dies after row"[54]
> "Suicidal cop fights for his life" (The policeman had killed his girlfriend before attempting to kill himself)[55]
> "Policeman among 3 killed as lovers' tiff ends in tragedy"[56]

The Commission on Gender Equity included these headlines in their submission to the Parliamentary hearings on the status of violence against women in December 1999. The

---

[52] *Cape Times*. Cape Town, South Africa. December 1999.
[53] Waterhouse, Sam; in a March 2000 interview.
[54] *Sowetan*, June 30, 1997.
[55] *Sowetan*, August 12, 1997.

Commission also included a complaint lodged by Women's Media Watch, an organization in Cape Town, against the *Rapport,*

> In February 1999, Rapport printed an article on a rape case involving a young woman who accused several men from her community of raping her at a party. The case was later withdrawn due to lack of evidence. The article (published in Afrikaans) was titled "Sex Party Ends in Court." The article focused on the young woman's appearance, constantly referring to her as a "pretty redhead" and a "willing schoolgirl". The newspaper also published a still from a video taken on the night of the alleged rape, which showed the young woman naked. The report went on to give details of the young woman's previous relationship with one of the accused. At no point did the newspaper seek to include the young woman's experience of the events.
> The Commission finds this problematic for the following reasons:
> Its sole perspective is that of the accused men, and, indeed, the language used is more that of male sexual fantasy than factual reporting.
> The focus on the complainant's physical appearance is gratuitous and casts her in the stereotypical role of the "temptress", reinforcing the widely held belief that women who were raped were "looking for it".
> By publishing information on the complainant's previous sexual history (which had no bearing on the case), the newspaper created the impression that woman cannot be raped by a man with whom she has previously had a sexual relationship.[57]

The Commission's submission expounds on media representation's potential effects on the community at large when it writes about the survivor of the rape reported by *the Rapport*,

> The young woman reports that until the publication of the article, she had received support and sympathy from her community. However, after the article appeared, the support turned to hostility. At one point a person physically

---

[56] *Star*. Johannesburg, South Africa. August 25, 1997.
[57] Commission on Gender Equality. Submission to Joint Standing Committee on Violence Against Women: Violence Against Women in the Media. December, 1999. p 2.

> waved the newspaper at her and said, "See, here's proof that you weren't raped. You are lying and you are a slut."[58]

Poor media coverage results from poor education or non-existent education about rape, violence against women in general, and sexism. The discussion of the DVA opens up the chance for dialogue and education on these issues. Public education can serve as an important tool for deconstructing popular mythology surrounding violence against women.

The DVA combines the police force, the medical field, educators and several other members of the community to end domestic violence. It mandates that police officers must assist survivors in finding safe and adequate shelter, insists they explain the process of obtaining a protection order, and requires police officers to seek medical help for the survivor, if necessary.[59] The result of these mandates is the education and training of the South African Police Service on issues pertaining to domestic violence. The relevance of this action surrounding domestic violence is the persistent debate around how implementation should occur, whether or not the SAPS officer is conducting her/his job properly, etc. What NGOs and parliamentarians are finding is that more education around gender-based violence is necessary in order to deconstruct patriarchal values that perpetuate this specific problem of violence. The police resist believing most survivors of domestic violence and are even more resistant to taking the time to help them flee from their violent situations. Similarly, medical professionals still refuse to identify domestic assault apart from stranger assault. NGOs have brought to the table the issues of gender-

---

[58] Commission on Gender Equality. December 1999. p 3.
[59] DVA, 2 (1) (a).

based violence and produced laws that can protect people from this violence, but without more education the same misunderstandings about gender-based violence persist.

Not only does the DVA help to improve the conditions for the education department to develop curriculum on gender-based violence, but it also mandates that educators report maltreatment of children.[60] In order to report the maltreatment of children in terms of domestic violence, educators must understand what gender-based violence is and how it affects children. They must be trained on how to identify certain symptoms of violent households, and in order to understand how to better help the learner who may suffer from gender-based violence, they need to be taught where and how gender-based violence exists. According to the Gender Equity Task Team of South Africa, "It is fully recognised that legislative measures alone are not sufficient to eradicate violence. The complete support of schools, school governors and active participants at all levels is required."[61] The DVA's mandate for educators to report domestic violence is a direct application of the notion that legislation coupled with a positive gender conscious climate is forcing the South African Department of Education to train its educators and learners about the roots and effects of gender-based violence.

Sexual abuse is covered by the DVA, but more recently, the South African Law Commission (hereafter referred to as the SALC) revamped the Sexual Offences Act,

---

[60] In Section 14, (1), the DVA states, "Notwithstanding the provisions of any other law every dentist, medical practitioner, nurse, psychologist, social worker or teacher, or any person employed by or managing a children's home, place of care or shelter, who examines, attends to or deal with any child in circumstances giving rise to the suspicion that such a child has been subjected to acts of domestic violence or neglect as a result of which the child suffers from any injury, whether single or multiple, must immediately notify a peace officer of those circumstances."

[61] GETT, Gender Equity in Education, p11. The Gender Equity Task Team (GETT) is a committee appointed by the Minister of Education to establish guidelines on establishing a Gender Equity Unit for the national Department of Education. The Task Team considered gender inequity on every educational level and filed a report with recommendations.

which specifically targets rape. [62] The SALC made several recommendations in an effort to address problems of male rape, child sexual exploitation, the definitions of consent and coercive circumstances, and many other issues related to sexual violence. Initially, the bill dealt specifically with sexual offences against children, but later expanded to include sexual offences of adults as well.[63] The importance of this is the heightened awareness around issues of rape and sexual violence in general. This paper raised serious controversy and continues to gain media coverage. The *Cape Times* published an article claiming that a person could be jailed on a count of rape for sticking a pencil in someone's ear if the incident could be proven to have occurred under coercive circumstances.[64] This controversy stems from the SALC's definition of rape.

The SALC's recommendation to redefine sexual penetration continues to cause controversy and highlights misunderstandings about rape and the proposed laws. Sexual penetration is defined by the SALC broadly to include both men and women as potential survivors or victims and incorporates oral, anal and vaginal penetration.[65] This new definition of sexual penetration is revolutionary in that it has the potential to redefine what is commonly lumped into the category of sex. Specifically, the SALC defines sexual penetration as:

> Sexual penetration means any act which causes penetration to any extent whatsoever—
>
> (a) by the penis of one person—

---

[62] All entries about the Sexual Offences Act are made from the "Executive Summary and Draft Bill of Discussion Paper 85." The discussion paper closed for comment from the general public and NGO community on November 30, 1999, and is now in further legislative review.
[63] Sexual Offences Draft Bill, Section 3.
[64] *Cape Times*, November, 1999.
[65] The SALC's recommendations for defining penetration are extremely progressive. In the Definitions section, the SALC includes a "surgically constructed vagina" as a possible orifice for penetration. This definition protects transgendered women, an often marginalized and unprotected population. The Definitions section also includes any orifice that someone may penetrate in a sexual manner.

(i) into the anus, ear, mouth, nose or vagina of another person, or
(ii) into any body orifice of an animal;
(b) by any object or part of the body of one person—
(i) into the anus or vagina of another person, or
(ii) into any body orifice of another person in a manner which simulates sexual intercourse, or
(c) by any part of the body of an animal—
(i) into the anus of a person, or
(ii) into any body orifice of a person in a manner which simulates sexual intercourse;

This definition of sexual penetration opens up the scope of what is considered to be rape. It includes several circumstances not typically seen in definitions of sexual penetration. Newspapers covering this new definition point out that sticking a pencil in someone's ear can now be considered rape.[66] This clearly indicates myths and misconceptions on rape that circulate through the larger public.

The SALC reworked the definition of rape to include any sexual penetration under coercive circumstances. The prior Sexual Offences Act defined rape as vaginal penetration of a woman by a man, and failed to acknowledge male to male rape or other forms of rape that do not include vaginal penetration. The SALC suggests that rape be determined by whether or not "coercive circumstances" existed between the two or more parties. No longer is the burden of proof on the plaintiff. The rapist must prove there was consent, or that coercive circumstances did not exist, and the complainant must prove coercive circumstances existed. Proving that a survivor did not consent is a very difficult process because usually there are no eye-witnesses in a rape case and medical tests do not serve as sufficient proof. Proving coercive circumstances is easier because these circumstances can be long-standing problems of dominance and power and evidence is usually more available. Mutual friends or co-workers could testify to documented

harassment for example. According to Lisa Vetten, the gender coordinator at the Centre for the Study of Violence and Reconciliation, "Legally it is much harder to prove the absence of something than the presence of something."[67] Documentation and witnesses of violent behavior or unbalanced power dynamics can be utilized when proving coercive circumstances, not when proving or disproving the moment of consent. "The Commission says sexual penetration is unlawful *per se* when it occurs under coercive circumstances. Coercive circumstances include the application of force, threats, the abuse of power or authority, the use of drugs, etc."[68] This legislation, when implemented, will work to deconstruct myths surrounding who is to blame in rape cases. Presently, citizens face conflicting opinions about rape both from media and decisions handed down from the courts. In a recent decision on a South African rape case, Judge Foxcroft determined that the rapist of a nine year old girl deserved a lighter sentence because he was the survivor's father. Foxcroft claimed that the father does not threaten society because he only rapes within the home. Incidents like this illuminate the need for education on rape and the effects it has on survivors, and the effect, in turn, that rape has on a society wherein half the population fears the possibility of rape.

Historically, bringing a rape case to trial effectively re-victimizes the survivor by asking questions about the survivor's role in the rape. Instead of protecting the survivor, the courts currently protect the rapist. By reworking the definition of rape and who the courts work to protect, victim-blaming will begin to decrease and, hopefully disappear. The role the education department plays in this is to ensure that its educators and students understand the rape laws and how they will be interpreted in court. With South African

---

[66] *The Sunday Independent*, Cape Town, January, 2000.
[67] *The Sunday Independent*, Cape Town, January, 2000.

parliamentarians working to develop progressive legislation on gendered issues, like sexual violence, the school system is freed to take a parallel role in ensuring people gain a better understanding.

[68] South African Law Commission, "Executive Summary Draft Bill of Discussion Paper 85". p 3.

Gender-based Violence in the Schools

Gender-based violence directly affects educators and students within the South African Department of Education. Evidence of this can be found in the classroom, where educators attempt to help survivors of this violence in an overworked, under-resourced environment. It is also apparent in provincial efforts to address, on a policy level, the problems of sexual harassment. This chapter will highlight different ways in which educators experience gender-based violence in the classroom and how the education department on a systemic level consistently ignores issues of gender-based oppression.

Research and recommendations for education in South Africa focus mainly on the history of racial exclusions during apartheid. Unfortunately these policies fail to address gender issues specifically. This is evident in the National Education Policy Initiatives (hereafter referred to as NEPI), published in 1993. The NEPI Reports' enormous task of deconstructing racial inequity, a result of systematic exclusion of non-whites in the education system, failed to include issues of gender. Many policy initiatives, including the NEPI Reports, made a common assumption: that addressing oppression on racial terms would result in overall equality across genders. In reference to the NEPI Reports, GETT concluded that, "Unfortunately the specificity of the problems relating to girls and women became absorbed into the overall problem of most of the working parties, which probably assumed that working towards equity would somehow deal with the inequities that operate between the genders."[69] Amalgamating issues of race and gender when conducting research on equalities in education curriculum can, and often does, result in the omission of gender from the study.

The blatant exclusion of gender issues from educational research and curriculum proposals proved to be short-lived however, and soon token sections devoted to gender emerged. While yes, the inclusion of gender is progress, the tokenistic nature of this inclusion did not create any true progress. The ANC's Education and Training Policy, published in 1994, provides examples of this nominal treatment of gender. In this document the ANC declared that women comprised the "most neglected and marginalised group," but the policy failed to seriously undertake the role of deconstructing sexism. GETT reported that,

> There was no clarity as to how issues would be addressed, as was apparent when notions regarding the development of skills and resources for learning, among other things, were discussed. How the education system articulates with family formation in a way that reinforces women's traditional roles was not covered.[70]

The indifferent attitude of the ANC toward gender and education gives testimony to the idea that in the South African education system equity between genders falls second to equity between races.

The ANC trend of tokenistic gender inclusion slowed with the publication of the ANC Implementation Plan for Education and Training in 1994 and they soon acknowledged education on gender issues as a need. This document resulted in the development of a task team named Gender Equity in Education and Training that recommended a Gender Equity Unit. The Gender Equity Unit became a part of the Education and Training White Paper of 1995, a document that "called for the establishment of equity between men and women."[71] This document followed the

---

[69] GETT p 25.
[70] GETT, p 25.
[71] GETT, p 27.

Convention for the Elimination of Discrimination Against Women (hereafter referred to as CEDAW) in 1993, in which South Africa is a signatory. The convention called for the eradication of gender discrimination in terms of education, among many other areas. The White Paper, an attempt at the elimination of gender-based oppression, prompted the creation of GETT that, in 1997, published a well-researched and gender-focused book called Gender Equity in Education.

In 1997, the Minister of Education requested the development of a team to specifically deal with gender issues within education. GETT's report covered all departments within the bureaucratic education system, and proposed a methodology to adequately approach the problems of sexism. They reported that, "Girls and boys in the earliest years of schooling have already acquired traditional gendered forms of behaviour, which may lead to forms of oppression. These negative behaviour patterns can be addressed and some oppressive forms of behaviours confronted by teachers."[72] With this as an established claim, GETT proposed several means for the education system to confront gender-based oppression and violence.

The GETT report draws on the United Nations Declaration on the Elimination of all Forms of Violence Against Women to make its recommendations and further prove that the education system has an obligation to address gender discrimination. The Declaration insists in Article 2 that signatories:

> Develop penal, civil, labour and administrative sanctions in domestic legislation to punish and redress the wrongs caused to women who are subjected to violence.
>
> Develop, in a comprehensive way, approaches and all those measures of a legal, political, administrative and cultural nature that promote the protection of women against any

[72] GETT, p 76.

> form of violence, and ensure that the re-victimisation of women does not occur because of gender insensitive laws, enforcement practices or other interventions.
>
> Adopt all appropriate measures, especially in the field of education, to modify the social and cultural patterns of conduct of men and women and eliminate prejudices, customary practices and all other practices based on the idea of the inferiority of women, and to encourage research on the causes, nature, seriousness and consequences of violence against women and on the effectiveness of measures implemented to prevent and redress violence against women.
>
> Adopt measures directed to the elimination of violence against women who are especially vulnerable.[73]

The Declaration's emphasis on education serves as perfect evidence for the education system's responsibility to instill curriculum and teacher training on gender-based violence. The document's language and goals give testament to the ANC's improvement on dealing with gender-based oppression.

In conjunction with several structural changes the Task Team recommends, the Declaration also endorses the education system's adoption of vicarious liability. Vicarious liability mandates that all reasonable steps be taken to prevent gender-based violence by holding educators and educational administrators legally responsible for the safety of students from gender-based oppression and violence. For example, if a student who experiences gender-based violence decides to take legal action, educators and administrators would be investigated to ensure they had taken every outlined reasonable step to prevent the act of gender-based violence or oppression.[74] By using the legal

---

[73] United Nations Declaration on the Elimination of all Forms of Violence Against Women, Section 2.
[74] GETT, p 45. GETT adopted this system from a policy employed in Queensland, Australia.

system, the education system will be forced to comprehensively address issues of oppression.

GETT contributed significant and extensive proposals to the development of gender training and curriculum, and the WCED is slowly answering the recommendations. The University of the Western Cape is currently helping the WCED with a curriculum project. The project will "develop a realistic model for incorporating the issue of violence against girls and women into the primary school curriculum."[75] It stems from prior research that indicates the growing problem of gender-based violence. Shafieka Moos, the Educational Outreach Coordinator at Rape Crisis in Cape Town reports, "for the past couple of years gender based violence has become endemic in our school system. We have had increasing complaints from teachers and principals in urban and peri urban settings across the western cape regarding instances of sexual violence in their school."[76] This curriculum intends to incorporate a teacher-training model and draws on the research of the document I produced in Cape Town in January 1999.

The researchers intend for the training to be comprehensive but anticipate some difficulty with implementation due to many factors. The narrative report indicates that these factors may impair their progress: teachers are bombarded with meeting core requirements and may not have the time for additional curriculum; educators may themselves be sexist and/or abusive. In addition, they might not have experience with facilitating discussion and may only know how to dictate lessons to their pupils;

---

[75] Dreyer, Abigail. "University of the Western Cape: Narrative Report" p 3.
[76] This quote is taken from my interview with Moos in Cape Town, South Africa, February 2000.

educators also need support for issues of gender-based violence they may face; and training educators will be a time commitment that many will not be willing to make.[77] The anticipation of these problems illustrates the hostile environment of the WCED in regard to gender-based violence.

Because of the high incidence of rape in South Africa[78], understanding sex and the consequences and responsibilities it brings, is becoming a common topic in the educational system. Educators are being forced to explain sex and rape, and the differences between the two, without having a solid background in understanding healthy sexual relationships. Moos explains how gender-based violence plays out in a school setting. "The nature of these incidences varies from peer on peer, teachers perpetrating, to a learner having been assaulted outside of the school context and having it known in the school."[79] The silence that has historically surrounded gender-based violence is disappearing and educators are consistently confronted with the growing complaints. In December 1999 a series of rapes within the taxi system affecting young women attending Heathfield High School, a high school in the Western Cape. Taxi drivers offered the students free rides and before they reached their destination, raped them. The students came forward with the rapes, and the men are now facing prosecution. Because of the publicity, many more students are coming out with their own stories of rape and other forms of gender-based violence. Educator Lionel Hartel, from Heathfield High School, claims he is unable to provide the services the students need, and fulfill his role as a biology teacher. "The amount of students coming to me that have been raped or are in

---

[77] Dreyer, p 4.

[78] One in two South African women will be raped in her lifetime, according to a study by Lloyd Vogelman of the University of the Witwatersrand from the Centre for the Study of Violence and Reconciliation as cited in *the Cape Times*, Oct. 24, 1991.

abusive relationships is overwhelming. We are having to ask for help from the local NGOs to address these issues."[80] The burden placed on educators and the NGO sector brings with it a demand for training for educators and learners on issues surrounding gender-based violence.

[79] This quote is taken from my interview with Shafieka Moos in Cape Town, South Africa, February 2000.
[80] This quote is taken from my interview with Lionel Hartel in Heathfield, South Africa, January 2000.

What is the WCED doing with the proposals?

The WCED is currently reviewing the "Proposed Gender-Based Violence Manual for WCED Employees" and after the review process, plans to implement the document. I submitted the manual to Bev Barry, Program Manager for the Culture of Learning and Teaching in Schools Campaign (COLTS), of WCED's Gender Equity Programme. She circulated it through the Department for review and continues to oversee its progress. Currently, the Public Health Program at UWC is using the manual as a reference for their research project on curriculum to address gender-based violence.

The manual provides educators with definitions of the different forms of gender-based violence and suggestions on how to work with students who are survivors of this violence. It outlines the structures that perpetuate gender-based violence by explaining sexism and homophobia. The document also provides educators with four workshop suggestions to use in a classroom setting. The purpose of the manual is to provide teachers the opportunity to learn about the destructiveness of sexism and then begin facilitating a process for their students to understand gender-based violence and oppression.

The proposal submitted by the University of the Western Cape is currently researching curriculum possibilities to launch a pro-active gender-based violence prevention program for elementary school students. The program is in the research and writing phase and the WCED will eventually implement it at several Western Cape elementary schools.

Conclusion

> Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of a mine, that a child of farmworkers can become the president of this great nation.[81]
>
> *Nelson Mandela*, A Long Walk to Freedom

The idealism expressed by Mandela illuminates the potential for someone pursuing an education in South Africa. The reality of this potential tells a story that is much more grim for most young students, especially for young girls.

Gender-based oppression lessens the potential for the daughter of a peasant to become a doctor and because of decades of sexist educational practices, the Department of Education struggles to implement policies toward curbing this discriminatory reality. During apartheid the NP categorically divided education by race; all people of color used curriculum below that of whites, and Africans received no curriculum. After apartheid the education system set out to confront racism, a necessary and worthy step toward liberation. The Department of Education did not see gender-based oppression worthy of the same confrontation however and still struggles today, a decade after Mandela's release, to properly address sexism.

The increasing problem of gender-based oppression is related to the sexist education South Africans receive. The recent legislation on domestic violence and rape, and the Constitution's promise of human rights fuels any justification necessary for the Department of Education to address gender-based oppression and violence. Yes, South

Africa's Department of Education has made drastic improvements to address gender-based oppression, and in order to sustain these improvements it must continue to challenge old curriculum and develop new material. Until the education system fully realizes their role in a holistic approach to ending gender-based violence, numbers of survivors will continue to increase.

This thesis proposes implementation of gender-based violence training for all educators and students. The document, "Proposed Gender-Based Violence Manual for WCED Employees" is a step toward addressing the problem of gender-based oppression.

---

[81] Mandela, Nelson. Long Walk to Freedom: The Autobiography of Nelson Mandela. Boston: Little, Brown and Company, 1994. p 144.

Proposed Gender-based Violence Manual for WCED Employees

Erin Lewellen
January 2000

Table of Contents

Introduction	**3**
What is gender-based violence?	**3**
Sexual harassment	**5**
Rape and Sexual Assault	**8**
Domestic Violence	**9**
Proposed policy on gender-based violence	**13**
Strategies for learner disclosure	**16**
Care for the educator	**18**
Workshops suggestions for the classroom	**20**

Introduction

The constitution promises everyone the right to an environment free from discrimination. It also promises the right to be free from violence in both the private and public setting. The Department of Education has a responsibility to uphold the Constitution and to ensure that educators and learners are provided with an environment free from violence and discrimination. This manual should acquaint you with the issues involved in gender violence and give you the necessary tools to deal with it.

What is gender-based violence?

Gender-based violence is harassment or abuse that does not have to be sexual; rather it is discrimination based on the person's gender. Those forms of violence focus on "assumptions made about what are appropriate activities, behaviours and interests for one sex or the other; or one's ideas about how acceptable versions of masculinity or femininity should be demonstrated."[82] Gender-based violence also includes sexual harassment, partner abuse, rape in the forms of acquaintance rape, partner rape and stranger rape, child sexual abuse, female genital mutilation, forced sex work and child sexual exploitation.

Examples include assuming that boys are naturally aggressive and that girls are conversely, naturally passive. An example may include a boy telling a girl she plays cricket 'like a girl', implying girls do not play cricket as well as boys. Another example may be a group of boys calling another boy a "moffie" because he cried at school. These are subtle situations wherein gender-based violence moulds perceptions of acceptable behaviour.

Research indicates that gender-based violence is a reality for most women and girls. It is a pattern that for young girls often begins at home and is furthered when they enter the education system. Gender-based violence can adversely affect boys and men also,

---

[82] Gender Equity in Education, Gender Equity Task Team, Department of Education, South Africa, 1997; p 218.

because of the direct tie to homophobia that is often prevalent. Women and girls are also often taunted by homophobic remarks.

This is important to address in education because it is a time when gender roles are being formed and girls are being taught to be girls and boys are being taught to be boys. In this period learners often struggle with gender identity because of gender-based violence. When a learner experiences gender-based harassment her/his learning environment is impaired; this often makes school more difficult.

Case study of gender-based violence:

Mrs. Webster is holding a competition with her class. She has presented them with a maths problem. The students are to take it home and the first one to find the answer wins two tickets to the next rugby match. Abby is very excited, she loves rugby and excels in maths. When she hands in her answer, and the answer is correct, the teacher claims she cannot give her the prize. Mrs. Webster says girls do not belong at rugby matches and she's going to have to wait for the next person to get the answer correct. Abby leaves this situation extremely discouraged and wonders if there is something wrong with her because she is both good at maths and loves rugby.

This abuse is gender-based because Mrs. Webster denies Abby the positive feeling of winning. She does so because she incorrectly assumes that only boys like rugby. This assumption punishes Abby for living outside of her gender role.

Further examples of gender-based violence:

These examples can be found in situations of teasing between learners. One may also see this arise between educators and learners. The behaviour may range from the outright prohibition of boys or girls to study certain subjects, to a less overt method, simply a lack of encouragement for experimenting in subjects that may fall outside the typical gender roles.

- Assumptions that young women or girls are not as qualified as boys in maths and sciences.
- Young men or boys being discouraged from the arts, based on the assumption that the arts are for girls or emasculated boys.
- Sexual harassment.
- Rape including partner rape, acquaintance rape and stranger rape.
- Child sexual abuse (when the child being abused is a girl).
- Domestic violence towards women (abuse of women by their male partners).

Sexual Harassment

One of the most subtle and prevalent forms of gender-based violence is sexual harassment. To provide a more practical definition of sexual harassment we can further divide the term into quid pro quo harassment and hostile environment harassment. Making these separations helps us identify what we may be witnessing or experiencing, or what a learner may be trying to tell us.

Quid Pro Quo Harassment

Quid pro quo harassment defines a situation wherein a person is forced into surrendering to sexual advances against her/his will, or forced to grant sexual favours to the harasser for fear of losing a tangible job benefit such as a promotion or a raise in salary.[83]

Case study of quid pro quo harassment:

Judy is struggling in her English class and has been going in after school for help. Her mother has to change jobs however and now Judy must be home to take care of her younger sister. Her marks in English are getting worse, her teacher is extremely busy and she is starting to feel desperate. There is a new boy, Jared in her class who has offered to help her with her homework at her house. She accepts his offer and they begin to study together. Eventually Jared tries to kiss Judy. When Judy says no, he tells her that he has

---

[83] Women and the Law in South Africa, UNISA; Juta & Co., 1998; p 172.

been helping her for free for 2 weeks, the least she could do is kiss him. She does not want to kiss him, but is worried that no one else will be able to come to her house to help her. She decides it is only a kiss he is asking for and gives in. For the next week, Judy is to give Jared a kiss goodbye. Finally, Jared asks for more than just a kiss. While not being specific, Jared claims that he feels like he's being exploited and needs more than just a kiss. Judy feels very uncomfortable, but also guilty because she has been asking him to help her for free.

This situation can also happen between educators and learners, and between educators themselves. It is important to note that quid pro quo harassment can be as subtle as a lunch date and as dangerous as the demand for sexual favours. Often, the situation can begin as a subtle request and then grow into a more dangerous situation.

Case study of quid pro quo between educators:

Rukshana is a third year educator at a high school in Cape Town. When she began she worked closely with Ronald, who is a senior educator within the school. Ronald was extremely helpful, and very friendly at a time when Rukshana knew no one and was still learning her way around. Ronald would consistently compliment Rukshana on her classroom skills and told her every day how nice she looked. Eventually, Ronald asked Rukshana over for dinner. She was alarmed by his invitation and told him she was busy. The next day he asked again and she explained to him that she really did not think it was appropriate to go for dinner with a colleague. He persisted, said she was over-reacting and that no one would find out anyway. Rukshana had no interest in going to dinner with Ronald, but did not want him to think she was over-reacting. When she said no again, Ronald this time reminded her she was due for her evaluation and he could give her a recommendation. Rukshana, not knowing whether he was being truthful, did not want to take a risk, and agreed to dinner.

In this situation, Rukshana is forced to spend time with someone against her will because of the threat of not getting a recommendation. This is quid pro quo because the harasser offers Rukshana incentive for agreeing to a dinner date.

Hostile Environment Harassment

Hostile environment harassment does not necessitate job loss or sexual favours. This type of harassment defines a situation wherein a person is offended or humiliated by the environment in which she/he works. This can include sexual jokes or comments, or gender specific jokes or comments. It can also include pornographic pictures displayed in an office environment or being passed around a common area, touching a person inappropriately or invading their personal space.[84]

Case study of hostile environment harassment:

Tasha has just recently started working at a high school in Cape Town. She walks into the staff room and overhears several of her colleagues talking about their principal. She's making tea when she hears them talk about how the principal must be a "dyke" because she acts like a man and has a man's job. They go on to say that they cannot believe anyone would hire such a "butch woman" for the job of principal. There are both women and men discussing this and Tasha feels very uncomfortable with how they are talking. Because she has just started teaching, she is reluctant to intervene.
Something to note here is that in this case, the principal, because she is in a position of leadership, has stepped out of her prescribed gender role. The discrimination she faces is gender-based. It is because of this that she is now labelled a "dyke." This is a form of hostile environment harassment, because Tasha is in her work environment and forced to hear this conversation.

Rape and Sexual Assault

The Department of Education needs to be prepared to deal with rape within the context of gender-based violence. Rape can happen to both boys, girls, men and women, but most often affects women and girls. Sexism plays a dominant role in the perpetuation of rape,

[84] Women and the Law in South Africa, p 172.

and by understanding more about sexism and rape, learners and educators can work to eliminate it. This will provide you with a general understanding of rape, which will in turn help you to understand how to better help a learner or colleague who may disclose.

Rape

Currently, the court is in the process of reviewing the laws on rape. The South African Law Commission has produced a draft bill that is currently being reviewed. The stance they have taken on rape is accurate and supported by the NGOs working in this area. We will therefore use their recommended policies and definitions for this manual.

It is important to understand that rape is not about sex. It is a crime of violence that happens because of power imbalances. We live in a patriarchy, whereby men hold the power. Men control the courts, the police, law and money. This control enables rape to both happen and continue.

Rape is about power. It is oral, anal or vaginal penetration or even simulated sexual intercourse under coercive circumstances. "Coercive circumstances include the application of force, threats, the abuse of power or authority, the use of drugs, etc."[85]

Rape can happen to a man or a woman, but most often happens to women. Rape is most often men raping women, a smaller percentage is men raping men, and extremely small percentage is women raping women.

Some definitions:[86]

Intentional: deliberate, with purpose.

Unlawful: illegal, against the law.

Sex: oral, vaginal or anal penetration by a penis, object, part of any person's body, or part of the body of an animal.

Coercive circumstances: the application of force, threats, the abuse of power or authority, the use of drugs, etc.

---

[85] "Executive Summary Draft Bill of Discussion Paper 85," South African Law Commission, p 3.

[86] These definitions were provided by Rape Crisis, Cape Town.

Marital rape: rape of a woman by her husband (whether married by civil, customary, or religious law).

Partner rape: rape of a person by the person with whom he or she is in a relationship.

Date rape: rape of a person by the person she or he is going out with.

Gang rape: rape of a person by two or more people.

Statutory rape: sexual intercourse with a child under the age of consent (currently 16 years, but may change to 12 years), whether or not she/he gives consent (the state automatically prosecutes the offender, whether or not the girl/boy wishes to lay a charge).

Domestic Violence

The new Domestic Violence Act ensures the right of every South African to a domestic environment free from abuse. Domestic violence is something many learners are dealing with at home and an issue also happening in teen relationships. Western Cape Education Department recognises the problem of domestic violence within their schools and views it as a form of gender-based violence. Because of the reality of domestic violence in schools, it is important for educators to have information and proper skills to help learners and co-workers in a situation of domestic violence.

Domestic violence is any controlling or abusive behaviour that harms the health and well being of another person. Domestic violence happens in dating relationships, marriages and same-sex domestic partnerships. It is not specific to any class, race, age or religion. Domestic violence happens because of a power difference between men and women; it is most frequently men abusing women. It is a means to control the relationship and can happen in many different ways.

Different forms of domestic violence:

Physical abuse: When a person is beaten by her/his partner. This can include punching, kicking, slapping, stabbing, etc.

> **Personal example:** "One night he started punching me and I don't know how I got away from him. I was too scared to

> hit him because I thought, 'If I hit him he's going to beat me up bad, and I don't want to have to go to hospital.' He came after me. I was down on my knees praying he would stop and he said, 'You better pray, you better pray I don't kill you.'" –Lynn[87]

Economic abuse: This is often referred to as financial abuse as well. It is when the abuser uses money to control her/his partner. This can happen in several different ways. The abuser can refuse to give money to the partner. The abuser can put the partner on an allowance that is impossible to live on. The abuser can unfairly accuse the partner of stealing money. The abuser can unfairly accuse the partner of using family money for personal benefits. This can happen when both parties are working or when just one person is working.

> **Personal example:** "He controlled all the money and the house. He made all the decisions. He knew when I was paid and if I didn't give it all to him he would scream at me and beat me because I was trying to act like a man." –Shariefa[88]

Sexual abuse: This can come in many forms. It can range from any unwanted touching, to humiliating sex acts, to rape. This is often extremely difficult for people to talk about because sex is such a hidden subject and the abuse is so intimate. It is also very easy for the abuser to hide sexual abuse. Many people do not realise that this is happening to learners. Many of them are experiencing sexual abuse by their partners or others at home; it is not just happening in relationships between adults.

> **Personal example:** "He always wanted me to go to bed with him after he's beat me. I was too scared to say no, so I'd just lie there and pretend I wasn't bleeding and it didn't hurt." –Nosipho[89]

Verbal abuse: This is when the abuser calls her/his partner names, swears at her/him, insults her/him, or shouts at her/him.

---

[87] de Sousa, Jane; Catholic Welfare and Department. Behind Closed Doors. 1991; p 13.
[88] de Sousa. p 14.

> **Personal example:** "Everything I ever told her about myself, how I felt or what I had done, she used against me. She told me that I was stupid and that nobody cared about me, that no one would ever want me because of my big mouth. Then she would say that I was ruining our relationship because she couldn't handle taking care of me." –Jessica[90]

Emotional abuse: The abuser treats the partner like she/he is useless and can do nothing to satisfy the abuser. Many times emotional abuse happens along with the other types of abuse. The abuser may be extremely jealous and possessive and may use this to control the partner's behaviour. The abuser may claim not to trust the partner, and choose to not let her/him out of the house. The abuser may constantly criticise the partner in public or private. Emotional abuse comes in many different forms but is always a way of making the partner feel trapped in the relationship and useless.

> **Personal example:** "Nothing was okay, nothing. He called me every hour from work to ask what I was doing and to tell me what to do. I was only allowed to go shopping on Saturdays when he could come out with me. He would ask the people who lived around us if I'd been out, and if I had, he would get very angry." –Fatima[91]

---

[89] de Sousa. p 14.
[90] de Sousa. p 14.
[91] de Sousa. p 14.

WCED Proposed Gender-Based Violence Policy

1) The South African Constitution secures the right of every person to live free from violence in both public and private setting and also promises as environment free from discrimination. As an educational system we are obliged to produce responsible citizens who respect the Constitution and the human rights of others. The Western Cape Education Department (WCED) takes very seriously the matter of gender-based violence because it undermines the principles set forth in the Constitution. We recognise that gender-based violence is hurtful to both learners and educators and does not promote a healthy learning environment.

2) Gender based violence describes acts of violence, harassment and/or abuse that occur because of a person's gender. Gender-based violence predominantly affects women and girls because of patriarchal values. Societal power differences between men and women create an environment wherein men feel superior to women. This feeling of superiority results in violence against women, who are rendered inferior. Gender-based violence can range from subtle forms of harassment to rape.

3) The following are examples of gender-based violence and will not be tolerated within the WCED:

    (a) Unwelcome remarks relating to assumptions of appropriate displays of female and male behaviour.
    (b) Refusing to allow a person to participate in an activity because of their gender.
    (c) Refusing promotion because of a person's gender.
    (d) Expulsion because of pregnancy.
    (e) Sexual harassment as outlined in the WCED policy on sexual harassment.
    (f) Physical assault.
    (g) Rape.

4) Process for dealing with gender-based violence:

   (a) Bring the incident to the attention of the educator appointed to handle cases of gender-based violence and sexual harassment, the gender violence advocate. The advocate will be made know at each level of the department and should be appointed by the Safer Schools Committee.
   (b) The gender violence advocate is to investigate the report as soon as possible and consult with both the learner and/or the educator who made the report.
   (c) The gender violence advocate is to be in consistent contact with the Area manager on issues arising.
   (d) A meeting should be called between the accused and the gender violence advocate to discuss behaviour and proper consequences. This is an attempt at intervention and should be taken seriously. If the person who has laid the complaint wishes to be present she/he may do so, but it is not compulsory.
   (e) The gender violence advocate must provide the WCED with a complete report on his or her findings.
   (f) If the problem should persist and the WCED finds that there are valid grounds for a charge of misconduct, such a charge will be brought against the alleged offender.

5) If a learner or WCED employee experiences gender-based violence and the WCED principal or manager involved has failed to take the reasonable steps outlined below, that principal or manager may be held liable for the emotional or physical damage experienced by the learner or WCED employee.

6) Reasonable steps include:[92]

   (a) Implementing policy on gender-based violence, which outlines the steps a WCED employee must take after a learner discloses, and the options available to employees that may experience it themselves.

---

[92] Many of these steps are taken from Gender Equity in Education, p 222.

(b) Instituting gender-based violence training for all area managers and principals.
(c) Developing in-service training for all educators on gender-based violence.
(d) Ensuring that awareness of gender-based violence and the impact it has on students exists among educators.
(e) Developing and implementing institutional procedures to handle gender-based violence.
(f) Developing and implementing curriculum materials for students to deal with gender-based violence.

7) WCED employees and learners who have experienced gender-based violence are encouraged to use WCED's psychological services, which can be obtained from the school clinic.

8) Please bring all incidents of gender-based violence to the attention of the WCED without delay.

Strategies for dealing with learners who disclose

Finding ways to deal with learners who disclose gender-based violence can be difficult for educators. To make this process easier, we have developed some guidelines to be used in conjunction with the procedures outlined in the policy.

When learners first disclose gender-based violence, they are entrusting educators with a personal issue that has probably caused them a considerable amount of pain.

Educators are not expected to act as therapists. However, if someone comes to you and is not believed or supported, she or he is less likely to seek help again. These guidelines will help you to help the learner.

What can I do when a learner tells me s/he has experienced gender-based violence?

- Stay clam, be re-assuring and non-judgmental.

- Do not show shock.

This is something the learner has already experienced; it is no longer shocking to her or him.

- Speak to the learner quietly and privately.

- Believe the learner.

It is extremely rare that students lie about issues as personal as gender-based violence.

- Remind the learner that it is not her or his fault.

This may be difficult in a case involving a colleague and a learner, but it is important to remember power imbalances, and how they can influence behaviour.

- Tell the learner you are proud of her or him for telling you what has been happening.

- Validate the seriousness of the problem.

Often learners face accusations of being too sensitive or unable to take a joke when they report gender-based violence. It is important to convey that you believe it is difficult and painful to deal with harassment, and that you want to help them.

- Help the learner name the violence.

Tell the learner that there are names for what they are dealing with. This can be empowering for learners and help them to understand this is a problem many other people also face.

- Write it down.

After speaking to the learner, you can write down the date of disclosure, what was said and any future plans. This is to document the event and help to trigger your memory in case evidence is needed in the future. Keep it in safe place. Tell the learner you will document the discussion and explain why this is necessary.

Remember that the learner is the most important person in all of this.

Things to Avoid

There is a lot of pressure on the educator when a learner chooses to disclose gender-based violence. There are certain reactions that can be exceptionally harmful and should be avoided.

- Do not promise to solve the problem.

Because of the nature of gender-based violence it is often difficult to solve the problem immediately or entirely. Frequently, cases are prolonged and the harasser/abuser goes unpunished. In this situation it is better to promise that you will do your best to help and support her or him, but you cannot promise the situation will be resolved.

- Do not promise confidentiality.

Be sure to explain to learners that there are certain situations that you are forced to report. Tell them who you will tell and that you will keep the information as secret as possible.

- Do not push for details.

The learner may disclose only part of the situation to you because s/he might be testing your reaction. They may not trust you enough or they could be afraid of the consequences of talking about the problem. As the educator, you do not need many details to identify the problem the learner faces. Instead, believe what they are saying and encourage them to talk to you when they are ready.

Care for the educator

Listening to a learner's situation may be very difficult for educators. Many of the guidelines may be hard to follow. For example, educators may automatically show signs of shock when the learner discloses, or may want to know more details. These are very natural responses, but it is in the best interest of the learner to follow the above guidelines.

In order to talk about your feelings or clarify your next step, confide in someone you trust. It is wise to choose someone removed from the situation for confidentiality reasons. Remember that gender-based violence has become part of most people's daily routine. Helping learners to understand such complex issues is very difficult.

Familiarise yourself with this policy and be prepared to follow the guidelines and procedures in this manual. They will help you to feel more qualified when a learner comes to you for help.

Workshops for learners on gender-based violence

Gender-based violence is rooted in sexism and homophobia. Exercises that address these issues can help eliminate these forms of violence within schools. Below are several different activities educators can use to explore ideas of gender, sexism and homophobia.

All exercises expect the educator to lay ground rules explaining the importance of having respect for everyone and the ideas they may present.

Exercise #1

What does the media tell us?

This activity will show media's representations of men and women. It will show where many of our ideas about what it mean to be a man or a woman come from.

Supplies: Several different women's magazines, newsprint, glue and marking pens.

Leaner leadership: One learner from each group will report their findings back to the larger group.

Activity: The learners are to look for images of women and men in the magazines and explain what the images are saying about both men and women and their roles in society. The learners then glue the images to the newsprint and write what they represent. While the learners report back, facilitate a discussion around how these images make them feel.

Common findings:

- Women and men must be beautiful and rich.
- Women look more successful if they're with a man.
- Women must wear make-up to look beautiful.
- Women often have on little clothing.

Questions for reflection and large group discussion:

1) What are the differences between how women and men are shown in the magazines?
2) What do the images tell me about how to be a boy or a girl?
3) What are the differences between the people in the magazines and you?
4) How do these differences make you, as a real person, feel?
5) Why do you suppose magazines make people look different than us?

Exercise #2

Is this abusive?

Student leadership: One student from each group is chosen to report back to the large group.

Activity: Divide into five groups. Provide each group with an abusive situation (provided below), and ask them to answer the five questions (provided below). Be sure to go to each group during the discussion period to offer assistance. Next, ask them to report back to the group. The situations are supposed to subtle, showing learners that abuse comes in may different forms and explaining that people have a right to their own body. As the learners are reporting, break down myths and educate the group on issues pertinent to the case study.

Different abusive situations:

1. You are playfully wrestling with your boyfriend. He twists your arm behind your back. He's hurting you, but won't let go until you cry. You feel embarrassed, scared and furious. But you laugh, to show you are a good sport.

2. Your boyfriend makes a habit of jokes that embarrass you. He may say insulting things about your body, your friends, or women in general. Maybe he puts down women as broads or chicks. Or he calls attention to your large breasts or thin legs.
3. You've told your boyfriend that you don't want sex. He says that he will find another girlfriend and that if you really loved him, you'd let him do what he wants. He says that because you led him on, he has a right to intercourse.
4. Your boyfriend doesn't like it when you wear your favourite skirt. He says that all the boys look at you and he doesn't like that. He wants you to look good, but not too good, and he also doesn't want you to look like a slob.
5. I broke up with my boyfriend last year. He won't stop calling me. He calls everyday. He waits outside of class everyday and walks me home, even if I tell him I don't want him there. He says he's looking out for me, but I've told him to leave me alone.

Questions to answer:

1) Is this abuse?
2) If yes, what kind of abuse and why?
3) Give three suggestions to the person facing the abuse. How can this person make the situation safer for her/himself?
4) Find one way the abuser can fix the problem.
5) Why do you thin the abuser is behaving like this?

**When discussing these questions it is important to remember to break down the myths as they unfold. It is also important to convey to the students that the abuser can fix the problem by stopping his or her behaviour.

Common myths from learners:

Example #1: He's just playing with her and it's not that big of a deal.
Facilitator response: Ask the learners questions about the differences of play and hurting people. Neither one of them is playing anymore; she is crying and he is purposefully hurting her.

Example #2: He's acting this way because he was abused in the past.
Facilitator response: Explain that there are many people who were abused in their childhood who choose not to abuse. Then reinforce the truth: abusers act this way to gain power, it has nothing to do with childhood abuse; that is an excuse to abuse.

Example #3: It's not harassment, he's just in love with her. He's obsessed.
Facilitator response: Ask the learners how it feels to have someone refuse to leave you alone, do they sometimes feel scared? Explain every person's right to not be followed or consistently telephoned.

1ST PROGRESS REPORT

Public Health Programme,
University of the Western Cape
Private Bag X17
Bellville
7535
South Africa
Telephone: (021) 959-2809
Fax: (021) 959-2872

CONTENTS

1. *Narrative Report*

2. *Appendices*
- *Appendix 1: Intervention Diagram*
- *Appendix 2: Evaluation Diagram*
- *Appendix 3: Brief to Local Schools about our Project*

- ***INTRODUCTION.***

This project, facilitated by the Public Health Programme, University of the Western Cape, is a participatory research project, which aims to develop a realistic model for incorporating the issue of violence against girls and women into the primary school curriculum. The model is being piloted in the metro region of the Western Cape Province, South Africa.

The project will draw on the experiences of learners, teachers and trainers, student counsellors and parents. Following the formative research stage, an intervention model will be designed and implemented in three pilot schools. The intervention will make use of - and build on -quality- local training materials and will be done in conjunction with local agencies working in the field of violence against women. The research project will also aim to identify what capacity and support is required within the Provincial Department of Education so as to ensure that the model could be initiated within all provincial schools within one year of its development.

Following the development of the pilot programme, it is envisaged that the results of the project could inform the development of similar programmes in other provinces.

The project will be co-facilitated by:

- Ms Nikki Schaay, a researcher and lecturer in the Public Health Programme;
- Dr. Julia Kim, a physician and public health practitioner currently based in South Africa with UNDP and the Department of Community Health, University of Witwatersrand;
- Ms Abigail Dreyer, the programme officer for the project in the Public Health Programme;
- Ms Manyeke Sengwana, a research intern in the Public Health Programme and
- Ms Lucia Hess, a MPH student with the Public Health Programme.

The project is being supervised by Professor David Sanders, Director of the Public Health Programme.

This research project has the support of the Western Cape Education Department.

The Open Society Foundation for South Africa has solely funded the project.

In starting this project it feels as if we have undertaken to participate in a diving competition. We have marched onto the diving board, gathered our composure, leaped from the springboard and as we now undertake our sequence of movements, we've moved closer towards that time when one breaks the water and is satisfied with the performance you gave.

- ***THE MARCH TO THE SPRINGBOARD.***

With the funding confirmed to initiate the project the appointment of the programme officer was the next step. Amidst the Departments' Summer School, interviews were

scheduled for the short listed candidates. In the month of March, the programme officer, Ms Abigail Dreyer started. Subsequent to the appointment, a Research Intern in the Department, Ms Manyeke Sengwana and Ms Lucia Hess has also joined the team and has been assisting with school interviews.

During this period Nikki and Julia gathered together international and local literature about gender-based violence, the prevention of violence in schools, the health promoting schools initiative and the planning of research for life skills education. In addition, visits to a number of different organisations enabled the team to gain an understanding of some of the local initiatives that had been developed in relation to these issues. Organisations visited included:

- the WHO office in Pretoria;
- Soul City in Johannesburg;
- ADAPT, an NGO in Johannesburg;
- The Centre for the Study of Violence and Reconciliation, Johannesburg;
- the COLTS Project within the Western Cape Education Department; and to
- NICRO Women's Support Centre, Cape Town

Other activities conducted during this period included:

- Obtaining permission from the WCED to conduct the research project within provincial primary schools during the course of the year.

- Developing a brief outline of the project for distribution to people the project was introduced to.

- Drafting the job description for the Programme Officer and defining the roles of the other team members.

The environment within which we work has challenged us in keeping our focus. With the escalating levels of violence, particularly in the Western Cape, other research projects that have entwined with this one and the changes in the curriculum for learners the first phase of our work has produced a host of comments and ideas that will be a challenge to incorporate into the project.

- ***PREPARATION TO LEAP***

Nikki, Julia and Abby had a team meeting in early March where the intervention plan was looked at and the process for evaluation fine-tuned. This meeting gave the team the opportunity to understand the decisions that needed to be taken to obtain the objectives.

The Intervention diagrams (Appendix 1), outlines our proposed plan, which will work with a total of three schools. We will however be more interested in the progress of School 1. We will monitor the impact of the package within the school 1 and utilize the findings in School 2 and 3 as proposals for the future.

The Evaluation diagram (Appendix 2) is the proposed format that the evaluation of the intervention package will take. Dr Julia Kim will be assisting us with her expertise in developing the evaluation tools for the stage.

Out of this team meeting a time frame was produced to look at what was needed to complete this phase of the research.

- ***Situational Analysis Phase***

In mapping the problem of gender violence, we perceived the problem as a priority issue because gendered violence is universally acceptance in such a manner that it is seen as" a normality". Although there is a definite concern about violence in schools, gendered violence is often not seen as a form witnessed and experienced by schoolchildren. Many initiatives, media coverage and political statements about the issue suggest that it is seen as a priority, particularly in light of the incidences in the Western Cape.

When considering the context of violence in the attempt to understand gender-based violence, we realised the importance of not viewing the issue in isolation because:

- there are *significant levels of general violence* experienced by all within the schools (ranging from gangs, vandalism, violent crime to classroom conflicts between teachers-learners and learner-learners, issues of discipline); and
- children are exposed to attitudes towards and first hand experiences of gender discrimination, violence and abuse *both inside and outside the school* (ie. in their homes, their community and at school).

In addition, we realised that our project poses particular challenges to the Education Department. Some of the these challenges include:

- Outcomes Based Education in Curriculum 2005 will have a broad approach to the curriculum as it's development is itself in phase of transition
- Many different initiatives are operating concurrently (Life Skills, Safer Schools, etc), but not necessarily in coordinated manner. Areas of overlap as well as gaps in addressing issue of gender-based violence thus exist.

In working with teachers we also have to bear in mind that:

- Teachers feel overwhelmed with just meeting basic core teaching requirements, let alone onslaught of "additional" interventions;
- Some teachers may hold attitudes and behaviours which are themselves abusive or sexist;
- Teachers might not have experience with participatory, facilitating skills needed to address the issue;
- Teachers need to feel supported and have clear links to supporting structures (referrals, existing school policies, existing legislation);
- There will be time constraints around the involvement of teacher training and for implementing "new" material.

In developing new educational materials we also need to bear in mind national Department of Education initiatives like the 4 year implementation plan for 'Tirisano' Education and Training Systems and the pilot HIV/AIDS and Lifeskills Package for primary schools which is currently being piloted in the province.

- ***SEQUENCE***

When conducting the interviews in the situational analysis phase, we found it easier to gather the information according to categories. We have meet with schools, organisations, and individuals working in this field in various capacities. This has changed to a certain degree since the proposal was sent.
The team has met with the following people:

✓ ***Curriculum 2005***

- Wayne Alexander, Curriculum Services, WCED for his ideas and suggestions with regard to the materials.
- Jenny Fester, Heinemann Educational Publishers, Cape Town.

✓ ***Safer School's Programme***

- Eugene Daniels, Programme Manager, Safer School's Programme, WCED and
- Nariman Khan, Programme Co-ordinator Safer Schools Project has allowed us to establish the nature of their programme, possible links, positive and negative outcomes from the programme that could help us and formulizes some support for our project.
  Our meeting with Safer School's Programme led us to
- The Quaker Peace Centre, who have a Peace Education Programme. We meet with Shari Brown to get her impression of the problem within the schools they have worked. We plan to link our work to theirs later in the year.

✓ ***Previous Research***

- Bev Barry, Project Manager, COLTS (Culture of Learning and Teaching in Schools Campaign), WCED & Gender Equity Programme, WCED
- Erin Lewellen, NICRO Women's Support Center. Proposed Gender-based Violence Manual for WCED Employees (January 1999)
- Linda Biersteker, from ELRU (Early Learning Resource Centre). Baseline Study on Research Done on Anti-Crime Initiatives at School Level (ELRU & The Quaker Peace Centre, 1999).
- Phyllis Orner, PHILA Project, with regard to her research and work for FAWEESA.

✓ ***HIV/AIDS and Lifeskills Project, Education Department***

- Milllie May, AIDS Advisor to National Minister of Education, Minister Asmal
- Petra Abrahamse, Para-educational Services for feedback on the process of the HIV/AIDS Life skills Programme that has been piloted

✓ ***NGOs***

Abigail, having worked in the NGO field targeted the input from the following NGO's for their expertise in the following areas of work. A questionnaire was completed and the information gathered from this still needs to be collated.

Training: Planned Parenthood Association
Triangle Project

Gender: Rape Crisis Heideveld
Nicro Women's Support Centre
Mosaic

Child abuse: RAPCAN
CAFDA Social Workers

Violence: Trauma Centre *(was identified but due to an organisational crisis could not meet)*
New World Foundation (Lavender Hill)

Meetings were also held with:

- Rebecca Freeth, Western Cape Network on Violence Against Women with the aim of networking with their member training organisations. A Provincial Conference was held and not only were we given the opportunity to introduce our project but we received a holistic view of violence against women and the definition of violence as it pertains to the Western Cape.
- Women Demand Dignity Campaign. We have joined this campaign with the aim of benefiting from the lobbying force this group has. Improving the opportunities and conditions for women, this group has show support to our project.

✓ ***Schools***

School interviews were conducted at the following schools. The transcripts will be used and presented at the Stakeholders meeting.
The following schools have been contacted and interviewed to date:

- Rondebosch East Primary School
- Heideveld Primary School
- Siyabulela Primary School
- Siyazingisa Primary School

Schools still planned to interview are :

- Zerilda Primary School
- Edendale Primary School
- Levana Primary School
- Strand Moslem Primary School and Dr G.J Joubert Primary School. These two schools we introduced to us at the Health Worker Training Iniative that was piloted in Strand.
- Camps Bay Primary School
- And Two Rural Primary Schools, one in Grabouw and the other in Bot River.

✓ ***Individuals***

We have been fortunate to have the opportunity to link up with individuals who have been or at some stage worked in a similar focus. These individuals have shared their ideas and given us some new ideas to incorporate into our project.

- Ingrid Johannesson and Juanine Dawes from Sea Point Primary School.
  These two teachers have developed a Sexuality Education programme for grades 5 and 6.They aim to challenge children to think for themselves so that they can grow up wiser and empowered to make good choices in life.
  We contacted these two teachers after reading an article that looked at raising men not to rape that was featured in the Fair Lady.

- Hannah Blacher, a member of the Western Cape Network on Violence Against Women. She has a post-graduate degree in Education from London University and is a graduate of the Psycho synthesis and Education Trust. Hannah has been doing self-esteem work at a school in Heideveld and emphasizes the importance of incorporating this into the education of young learners.

- Linda Dirmiek the programme developer for AIM (Attitude-Image-Motivation) has been working in this field for 10 years. She specializes in building positive self-image, attitude and motivation for young learners. She has worked with street children and run her programme in less advantaged areas.

- ***OUR APPROACH***

In mapping our approach we have realise that it will be important to consider the following:

1. It appears that the lack of materials is not the main problem - many exist, but are not necessarily being used. Many concurrent initiatives are underway. Many resource materials and approaches have been developed which touch on some aspect relevant to addressing gender-based violence. It would be helpful to try to categorize these in some way (to identify gaps, areas of overlap, and as a reference). We do not need to reinvent the wheel, but rather to collate, adapt, and operationalize existing materials. We plan to put appropriate materials together in a format that is broadly adaptable and user-friendly within the existing constraints.
   It will thus be important to evaluate how suitable these new materials are, and how well they can be disseminated – even over a longer term.

2. Many different "topics" form the focus of different life skills / health promotion initiatives (e.g. HIV, drug abuse, conflict resolution, sexuality) which have a core area of "generic" life skills. These include: decision making, communication, self-awareness, problem solving, critical thinking etc. These skills should be highlighted in our materials and their link to other life skills initiatives made.

3. In the pilot schools, the intervention should ideally be located within a broader, holistic approach to violence prevention in order to be successful. This approach

had been advocated by WHO info series on school health, and other key documents.

4. The curriculum should be integrated into teachers' existing teaching requirements (e.g. English class, life orientation) and be flexible enough that teachers can adapt them and use them in a lesson that they feel appropriate (i.e. not taught as a separate "gender violence" curriculum).

- ***DECISIONS***

During the past months we have made the following decisions:

✓ Grades selected

We have decided, in consultation, that for this subject matter it would be best to develop and pilot materials for Grades 5, 6, and 7. If the project is successful – we can work on developing materials for other grades – but essentially those are the 3 grades we are targeting.

✓ Safer Schools Programme link

We have decided that it would be useful and easier to have the assistance of the Safer Schools Programme in choosing the school for the pilot.
We will be presenting an outline of the project process to a group of schools we are to meet in the second week in May that have been called together by the Safer Schools Programme Co-ordinator, Ms Nariman Khan. A brief to local schools will also be presented for the schools present to consider their participation in the pilot project. (Appendix 3).

✓ Stakeholders Meeting

We will be having this meeting in early June to present our situational analysis to all the stakeholders involved in this process. Our aim is to generate comments and feedback on the work we have done thus far.

✓ The Importance of Advocacy

Our new partners, The Network and Women Demand Dignity will assist in the lobbying of our research with the necessary contacts they are in regular meetings with.

✓ Material Development and Training

- We have seen the value of linking to the Quaker Peace Violence project at a later stage in an attempt to filter our project into as many avenues as possible.
- We will be working with Curriculum Services, WCED to develop the model gender-violence component of the curriculum development.

- We will utilize the services of NGO's to co-facilitate the training and link the role of NGO's in the support of the model. NG0s are already doing some work in schools and the participation would help address real need to be able to provide referral and counselling support to schools. This does however raise the limits to less resourced areas.
- We will test two approaches in our intervention; the whole school approach and the Training-The-Trainers approach.

- ***CONCLUSION***

To date the project has not suffered any significant challenges or derailments. We do anticipate that an upcoming challenge will take place at the Stakeholders meeting where we will present the project to date.

We didn't expect the scheduling of interviews in the schools to be this difficult to finalise. Teachers are extremely overwhelmed with their responsibilities and the request has seemed to push at their already battered boundaries. We do however feel that it is important to access the problem as a true representation within the Western Cape Region.

Individuals and organisations that we have met with have indicated their interest in participating in the materials development. This is a clear benefit to the project and we are clearly fortunate to have this degree of involvement form the role-players.

We continue with bounds of positive energy in this challenging water!

---

10 May 2000

Bibliography

Bernstein, Hilda. For Their Triumphs and For Their Tears: Conditions and Resistance of Women in Apartheid South Africa. London: International Defense Aid Fund, 1978. p95.

Cape Argus, Cape Town, South Africa.

Cape Times, Cape Town, South Africa.

CERSA (Women's Health) Medical Research Council, I Do Not Believe in Democracy in the Home. August, 1999.

Commission on Gender Equality. Submission to Joint Standing Committee on Violence Against Women: Violence Against Women in the Media. December, 1999.

Cohen, Robin. Repression and Resistance: Insider Accounts of Apartheid. London, New York: Hans Zell Publishers, 1990.

de Sousa, Jane. Catholic Welfare Department. Behind Closed Doors. 1991.

Dodd, A.D., Native Vocational Training; a Study of Conditions in South Africa, 1652-1936. South Africa: The Lovedale Press, 1938.

Domestic Violence Act. December 15, 1999.

Dreyer, Abigail. "University of the Western Cape: Narrative Report". Cape Town, South Africa. 2000.

Geber, Beryl A. Soweto's Children: the Development of Attitudes. London; New York: Published in cooperation with European Association of Experimental Social Psychology by Academic Press, 1980.

Gender Equity Task Team; Gender Equity in Education: Report of the Gender Equity Task Team Department of Education South Africa. Department of Education press, Pretoria, 1997.

International Conference in Colonial Education and Contemporary Conflict in Southern Africa. Independence Without Freedom: the Political Economy of Colonial Education in South Africa. Santa Barbara, CA: ABC-Clio, c 1980.

Jacobs, Tanya. "Women's Health Research Unit (UCT)". 1998.

Kallaway, Peter, ed. Apartheid and Education: The Education of Black South Africans. Johannesburg: Raven, 1984.

Keto, Tsehloane C. Pedagogy of Domination: Toward a Democratic Education in South Africa. Trenton, NJ: Africa World Press, 1990.

Mandela, Nelson. Long Walk to Freedom: The Autobiography of Nelson Mandela. Boston: Little, Brown and Company, 1994.

Marks, Shula, ed. Not Either an Experimental Doll: The Separate Worlds of Three South Africans. Indiana University Press, 1987.

The Prevalence and Related Factors of Domestic Violence Against Women in the Mamer Community. Epidemiology Project. September, 1996.

Ruperti, Robert. Pedagogy of Domination: Toward a Democratic Education in South Africa. Trenton, NJ: Africa World Press, 1990.

Sachs, Albie. Protecting Human Rights in a New South Africa. Cape Town; New York: Oxford University Press, 1990.

San Francisco Chronicle, San Francisco, CA.

Shaull, Richard. Introduction to Pedagogy of the Oppressed. Paulo Friere. New York: Seaburg press, 1973.

South African Constitution.

South African Law Commission, "Executive Summary Draft Bill of Discussion Paper 85." October, 1999.

Sowetan, Johannesburg, South Africa.

Star. Johannesburg, South Africa.

Sunday Independent. Cape Town, South Africa.

Suttner, Raymond. 30 Years of the Freedom Charter. Johannesburg: Raven Press, 1986.

Unesco and Education Throughout the World. Paris, France: Unesco, 1986.

United Nations. United Nations Declaration on the Elimination of all Forms of Violence Against Women. 1995.

Unterhalter, Elaine. Education in a Future South Africa: Policy Issues for Transformation. Trenton, NJ: Africa World Press, 1992.

Walker, Cherryl, ed. Women and Gender in Southern Africa to 1945. Claremot: David Phillip, 1990.

Western Cape Education Department. Sexual Harassment Policy, 1998.