

# Baseline Study Report for the “Teenz Alliance Project”: A programme that forms part of the Sexual Violence Prevention in Schools in South Africa (SeViSSA) Initiative

Baseline Report  
June 2017



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## EXECUTIVE SUMMARY

### Background and project description

People Opposing Woman Abuse (POWA) in partnership with Agisanang Domestic Abuse Prevention and Training (ADAPT), through the Sexual Violence Prevention in Schools in South Africa (SeVissa) Initiative, is implementing an intervention project that is aimed at improving girls' access, retention and attainment at school through the creation of safer educational environments. Having commenced in 2014, the Teenz Alliance Project will be implemented over the course of five years through various activities aimed at empowering girls and boys, so as to strengthen their schools' and communities' capacity to identify and deal with the scourge of sexual violence affecting young girls.

The intervention project is being implemented in Tembisa and Evaton in the Gauteng Province. Within these two communities, 12 secondary schools have been identified for participation in the project. Ten of these schools are in Tembisa while the remaining two schools are in Evaton. These intervention schools fall within the Ekurhuleni and Sedibeng West Education districts, and were included in the project on the recommendation of the relevant district Departments of Education who described these schools as vulnerable schools.

The Teenz Alliance Project has been designed to achieve three outcomes, namely:

- Girls are empowered to advocate for the reduction of sexual violence in their schools;
- Improved access to psycho-social services and legal advice services for learners in and out of the school context and improved access to the services for the community at large; and
- Communities are safer places and more supportive of girls in relation to sexual violence.

This report documents the findings of a baseline study that was conducted for the Teenz Alliance Project between September 2016 and April 2017.

### Baseline methodology and sample

A mixed methods approach was adopted for the baseline study. This approach involved the collection, analysis and integration of both quantitative and qualitative data to establish the intervention benchmarks. Since adequate information required for this baseline study was not already available, the study was designed to generate this information specifically, by involving the direct participation of the project beneficiaries and target groups as survey (i.e. community and school), interview and focus group discussion participants.

Given the sensitive topic addressed in the baseline study – i.e. sexual violence – the study was governed by several ethical principles; namely informed consent and assent, voluntary participation, confidentiality and privacy, the right to withdraw from the study without being prejudiced at any time, and the referral to appropriate support services where necessary. At their core, these principles ensured that participating in the baseline study caused no harm to participants by considering the dignity and well-being of all participants – especially those of children – at every stage of the baseline study.

For the community survey, a total of 522 participants were randomly selected across seven wards in the two communities in which the Teenz Alliance Project is being implemented. All (100%) community members surveyed were black Africans that typically ranged in age from 18 to 86 years; with an

average age of 36 years (M35.9; SD=13.86). There were more males (60.2%) than females (39.8%) in the community survey. Although the community males and females surveyed generally had similar levels of completed education, notably more male participants had completed their matric – a total of 37.9%, compared to only 26.9% of females. More than a third of participants overall reported being unemployed (i.e. including those seeking & not seeking work) at the time of the study.

A school survey with learners and educators was also conducted. A total of 602 learners participated in the school survey. The entire learner sample was comprised of black learners (100%) and learners who were in grade eight at the time of being interviewed (100%). Learners generally ranged in age from 12 to 16 years, with the average learner being 13.4 years of age (M=13.4; SD=.954). Female learners accounted for more than half (54%) of the sample while males comprised 46% of the learner sample. In addition to learners, a total number of 60 school staff also participated in the baseline study. There were slightly more male (51.7%) than female (48.3%) educators surveyed.

The survey data was complemented by a series of 13 sit-down in-depth interviews with community stakeholders and service providers dealing with sexual violence in these communities and six focus group discussions with learners.

## **Key Baseline Findings**

### *Perceptions of safety*

Eight out of every ten (83.1%) community members surveyed reported feeling safe in their community. Males (86%) felt significantly safer in their communities when compared to females (78.8%;  $p=.033$ ). When comparing perceptions of safety in Evaton and Tembisa, community participants from Evaton (70.5%) reported significantly lower levels of safety than those surveyed in Tembisa (88.2;  $p<.001$ ).

As with the community members, learners also reported generally high levels of safety in their community. However, learner perceptions of safety varied depending on the specific area in the community they were asked about. Overall, learners felt safer in the street in their community (63.9% felt safe and 6% felt very safe), at public commercial or retail places in their community (66.4% felt safe and 1.8% felt very safe), and at public recreational places in their community (57.9% felt safe and 0.8% felt very safe). Learners felt the least safe when at places of public transport (39.4% did not feel safe and 17.8% did not feel safe at all) or while using public transport in their community (39.4% did not feel safe and 13.3% did not feel safe at all).

Regarding perceptions of safety at school, more than 80% of all learners surveyed reported feeling safe while at school ( $n=494$ ). Even so, 17.9% - one in every six learners – did not feel safe while at school ( $n=108$ ). Lower levels of safety at school were reported by learners from schools in Tembisa (19.1%) compared to learners from schools in Evaton (12.5%). Female learners were significantly more likely to report lower levels of safety at school than male learners. One in five (22.2%) female learners did not feel safe at school ( $n=72$ ), compared to only 13% of male learners ( $n=36$ ;  $p=.004$ ) who reported the same.

Reasons for feeling unsafe at school varied. The actual occurrence and threat of sexual violence emerged as the most common reason for feeling unsafe at school. This reason was shared primarily by female learners who reported that these sexual acts often occurred at the school toilets. Crime (specifically robbery and theft of learner belongings) and physical violence between learners were other reasons typically provided for feeling unsafe at school.

The precarious nature of these school environments was further attested to by the proportion of educators who themselves felt unsafe at school. Less than half (41.7%) of all educators claimed to feel safe while at school. Educator perceptions of safety were often related to their personal experiences of violence at school. Being verbally abused by learners seemed to be widespread – with close to half (46.7%) of all educators surveyed admitting to having been insulted, sworn or shouted at by learners at their school. Further to this, a total of 12.9% - one in ten educators – had been physically hurt by a learner at their school.

### *Perceptions and knowledge of sexual violence*

#### Defining sexual violence

To assess the way in which the baseline participants understood the term “sexual violence”, participants in the community and school surveys were asked to define sexual violence in their own words.

From their definitions provided it became apparent that community members recognised that sexual violence can take many different forms (i.e. unwanted touching, kissing, having sexual intercourse with an individual against his or her will, as well as inappropriate sexual comments or derogatory name-calling), can occur in the context of different relationships (i.e. intimate relationships and marriages, as well as, adult-child relationships), and can take place in different settings (i.e. at home between husbands and wives, and outside of the homes where girls may be enticed by money or material goods for sexual favours for example).

By and large, the study found that community members from Evaton and Tembisa defined sexual violence primarily as an unwanted coercive sexual act perpetrated largely by men and boys against women and girls. For the most part, learner definitions of sexual violence were consistent with that of adults in their communities. A significant distinction was that learners *also* described the surprise flashing or exposure of an individual’s genitals, consensual sexual relationships between adults and children, as well as sending or receiving unwanted nude or sexually explicit images or videos via social media as forms of sexual violence – descriptions not mentioned at all by the adult participants.

#### Knowledge of what constitutes sexual violence

To further gauge participants’ knowledge of what constitutes sexual violence, community members and learners were presented with 22 different scenarios and asked to indicate whether they considered each scenario an example of sexual violence or not. The scenarios were comprised of examples of various forms of sexual violence as they occur in different settings (15 in total), as well as other forms of non-sexual violence (seven in total).

More than 90% of the community and learner samples could correctly identify the different examples of penetrative and non-penetrative sexual violence. However, there were some examples of sexual violence that community members did not perceive as sexual violence. Specifically, 21.3% of community members did not believe that young girls of a school-going age forging relationships with older male taxi drivers while making use of public transportation, was a form of sexual violence. In addition to this, 9.4% of community members claimed that forced marriage was not a form of sexual violence. Learners were even less inclined to recognise forced marriage as a form of sexual violence (13.8%).

Other forms of sexual violence that were often not viewed as sexual violence by community members were usually non-physical forms of sexual violence or unwanted sexual comments or advances. A



total of 12.3% of community respondents claimed that boys whistling and making loud comments about young girls' bodies were not sexual violence, while 8.8% felt that men drinking at a tavern and shouting abuse at girls as they walked by them were also not a form of sexual violence. Unlike the adults in the community survey, more learners in fact did recognise these scenarios as examples of sexual violence.

Overall, the forms of sexual violence, that both community members and learners were *least* likely to identify correctly, were sexually violent acts that infringe on the rights of young girls to access contraception and other measures to protect themselves against unplanned pregnancies and sexually transmitted infections. These perceptions were more pertinent among the learners – with learners being twice as likely as their adult counterparts to not regard these experiences as sexual violence.

The findings from the baseline study suggest that community members tend to define sexual violence largely in terms of completed or attempted penetrative and non-penetrative sexual acts. However, they seem to be more uncertain about sexually violent acts that do not involve physical contact between a victim and a perpetrator such as harassment in the form of unwanted sexual comments and advances and the denial of the right to use contraception or any other protective measure against unwanted pregnancies and sexually transmitted infections. Even though learners were better able to distinguish between examples of sexual and non-sexual violence, they too could benefit from additional information regarding sexual violence that may not manifest in the conventional manner.

#### Nature and extent of sexual violence in the community

The baseline survey participants were asked to list examples of the kinds of sexual violence they believed were widespread in their community. Most of the examples shared by the adults in the community survey centred around rape or attempted rape (28.9%), the sugar daddy phenomenon (16.5%), the whistling and shouting of loud comments about a girl's body by men in the community (13.7%) and the unwanted sexual touching of a girl's breasts or other private parts (12.7%). Similarly, learners primarily drew attention to rape (31.2%) and the unwanted sexual touching of a girl's breasts or other private parts (29.4%), followed by the pinching of a person's buttocks (13%) and whistling and the shouting of inappropriate sexual comments about a girl's body.

Girls and women were perceived to be most vulnerable to sexual violence in Tembisa and Evaton by adult community members and learners; however, this notion was more pronounced among the adults surveyed – accounting for 95% of their responses. More learners, on the other hand, recognised that the elderly (5.8%), boys (3.4%) and infants (2.3%) too, may be vulnerable to sexual violence in their community.

When asked who community members thought were the most likely perpetrators of the sexual violence in their community, their responses seem to suggest that adults in Tembisa and Evaton tend to view sexual violence as being perpetrated predominantly by adult strangers (43.9%) and other known adults in the community (35.3%). Significantly fewer community members viewed sexual violence as occurring between family members and peers/friends.

#### *Learner experiences of sexual violence at school*

Local studies have consistently highlighted schools as high-risk environments for child sexual abuse. To gauge the extent of sexual violence within the 12 schools participating in the Teenz Alliance Project, the learners were asked whether they themselves, or anyone else they know, had experienced various forms of sexual violence at school.

Sexual violence was found to be prevalent in the participating schools. A total of 39.4% - more than a third of all learners surveyed - had fallen prey to some form of sexual violence while at school. Higher rates of sexual violence were reported by learners in Evaton (47.1%) when compared to learners from schools in Tembisa (37.8%).

Unwanted sexual touching was widespread in these schools. One in every six learners (17.9%) reported that someone at school had pinched their buttocks, and one in every ten (11%) reported that someone at school had grabbed their breasts or private parts. Having to contend with someone else shouting abuse or making inappropriate sexual remarks about one's body also seemed to be a normal part of the school day – with one in six (15.4%) learners reporting an experience of this form of sexual violence at school.

Being coerced to engage in sexual activity such as kissing someone (14.5%) and touching someone else sexually (5.3%) was also reported by the learners. Of the 602 learners surveyed, five learners shared that they had been coerced to engage in sexual intercourse against their will, by someone at their school. In addition to this, young people were also found to experience sexual violence through various forms of social media. A total of 18% of all learners reported that they have been sent unwanted nude or sexually explicit videos or images via cellular phone or computer, by someone at their school.

Experiences of sexual violence are always underreported in research studies. Even with the baseline study obtaining fairly high levels of learner experiences of sexual violence personally, the (higher) rates obtained for their knowledge of other learners' experiences of sexual violence, may be closer to the real extent of the problem within these schools.

#### Experiences of sexual violence by sex

A gendered analysis of the data revealed that overall males (42.2%) reported slightly higher levels of sexual violence at school when compared to their female counterparts (36.9%). This trend was apparent in both communities; with the trend being more pronounced in Evaton.

When analysing the individual forms of sexual violence explored, the study found that although female and male learners are both vulnerable to sexual violence at school, they may be vulnerable to different forms of sexual violence. Female learners were found to be more prone to unwanted sexual touching (either on their buttocks [18.5%] or elsewhere on their body [14.8%]) as well as being coerced to kiss someone else against their will (20%) or engage in sexual intercourse with someone else at school against their will (1.2%) than males. Male learners, on the other hand, were found to be more susceptible to forced exposure to sexual acts or sexual material – such as having someone else flash or expose their private parts (8.7%) and receiving unwanted nude or sexually explicit images or videos from someone else at school (26.7%).

Although mainstream literature has consistently drawn attention to the particular vulnerability of young girls to sexual violence, the baseline results underscore the vulnerability of young boys to sexual violence. The need for a concerted effort to also address males' experiences of sexual violence becomes even more apparent considering the potential for the learners' themselves perpetrating these sexual acts. In addition to exploring learner experiences as victims of sexual violence, learners were also asked whether they had themselves ever done any of the sexually violent acts asked about to someone else at school. Males (20.9%) were significantly more likely to respond positively to this question compared to 0.9% of females who reported the same. Overall, 10.1% of the entire learner sample reported that they had ever behaved in a sexually violent manner towards someone else at school. Again, learners in Evaton were more likely to report this.

Male learners (74.4%) were primarily implicated as the individuals responsible for most of the sexual violence at schools, followed by female learners (16.8%); indicating that much of the sexual violence occurring at these schools are peer-on-peer violence – with fewer cases being perpetrated by adults at the school such as educators, principals or other persons of authority, or by individuals from outside of the schools.

#### *Reporting sexual violence at school*

To get a sense of the reporting patterns regarding sexual violence, all those who had experienced some form of sexual violence at school, were asked to indicate whether they had told anyone about their experience. Of the 237 learners who had experienced sexual violence at school, only 177 had told someone about their experience. The baseline findings revealed that learners felt more comfortable confiding in their peers – i.e. other learners (42.2%) and friends from outside of the school (36.2%) - rather than adults. Even so, 34.5% of learners did inform an educator about their experience and 26.6% of learners had informed their parents. The low levels of reporting sexual violence to the police also emerged in this study – with only two learners (0.8%) having reported their experiences of sexual violence to the police.

Those learners who did not confide in *anyone* about their experiences (n=60) chose not to do so because they did not think it was important to do so (36.7%), was too scared to tell anyone (25%), was too embarrassed (20%) and did not think it would help to report their experience.

Educators were generally confident that they could deal appropriately with any cases of sexual violence that were brought to their attention at school. Overall, seven out of every ten educators claimed that they could deal with such cases with a high (40%) or fair (30%) level of confidence. Still, three out of every ten educators, admitted to not being very confident (15%) or not being confident at all (15%) in dealing with such cases at school; highlighting a need for educator training on sexual violence including how to identify the signs of sexual violence, and how to deal appropriately with such cases when they are reported at school to ensure learners are provided with the necessary and appropriate support following experiences of sexual violence at school.

#### *Access to support services*

The harmful effects of sexual violence are numerous and varied. These sequelae can negatively impact on the survivor's physical, emotional and social well-being. The provision of medico-legal and other counselling support services is thus critical not only to ensuring the successful prosecution of the perpetrator, but also to address the immediate trauma experienced by the survivor and to provide him/her with the necessary counselling support to resolve the feelings of guilt, shame, fear, anger and depression that are typically associated with experiences of sexual violence.

The baseline study explored the accessibility of crucial support services for victims of sexual violence in Tembisa and Evaton. Community members surveyed were asked specifically to indicate how accessible they thought support services such as the police, counselling services, medical services, as well as, legal support were to survivors of sexual violence in their community.

By and large, these support services were regarded as generally accessible - with more than half of the participants in the community survey stating that counselling services, medical services and legal services were accessible to survivors of sexual violence in their community. Of the four types of support services explored, the police and legal services were perceived to be the least accessible to community members, while medical and counselling services were perceived to be the most accessible to victims of sexual violence in these communities.

The police were viewed as the least accessible of all support services asked about; with less than half of all community members surveyed claiming that the police were accessible to survivors of sexual violence in their community.

### *Community responses to victims of sexual violence*

The community can be an important source of support to survivors of crime. For this reason, in addition to the medico-legal and counselling services, adults in the community survey were asked how supportive they thought their community generally was to survivors of sexual violence.

Most respondents indicated that their fellow community members are very supportive of individuals who have fallen prey to sexual violence - with 55.6% purporting that community members are very supportive, and 37.4% reporting that they are only somewhat supportive. Less than a tenth (7%) felt that community members are “not at all supportive” of individuals who have been sexually victimised in their community. Similar views were shared by respondents from Tembisa and Evaton.

This generally positive response from the community was attested to when respondents in the community survey were asked to indicate what the overall response of community members would be to an individual who have succumbed to sexual violence. Supporting the victim in some way (44.6%), encouraging the victim to report the incident to the police (43.9%), and informing the victim about available counselling services (5.8%), together, accounted for more than 90% of all responses given. A small number of community members, however, felt that generally the community chooses not to get involved in a situation like this (4.1%), blames the victim (1.3%) or even ostracises the victim (0.2%).

### *Attitudes toward gender norms and social expectations for men and women*

Understanding perceptions of and attitudes toward gender norms was critical in this baseline study given its established interconnections with other social issues such as violence against women and girls, school retention and the poor educational attainment of girls, stereotypical gender roles and the associated division of labour in the home.

#### *Community attitudes toward gender norms*

Since the notion of gender is multi-faceted and manifested in different domains, a single measure of gender is often not sufficient to provide a valid assessment of gender norms and attitudes. For this reason, the Gender Equitable Men (GEM) Scale was used in this baseline study to measure community attitudes toward gender norms and expectations. Overall, the community sample had a mean score of 61.4 (SD=7.64); indicating high levels of support for gender equitable norms. Although both males and females were found to have high levels of support for gender equitable norms, the average score for males (M=64.6; SD=6.47) was higher than that of their female counterparts (M=56.5; SD=6.63). In fact, the average score for males was higher than the average for the total community.

By and large, males were found to be more supportive of gender equitable norms in the domestic realm, in sexual relationships with their partners, as well as, in relation to reproductive health and safe sex practices when compared to females. The lower mean scores observed for females suggest that women in these communities may be more supportive of traditional gender expectations for males and females in these domains.

The differences between male and female attitudes were most pronounced in the domestic domain. Here, it seems that women are significantly more supportive of the socially prescribed gender norms and associated roles for men and women within the domestic environment than males. Specifically,

the role of women as caretakers and mothers, and men as heads of their households who assume primary responsibility for all major decision making. The only exception to this trend, was in relation to attitudes toward violence - where community females were more supportive of gender equitable norms and were less supportive than community males of the use of violence against women in marital relationships.

These community attitudes may serve to endorse stereotypical gender norms, roles and behaviours that disallow women equal rights with men and ultimately place men – but especially women – at risk for sexual and other forms of violence.

#### Learner attitudes toward sex

Gaining an understanding of learners' gendered attitudes toward sex is important in trying to understand how learners would possibly respond in similar situations in real life. The baseline results show that a sizeable proportion of learners had bought into the common societal myths regarding rape and sexual assault that often serve to legitimise sexual violence against women and girls.

One in every two learners agreed (47.1%) or strongly agreed (3.3%) that many women pretend not to want to have sex because they don't want to appear loose. Of even greater concern, were the number of learners who believed that if women wear miniskirts, they are asking for trouble (n=202; 33.6%), if women were raped, they usually did something careless to put themselves in that situation (n=133; 22.1%), when women say "no" to sex, they really mean "maybe" (n=141; 23.4%) and in certain rape cases, women want the rape to happen (n=145; 24.1%).

In addition to this, close to a fifth of learners disagreed with the statement "After a woman has already agreed to have sex, she has a right to change her mind even after the man already has an erection" and one in ten learners agreed with the statement "If a husband forces his wife to have sex, this cannot be considered rape". When analysing the data by sex, male learners were significantly more likely when compared to female learners to adhere to the victim-blaming beliefs and attitudes ( $p < .005$ ).

To further assess learner attitudes toward sex and relationships with the opposite sex, male learners were asked how likely it would be that they would tell a girl, who they liked, that they loved her in the hopes that she will consent to sex. A total of 44.9% - two out of every five male learners – admitted that they would very likely (11.2%) or likely (33.7%) do that. Female learners, on the other hand, were asked how likely it would be that a boy they liked could talk them into having sex. In response to this, more than half (52.9%) of the female learners surveyed admitted that it would be very likely (24.6%) or likely (28.3%) that a boy would be able to do this.

#### *Community and social cohesion*

Social cohesion has been found to contribute to an array of positive social outcomes including safety, and thus, is an important step towards improving the quality of life for community members, young and old. People's perceptions about the area in which they live are key indicators of community cohesion. In the community survey, adults were presented with seven statements about their community and were asked to indicate the extent to which they agreed or disagreed with the statements.

The baseline results revealed that most community participants had viewed their community favourably. Overall, eight out of every ten community members surveyed agreed that people from their community would generally help each other out if the need arose, would try and intervene if they saw someone breaking into a neighbour's house, and individuals who may have fallen victim to

sexual violence can in fact rely on their community for support and understanding. Seven out of ten community members were convinced that people in their community would keep an eye on their house if they were away, and six out of ten believed that most people in Evaton and Tembisa could be trusted, and would not take advantage of others in the community if given a chance.

The average scores for social cohesion was slightly higher in Evaton ( $M=19.3$ ;  $SD=2.33$ ) when compared to Tembisa ( $M=19.1$ ;  $SD=2.80$ ).

The Teenz Alliance Project is aiming to provide girls and boys with leadership training to equip them to advocate for sexual violence prevention in their schools and communities. The baseline study sought to get an initial sense of how confident male and female learners would be to do so. Nine out of ten learners (89.2%) were confident that they would be able to assist a learner who they saw being hurt physically or sexually. Close to a tenth (8.5%) of the learners reported that they had in the past assisted someone at their school who was being hurt by other learners physically or sexually.

### *Community's role in preventing sexual violence*

Sexual violence against women and girls is a multi-faceted problem. As a result, a multi-sectoral approach is required to address this public health issue. Ordinary community members themselves are important role-players in the fight against sexual and other forms of gender-based violence. Community members were asked what they thought ordinary community members could do to prevent sexual violence against women and girls in the communities in which they lived.

The open-ended responses provided centred around the need for community members to educate one another to combat the misconceptions and myths associated with sexual violence and to foster an accurate understanding of what sexual violence is (with men in the community playing an important role in this awareness-raising and mentoring of others), to break the silence and report cases of sexual violence to the necessary authorities, to create social and recreational opportunities to deter community members from committing sexual and other forms of violence, and to support the work of the police and local community policing forums in preventing sexual violence in these communities. In addition to these positive suggestions, the community's frustration with the ubiquitous nature of sexual violence and the perceived police inability to curb this problem, became apparent in their recommendations for the community to take the law into their own hands in order to reduce the levels of sexual violence plaguing their communities.

### **Conclusions and Recommendations**

Ideas of how males and females are meant to think and behave are informed by socio-cultural norms and practices that are present from the moment an individual is born. Historically, gender stereotypical views have always emphasised the dominance, physical strength and superiority of males over women, while females were traditionally viewed as sexually passive. These ideologies have been found to render women more vulnerable to sexual violence because it serves to legitimise violence against women and girls.

The findings from this baseline study reveal the extent to which males and females in Tembisa and Evaton - both adults in the community survey as well as young people in the school survey - continue to support and adhere to gender inequitable norms and values. These notions often manifest as misconceptions regarding sexual violence that ultimately places the blame for sexual violence on the victims, and minimises the severity of the crime and the responsibility of the perpetrator – all barriers to disclosing sexual violence. Throughout this report, the need for education to combat these misconceptions has been underscored. The Teenz Alliance Project should, therefore, prioritise

education on sexual violence and sexual violence-related issues, at a school and community level. Addressing these deeply entrenched gender norms, and promoting more equitable social expectations for males and females, has consistently been identified as a key strategy for the prevention of sexual and other forms of violence against women and girls – an important consideration for the planned community dialogues facilitated by the Teenz Alliance Project.

Although most of the baseline participants could correctly identify the different examples of penetrative and non-penetrative sexual violence, the forms of sexual violence, that both community members and learners were least likely to identify correctly, were sexually violent acts that infringe on the rights of young girls to access contraception and other measures to protect themselves against unplanned pregnancies and sexually transmitted infections. There is thus a need to educate residents in Tembisa and Evaton that sexual violence encompasses a broad range of unwanted sexual acts – that may or may not involve physical contact between the individuals involved – and can take place in many different settings – even when young girls are making use of public transportation or are being denied the right to use contraception. This will ensure that survivors of sexual violence will be provided with the necessary care and support to deal with their trauma and related deleterious effects.

The experience of sexual violence was common among the learners surveyed. Although female and male learners are both vulnerable to sexual violence at school, the baseline study revealed that they may be vulnerable to different forms of sexual violence. The study found that while females are more likely to experience forced and penetrative sexual abuse and other forms of sexual abuse that involves contact with an abuser, males on the other hand, were more likely to report forced exposure to sexual acts and materials and other forms of non-contact sexual abuse. This suggests that along with the focus on girls, sexual violence prevention and intervention activities of the Teenz Alliance Project should also ensure a focus on boys - and in particular, the differential emotional, physical and social impact of sexual violence on boys - in the design and implementation of activities aimed at male learners in this intervention project. This will also be important to ensure the appropriate provision of psycho-social, health and other legal services to young males (and females) who may experience sexual violence.

The Teenz Alliance Project could work alongside the police in the Tembisa and Evaton to embark on concerted efforts to improve their image within the communities they serve, and to improve the levels of trust that exist between SAPS and community members. This will then also go a long way in addressing the low reporting rates of sexual violence within these communities.

A large part of the sexual violence occurring at school is unreported to school authorities. Given that the main reasons for learners not reporting their experiences of sexual violence at school is fear and the belief that it was not important to do so, there is a need for the Teenz Alliance Project, to work with the 12 participating high schools to establish a school environment that encourages the reporting of sexual violence or the threat thereof by learners. In addition to this, one of the most promising strategies that are being used to prevent sexual assault and encourage reporting is bystander intervention training. In this baseline study, it became apparent that learners – if they are not themselves experiencing sexual violence – are acutely aware of other learners who may be experiencing sexual violence at school. Bystander intervention training can help to create a school culture where sexual violence prevention is everyone's responsibility and everyone understands their role in its prevention.

The Teenz Alliance Project should also work with the 12 participating high schools to review and update their disciplinary processes and to involve service providers from outside of the school to ensure a survivor-centred approach to responding to the cases of sexual assault and rape that are brought to the schools' attention. The baseline results show that when sexual violence is reported to

the school authorities, very rarely are the learners referred to counselling and other psycho-support services. In addition, the baseline study revealed a need for educator training on classroom management – given that sexual violence is most likely to occur in their classrooms (34.8%) – and on sexual violence including how to identify the signs of sexual violence, and how to deal appropriately with such cases when they are brought to the school's attention.

Regarding learner feelings of safety, learners felt the least safe when at places of public transport or while using public transport in their community. These findings underscore the need for the Teenz Alliance Project to collaborate with community policing forums (CPFs) to develop safety protocols to prevent the harassment of school girls at places of public transport, or while making use of public transport in their community.



## BACKGROUND AND PROJECT DESCRIPTION

Crime and violence is pervasive in South African societies and has come to be perceived by the general populace as one of the primary challenges facing contemporary South Africa. This perception is not unfounded since South Africa's levels of violence (as reflected in the official murder statistics) are unquestionably among the highest in the world.<sup>1</sup> Women and girls often bear the brunt of this widespread violence.<sup>2</sup> Given that females constitute more than half of the country's population, it suggests then that a significant proportion of South African citizens are confronted with the threat of not only physical assault, but the likelihood of being subjected to emotional and sexual assaults or the threats thereof, and other deprivations of liberty<sup>3</sup> as part of their everyday lives. Violence against women and girls in South Africa acts as a significant barrier to education; and thus, has implications for the economic development of the country – since the educational opportunities of half its population is often impeded. Notwithstanding this, gender-based violence is *not* only a female issue, but males too are subjected to unacceptably high levels of violence in its different forms.

In response to the alarming prevalence of gender-based violence in South Africa, the state had in 1995 ratified the Convention on the Elimination of All Forms of Discrimination against Women. Despite this gesture and continual public outcries to address gender-based violence in the country, this violence continues to prevail. To date, there are no official national statistics on the extent of gender-based violence. Research surveys have, however, estimated that between one in three<sup>4</sup> and one in six women<sup>5</sup> fall victim to violence at the hands of their partners nationally.

The Southern African Development Community (SADC) Protocol on Gender and Development intended to by 2015 reduce the levels of gender-based violence by half.<sup>6</sup> In 2015, it was agreed that the Protocol should be aligned to the Post-2015 Sustainable Development Goals (SDGs), the Beijing Plus Twenty Review and the Africa Agenda 2063. The ability to assess whether governments have been successful at meeting this goal is dependent on the availability of baseline data on the extent and effects of gender-based violence – much of which is lacking within the South African context. Similarly, any prevention and intervention efforts by civil society organisations to prevent gender-based violence necessitates the collection of baseline data that will be used as a platform against which to monitor and evaluate the success of the prevention or intervention programmes.

Sexual violence perpetrated against women and girls is one of the more widespread forms of gender-based violence; though it takes on many different forms. In a 2001 report, the Human Rights Watch found that sexual violence against girls was pervasive in the South African education system.<sup>7</sup> In 2006, the South African Human Rights Commission noted that sexual violence, including abuse perpetrated by educators, was one of the most prevalent forms of violence identified in its hearings on violence in schools.<sup>8</sup> Moreover, in 2011, the U.N. Committee on the Elimination of Discrimination against Women (CEDAW Committee) “expresse[d] grave concern about the high number of girls who suffer sexual abuse and harassment in schools by both teachers and classmates, as well as the high number of girls who suffer sexual violence while on their way to/from school [in South Africa].”<sup>9</sup> A national study conducted in 2012 by the Centre for Justice and Crime Prevention on violence in schools revealed that 4.7% of secondary school learners have been raped or sexually assaulted while at school.<sup>10</sup> It is clear that with violence against girls and women being endemic in South Africa, it results in the creation of a barrier to education for girls. As such, girls end up not attending school due to various forms of sexual abuse or the threat thereof. This affects their ability to perform academically and ultimately complete their schooling; impacting on and limiting their future professional and economic prospects.

People Opposing Woman Abuse (POWA) in partnership with Agisanang Domestic Abuse Prevention and Training (ADAPT) through the Sexual Violence Prevention in Schools in South Africa (SeVissa) Initiative is implementing an intervention project aimed at improving girls' access, retention and

attainment at school through the creation of safer educational environments. The project, having commenced in 2014, will be implemented over five years through various activities aimed at empowering girls and boys with the aim of strengthening the capacity of the school and the community to identify and deal with violence against girls. The intervention project aims not only to facilitate the processes through which girls enhance their capabilities for safety and bodily integrity, but also their capabilities more broadly to claim their rights, achieve education, and to work to transform unjust structures.

The intervention project encompasses a range of activities that include:

- Leadership training for the representatives of the girls' and boys' clubs;
- Advocacy and awareness campaigns led by girls and supported by boys;
- Girls accessing quality sexual violence services;
- Community dialogues and parent meetings on issues relating to sexual violence in schools; and
- Community action teams collaborating with community policing forums (CPFs) to develop safety protocols to prevent the harassment of school girls in public transport.

The intervention project is being implemented in two communities located in Gauteng Province namely; Tembisa and Evaton. Within these two communities, 12 secondary schools have been identified for participation in the intervention project. Ten of these schools are located in Tembisa while the remaining two schools are located in Evaton. These 12 intervention schools fall within the Ekurhuleni and Sedibeng West Education districts, and were included in the intervention on the recommendation of the relevant district Departments of Education who considered these schools to be vulnerable schools.

The intervention was designed to achieve three broad outcomes namely:

- Girls are empowered to advocate for the reduction of sexual violence in their schools;
- Improved access to psycho-social services and legal advice services for learners in and out of the school context and improved access to the services for the community at large; and
- Communities are safer places and more supportive of girls in relation to sexual violence.

See Table 1 for more detail on these outcomes and the selected indicators associated with these outcomes that governed the design of this baseline study.

Table 1: Teenz Alliance Project Outcomes and Indicators

Outcome 1	<b>Girls are empowered to advocate for the reduction of sexual violence in their schools</b>
	<ul style="list-style-type: none"> <li>• Number of girls participating in the sexual violence leadership training who report having increased confidence to lead processes related to addressing sexual violence</li> <li>• Number of girls reporting an increase in their ability to confidently speak out and play an active role in advocating for sexual violence in schools to be addressed and ended</li> <li>• Improved level of confidence resulting in girls participating in sexual violence initiatives (awareness and advocacy campaigns)</li> <li>• The extent to which girls report increased interest and responses from the community, educators and student governing bodies on issues relating to sexual violence in schools</li> </ul>
	<b>Improved access to psycho-social services and legal advice services for learners in and out of the school context and the community at large</b>
Outcome 2	<ul style="list-style-type: none"> <li>• Number of one-on-one and telephone counselling sessions for girls at POWA</li> <li>• Number of girls reporting sexual violence to school safety structures specifically on sexual abuse (rape and sexual harassment)</li> <li>• The number of cases followed up by the school</li> <li>• The extent to which girls report secondary victimisation by the police, healthcare professionals and courts to POWA</li> <li>• The extent to which girls report satisfaction with the services received from police, health care professionals and courts</li> </ul>
	<b>Communities are safer places and more supportive of girls in relation to sexual violence</b>
Outcome 3	<ul style="list-style-type: none"> <li>• Number of survivors reporting support from communities to POWA</li> <li>• There is a point person from the Family Violence Child Protection and Sexual Offences Unit (FCS) of the South African Police Service (SAPS) available for the girls and the community to contact directly in relation to incidents of sexual violence</li> <li>• 50% of boys participating in the sexual violence training having increased knowledge and awareness of what constitutes sexual violence</li> <li>• Number of boys gaining insight on how sexual violence affects girls</li> <li>• The extent to which community perceptions are changing regarding the prevalence of sexual violence in school and their community and how to address it</li> <li>• The extent to which community members believe that sexual violence may decrease in their community because of the implementation of safety measures</li> <li>• Extent to which girls feel they are respected by boys</li> <li>• The extent to which boys understand issues of sexual violence</li> <li>• The extent to which boys speak out against sexual violence against girls (committed by their peers and men in general)</li> </ul>

\* The indicators listed above are the indicators selected by POWA and ADAPT prior to project implementation. The baseline study was also used to assess the measurability of the selected indicators and fine tune the indicators for future measurement where necessary.

## **BASELINE STUDY METHODOLOGY**

### **What is a baseline study?**

A baseline study is a carefully planned collection of primary and secondary data that is used to describe and analyse the socio-economic conditions in a specific location at a given time - usually prior to the implementation of a proposed development intervention. By and large, a baseline study is conducted for the purposes of monitoring and evaluating whether a proposed intervention has successfully achieved its intended outcomes or not. Baseline data are typically used to establish project-related benchmarks for pre-determined indicators. According to the Swedish International Development Authority, benchmarks are defined as “statements or facts describing the situation at a particular time” (pg. 9).<sup>11</sup> These benchmarks provide the basis for comparison to subsequent evaluative data collection and serve as useful reference points when determining whether the desired outcomes of the development intervention – in this case, the Teenz Alliance Project - have been successfully reached or not.

Baseline data is useful for intervention or project planning purposes. It can assist organisations responsible for project implementation with concretising project goals and objectives and can draw attention to a more precise specification of the kind of support and activities needed to accomplish the intended goals and objectives.

Without such an initial assessment, it can be very difficult for organisations to plan, monitor and evaluate the performance of development interventions. Information collected at the outset of a project, helps to set realistic and achievable targets for each project or intervention outcome area and then determines and adjusts progress towards these targets throughout the lifespan of the intervention project.

### **Designing the Teenz Alliance baseline study**

Generally, baseline studies are conducted after an organisation has selected the site/s for project implementation but prior to the actual project being implemented.<sup>12</sup> In practice, this may not always happen. Yet, it is advisable for organisations to conduct their baseline studies as close to project implementation as possible to enable organisations to use the baseline data to inform the finalisation of project work plans. The CJCP was contracted by POWA and ADAPT in September 2016 to conduct the baseline study for the Teenz Alliance Project. The baseline study was conducted a year and a half after the initiation of the intervention project; therefore, at the time of the baseline data collection, some of the project activities had already commenced. A series of community dialogues had already been facilitated in the two communities in which the intervention project is being implemented (i.e. three dialogues were held in 2015 during the 22<sup>nd</sup> of November and the 10<sup>th</sup> of December, and an additional 10 dialogues had been held in 2016

#### ***Reasons for conducting a baseline study***

- It provides a useful reference point against which to measure progress and adjust project implementation where necessary
- Can be used to determine the measurability of the pre-selected indicators and fine-tune the systems for future measurement
- It promotes the participation and engagement of key stakeholders by providing a platform for open discussions among community members and other role-players associated with the intervention
- Can provide useful information that will shape stakeholder and other expectations and communication strategies (i.e. for awareness raising and dialogues with community members)
- Ensures accountability

during the 24<sup>th</sup> of April and 26<sup>th</sup> of July). In addition to these community dialogues, a media awareness campaign (from the 11<sup>th</sup> of April until the 18<sup>th</sup> of July 2016), a sporting campaign (on the 9<sup>th</sup> of December 2015) and a series of stakeholder and implementation committee meetings (conducted between the 13<sup>th</sup> of April and 13<sup>th</sup> of July 2016) had also been completed prior to the commencement of the baseline study. These activities may have had some influence on community knowledge and attitudes and thus need to be borne in mind when interpreting the baseline findings.

A mixed methods approach was adopted for the Teenz Alliance Project's baseline study. This approach involved the collection, analysis and integration of both quantitative and qualitative data to answer the key evaluation questions outlined earlier. Since adequate information required for this baseline study was not already available – either in feasibility studies, needs assessments or other types of exploratory studies - this baseline study was designed to generate this information specifically. As a result, many of the data collection methods selected for this baseline, involved the direct participation of the project beneficiaries and target groups. In addition to providing the data necessary to establish intervention benchmarks, these methods also served to activate and encourage beneficiaries' participation in the planning and implementation of the Teenz Alliance Project.

### **Data collection methods**

The particular data collection methods used for this baseline study were as follows:

#### **Quantitative data collection**

For the quantitative component of the baseline, a survey was used to collect the necessary numerical data. Surveys are important tools for establishing a quantitative baseline against which the success of intervention projects can be measured. Since baseline data needed to be collected from a range of participants - school staff, community stakeholders/members, as well as male and female learners - a series of short structured questionnaires were developed to be completed by the different participants. By and large, these structured questionnaires were designed to provide a quantitative measure of the intervention programme outcome indicators and thus, designed to collect information on the following:

##### *a) Learners (males and females):*

- a. Demographics;
- b. Participant attitudes and beliefs about gender, violence and education;
- c. Perceptions of the forms/types of sexual violence occurring in school;
- d. Places where sexual violence occurs at school;
- e. Personal experiences of sexual violence;
- f. Patterns of risk factors (alcohol use, high levels of community crime and violence; adherence to traditional gender norms and attitudes tolerant of gender-based violence);
- g. Disclosure of and reporting of sexual violence experienced;
- h. Details about who sexual violence was reported to, description of the response, and participants' degree of satisfaction or dissatisfaction with the response;
- i. Awareness and knowledge of policy, school safety structures, and referral processes for responding to sexual violence in the identified schools;
- j. Perceptions of safety in the school environment;
- k. Perceptions of self-efficacy;
- l. Participation in sexual violence prevention initiatives; and
- m. Perceptions of community support to victims of sexual violence.

*b) School staff – educators/principals:*

- n. Availability of school safety policies and school safety structures;
- o. Availability of sexual violence prevention initiatives (other than the Teenz Alliance Project);
- p. Knowledge of what constitutes sexual violence;
- q. The number of sexual violence incidents occurring in schools;
- r. Forms/types of sexual violence occurring in schools;
- s. Places where sexual violence occurs at schools;
- t. The number of cases followed up by the school and the outcome of these cases;

*c) Community stakeholders/members and parents:*

- u. Demographics;
- v. Attitudes and beliefs about gender, violence and education;
- w. Perceptions of what constitutes sexual violence;
- x. Perceptions of the prevalence of sexual violence in the community;
- y. Perceptions of types/forms of sexual violence occurring in the community and schools;
- z. Community's general response to sexual violence;
- aa. Personal experiences of violence;
- bb. Patterns of risk factors (alcohol use, high levels of community crime and violence; adherence to traditional gender norms and norms supportive of and attitudes tolerant of gender-based violence);
- cc. Disclosure of and reporting of violence experienced; and
- dd. Awareness and knowledge of community support structures, and referral processes for responding to sexual violence;

These structured questionnaires were piloted to ensure that the questions were appropriately worded, the intent was understood, and the information desired was something the identified respondents could provide. This was of particular importance for the interviews conducted with young learners in the participating schools.

### **Qualitative data collection**

Qualitative data collection instruments, on the other hand, allow for the exploration of contextual and in-depth information that provide answers to all the *why* and *how* questions posed in evaluation research that quantitative methods are unable to answer. For this baseline research, qualitative data collection tools were used to obtain a deeper understanding of the school and community-level norms and attitudes that underlie violence against girls (and women). More specifically, in-depth information was gathered on the following:

- How much sexual violence there is in the selected schools and surrounding communities, and what its characteristics are;
- Learners', and particularly female learners', perceptions of and actual experiences of safety in the school environment;
- Learners' perceptions of their ability to play an active role in advocating for sexual violence prevention in school;
- How much sexual violence is reported to the relevant school and community authorities, and if it is not, what the reasons for non-reporting are;
- An in-depth description of the participating schools' response to reports of sexual violence;

- a. Whether the school-based sexual violence prevention policies and programmes, where available are working?

A combination of focus group discussions and in-depth interviews were used to collect qualitative information from learners and community stakeholders. These methods are described in more detail below.

#### *Participatory Focus Group Discussions*

Focus group discussions are best suited to exploring group norms, beliefs and practices rather than collecting information on individual beliefs and behaviours and rely on the interactions among participants when responding to the topics that are presented to the groups during the course of data collection. Since the Teenz Alliance Project aims to change learner and community attitudes and beliefs about the equality of the sexes in terms of opportunity to education, consensual sex, and the perpetration of sexual violence, focus groups are the ideal tools to help sketch an in-depth picture of the situation prior to the implementation of the intervention.

The focus groups were carried out using a participatory technique called the *School Mapping Exercise*. This technique was selected on the basis of its appropriateness for use with young participants. In the *School Mapping Exercise*, learners were divided into groups of three or four (depending on the size of the focus group) and each group was asked to construct a map of their school that reflected “safe” and “unsafe” spaces for learners; with these smaller groups at times consisting of all female learners, all male learners or a combination of male and female learners. This mapping exercise allowed not only for the identification of safe and unsafe places at their schools, but also for the exploration of the reasons underlying the precarious nature of these spaces. The discussions with learners were taken even further to obtain their perspectives on the kinds of support services that are available in their schools (should they experience sexual violence or any other violent experience at their school), where these support services are located and the kinds of challenges learners face when attempting to access these services.

The focus groups were usually comprised of between 8 to 10 learners and were facilitated by a trained moderator as well as an assistant moderator – each one having a very specific role to play in the focus group discussions. To facilitate the discussions, the moderators used a discussion guide that provided them with all the necessary guidelines on how to facilitate the group discussions, selecting the location for the discussions as well as seating arrangements within the venues for the discussions, how to introduce the research, explaining to learners how issues of confidentiality will be dealt with and describing what the research will ultimately be used for. On average, these focus group discussions lasted for 45 minutes to an hour and were usually conducted in an empty classroom or hall at the school.

When conducting focus groups on sensitive topics (such as the experiences and perceptions of sexual violence), homogeneity is fundamental to obtaining maximum disclosure. Thus, for the focus group discussions, learners were recruited who were relatively similar with regard to certain demographic variables to increase the group comfort level. The composition of the focus groups at school were generally based on two demographic variables namely age and gender. Learners were recruited across grades 8 and 9 at the participating schools. All focus group discussions were audio-recorded with the permission of the participants.

### *Semi-structured interviews*

Semi-structured interviews can be thought of as conversations between an interviewer and an interviewee with the intention of exploring and obtaining an in-depth understanding of the interviewee's experiences and perceptions of a specific topic. For the baseline research, a series of semi-structured interviews were conducted with key community stakeholders from both communities in which the Teenz Alliance Project is being implemented. The specific stakeholders to interview were identified jointly by the POWA, ADAPT and CJCP staff. These stakeholders were all purposively selected due to the belief that they held specific opinions, knowledge and experiences with regard to sexual violence that had to be sought out to obtain a comprehensive understanding of sexual violence and its related characteristics in Tembisa and Evaton. These interviews were audio-recorded with the stakeholders' consent, and generally lasted between 45 minutes to an hour.

### **Ethical considerations**

All research studies are governed by a number of core ethical principles. These are based on standard ethical practice in the field of social science research. At their heart, these practices ensure that participating in a research study should cause no harm to respondents and that all research should have some social value. As a result of this, the dignity and wellbeing of participants are considered at every stage of a study. The specific ways in which harm was minimised and high ethical standards maintained in the baseline research, is outlined below.

Obtaining informed consent is a critical ethical practice in both quantitative and qualitative methodologies. For this baseline study, each questionnaire was preceded by a verbal and written briefing that contained an introduction to the interviewee, the project objectives and purpose, and the areas to be explored. Potential respondents were informed of their right to ask any questions, of the voluntary nature of the participation in the study, and of their right to stop the interview at any time, as well as to ask any questions relating to the study at any time. A written form with this information was provided, and each respondent confirmed in writing that they had been provided with adequate information on the project, that they were voluntarily participating in the study, and that they agreed to be interviewed. For all interviews conducted with learners, consent was sought from their parents/legal guardians as well as the learners themselves.

Maintaining participants' confidentiality and privacy is also essential to preventing participants from experiencing the research process as harmful. Any identifiers captured during the interview process were for consent, quality control, and check-back purposes only. Interviews were conducted in private on a one-on-one basis with an enumerator who was of the same sex as the learner being interviewed. Any limits to confidentiality were also clearly communicated to learners as well as their parents/legal guardians at the onset of the research. One such limit in this study, is the researcher's legal obligation to report any sexual abuse or violence that may be disclosed during the course of the study that had not been previously reported. Both parents and learners were informed about this during the informed consent and assent processes. In the event, that a learner disclosed unreported sexual violence during the course of the interview, the learner was referred to either a male or female social worker affiliated with POWA and ADAPT to provide the necessary psycho-social support.

Conducting research on sensitive topics such as sexual violence has the potential to awaken unresolved emotions. The psychological impact of participating in a research study of this nature may be immediate or delayed. Prior to the commencement of the baseline data collection, Field Supervisors and Enumerators participated in a two-day intensive training session that covered a range of topics including the purpose of the research, sampling procedures, roles and responsibilities of Field Supervisors and Enumerators, research ethics, interviewing techniques, reporting cases of sexual



abuse disclosed during the study, and procedures to follow when arranging referrals and debriefing for learners who may be affected emotionally by participating in this baseline study.

## The baseline study sample

### Quantitative data collection

#### *The community survey:*

For the community survey, a total of 522 participants were randomly selected across seven wards in the two communities in which the Teenz Alliance Project is being implemented (i.e. Evaton and Tembisa). All (100%) community members surveyed were black Africans. More males (60.2%) than females (39.8%) participated in the community survey. Participants ranged in age from 18 to 86 years, with the average participant being 36 years of age ( $M=35.9$ ;  $SD=13.86$ ). When comparing participants from Evaton and Tembisa, the same trends regarding the sex and race of the participants were observed, however, participants in Evaton were, on average, three years older than participants in Tembisa.

Most of the community members surveyed, had completed some form of secondary schooling, with more participants from Tembisa having completed their matric and some form of post-school qualifications. See Table 2 below for details.

*Table 2: Demographic profile of the community sample (n=522)*

Tembisa (n=373)		Evaton (n=149)	
Race	Black Africans (100%)	Race	Black Africans (100%)
Sex	Male (60.3%) Female (39.7%)	Sex	Male (59.7%) Female (40.3%)
Age	Age range 18 – 75 years Mean age = 34.96 years Standard Deviation = 13.571	Age	Age range 18 – 86 years Mean age = 38.13 years Standard Deviation = 14.362
Main language	Zulu (42.1%) Northern Sotho (24.1%)	Main language	Sotho (71.8%) Zulu (16.1%)
Marital status	Single or never married (57.6%) Civil or customary marriage (25.5%) Living with a partner (9.1%) Widowed (3.2%) Single due to divorce (3.2%) Engaged (1.3%)	Marital status	Single or never married (43.6%) Married (30.9%) Living with a partner (16.1%) Widowed (6.7%) Single due to divorce (2.7%)

Highest completed level of education	Grade 1-7 (7.8%) Grade 8-11 (41%) Grade 12 (36.7%) Post-school certificate (6.2%) Diploma (5.4%) Undergraduate degree (2.1%) Post-graduate degree (0.3%) Skills development course (0.3%)	Highest completed level of education	Grade 1-7 (14.1%) Grade 8-11 (51%) Grade 12 (25.5%) Post-school certificate (5.4%) Diploma (0.7%) Undergraduate degree (0.7%) Post-graduate degree (2%) Skills development course (0.7%)
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Although the community males and females surveyed generally had similar levels of completed education, notably more male participants had completed their matric – a total of 37.9%, compared to only 26.9% of females who reported the same.

*Table 3: Highest level of completed education, by sex (n=522)*

Males	Females
No schooling (0%)	No schooling (0.5%)
Grade 1-7 (9.9%)	Grade 1-7 (9.1%)
Grade 8-11 (42.7%)	Grade 8-11 (45.7%)
<b>Grade 12 (37.9%)</b>	<b>Grade 12 (26.9%)</b>
Post-school certificate (3.5%)	Post-school certificate (9.6%)
Diploma (4.1%)	Diploma (3.8%)
Undergraduate degree (1.3%)	Undergraduate degree (2.4%)
Post-graduate degree (0.3%)	Post-graduate degree (0.5%)
Skills development course (0.3%)	Skills development course (1.4%)

Unemployment was widespread in both communities; with more than a third of participants overall being unemployed (i.e. including those seeking & not seeking work) at the time of the study. A total of 23.2% of all community members surveyed were employed full-time, while just under a tenth (9.4%) were employed on a part-time basis, and 9.4% were self-employed. Reported levels of unemployment (seeking & not seeking work) were higher in Tembisa – with just over 35% of residents surveyed from that community being without employment, compared to under a third of residents surveyed from Evaton. More community adults from Evaton reported being employed (including full-time, part-time and self-employment) than those from Tembisa. See Table 4.

*Table 4: Current occupational status of community members (n=522)*

	Total	Tembisa	Evaton
Full-time scholar or student	<b>10.7</b>	12.1	7.4
Retired or pensioner	<b>7.7</b>	6.4	10.7
Housewife	<b>3.8</b>	5.1	0.7
Unemployment, seeking work	<b>32.4</b>	33.8	28.9
Unemployment, not seeking work	<b>3.4</b>	3.5	3.4
Part-time employed	<b>9.4</b>	8.6	11.4
Full-time employed	<b>23.2</b>	21.2	28.2
Self-employed	<b>9.4</b>	9.4	9.4

Overall, males were statistically more likely to be employed either full-time (28.7%), part-time (10.8%) or on a self-employed basis (11.8%) when compared to females (14.9% were employed full-time, 7.2% part-time and 5.8% were self-employed). In addition to this, one in ten (9.6%) females interviewed reported being housewives.

#### *The school survey:*

In addition to the community survey, a school survey with learners and educators was also conducted. A total of 602 learners participated in the school survey. These learners were recruited from the 12 secondary schools participating in the Teenz Alliance Project. Ten of these schools were located in Tembisa while the other two schools were located in Evaton. At each school, structured interviews were conducted with approximately 50 learners.

The entire school sample was comprised of black learners (100%) and learners who were in grade eight at the time of being interviewed (100%). The learners ranged in age from 12 to 16 years, with the average learner being 13.4 years of age ( $M=13.4$ ;  $SD=.954$ ). Female learners accounted for more than half (54%) of the sample while males comprised 46% of the learner sample.

*Table 5: Demographic profile of the learner sample (n=602)*

		Total	Evaton (n=104)	Tembisa (n=498)
Gender	Male	46.0	54.8	44.2
	Female	54.0	45.2	55.8
Race	Black	100.0	100.0	100.0
Grade	Eight	100.0	100.0	100.0
Age	Mean age	13.4 years	13.4 years	13.4 years

To get a sense of who the learners' primary caregivers are, learners were asked to indicate who the primary female adult and primary male adult were in their household. To a large extent, mothers were identified as the primary female adult in the learners' households (82.6%), followed by grandmothers, who were identified by 10.5% of the learners as their primary female adult in their homes. A total of 1.3% of learners reported that there was no primary female adult in their homes. A greater number of learners in Tembisa were living in households where their grandmothers (11.2%) were their primary female caregivers, while a greater number of learners in Evaton were living in homes where their mothers (85.6%) were their primary female caregivers.

*Table 6: Primary female adult in the learners' households*

	Total (n=602)	Evaton (n=104)	Tembisa (n=498)
<b>Primary female adult in the household</b>			
Mother	82.6	85.6	81.9
Aunt	3.2	2.9	3.2
Grandmother	10.5	6.7	11.2
Older sister	1.5	1.9	1.4
Stepmother or father's girlfriend	0.8	0.0	1.0
None, no primary female adult in the home	1.3	2.9	1.0

Just under 50% of the learners identified their fathers (49.3%) as the primary male adult in their households, while close to one in four learners (24.1%) reported that there was no primary male adult in their households. Other primary male adults in the home were reported as being uncles (10.6%), grandfathers (5.8%) and older brothers (5%). More learners in Evaton reported living in homes where their fathers (51.9%) were their primary male caregivers. See Table 7.

*Table 7: Primary male adult in the learners' households*

	Total (n=602)	Evaton (n=104)	Tembisa (n=498)
<b>Primary male adult in the household</b>			
Father	49.3	51.9	48.8
Stepfather or mother's boyfriend	4.8	4.8	4.8
Uncle	10.6	10.6	10.6
Grandfather	5.8	2.9	6.4
Older brother	5.0	5.8	4.8
None, no primary male adult in the home	24.1	24.0	24.1

In addition to learners, a total number of 60 school staff also participated in the baseline study. In terms of racial profiling, all (100%) of those who were interviewed were black. There were slightly more male (51.7%) than female (48.3%) educators and other school staff surveyed. This gender difference was more pronounced on a community level, where in Tembisa 54% of the participating school staff were male, while 46% were female; a trend that was consistent with the overall gender breakdown of the educator sample. Conversely, in Evaton, there were more female educators (60%) interviewed than males (40%).

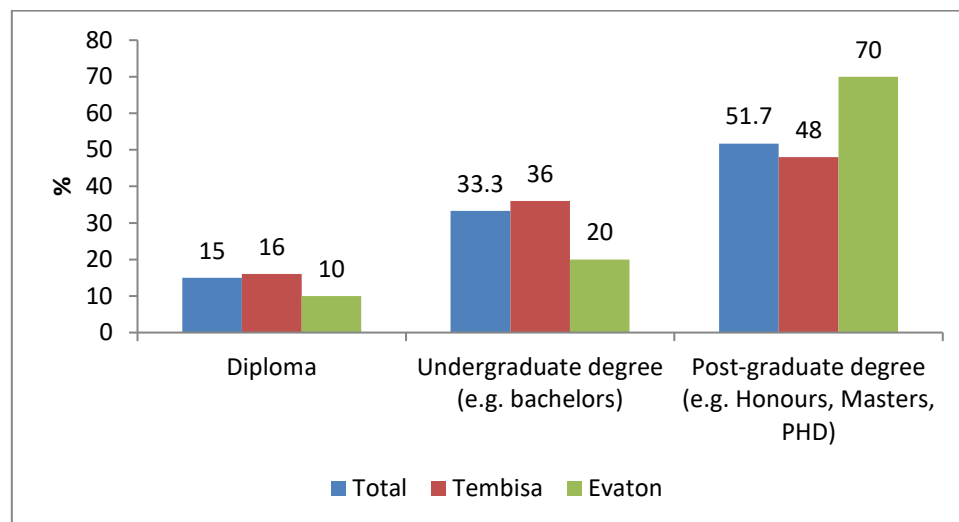
*Table 8: Demographic profile of the educator sample (n=60)*

		Total (n=60)	Tembisa	Evaton
Gender	Male	51.7	54.0	40.0
	Female	48.3	46.0	60.0
Race	Black	100.0	100.0	100.0
Age	Under 25 years	6.7	8.0	0.0
	26-35 years	13.3	14.0	10.0
	36-45 years	26.7	32.0	0.0
	46-55 years	40.0	34.0	70.0
	56 and older	13.3	12.0	20.0

Educators between the ages of 36 and 55 years accounted for close to 70% of the entire educator sample. However, educators in Evaton were generally older, and therefore possibly had more years of teaching experience, than educators in Tembisa. See Table 8.

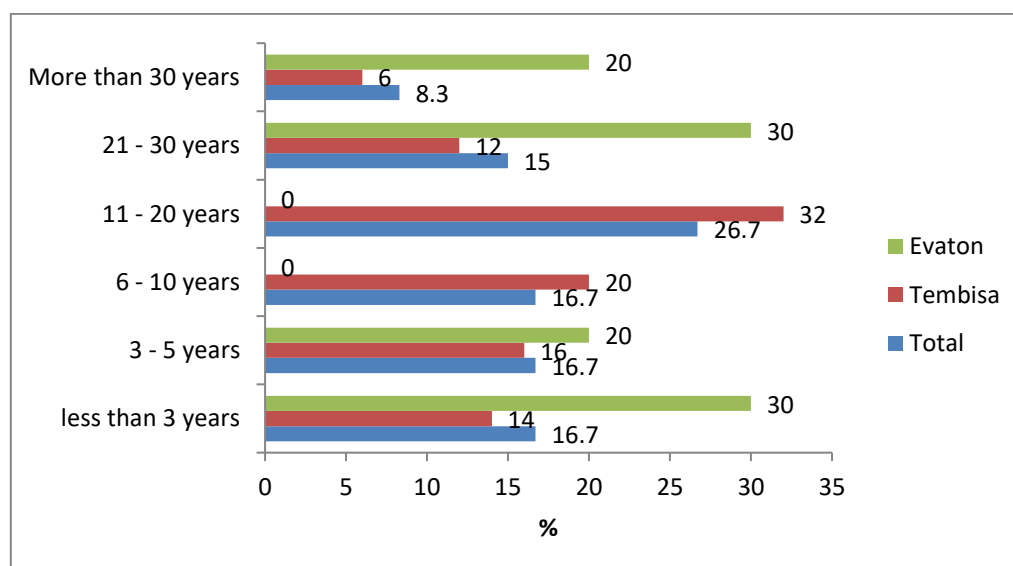
Just over half (51.7%) of the total educator participants had obtained a post-graduate degree; although this was more prevalent in Evaton (70%) than in Tembisa (48%). A third of the overall educator sample had completed an undergraduate degree, while 15% said that they had acquired a diploma as their highest level of completed education.

Figure 1: Educators' highest level of completed education (n=60)



The number of years which educators and other school staff had reportedly been working at their current schools varied from just one year, to as many as 36 years. Half of those from Evaton had been at the school for five or less years, while the other half had been working there for over 30 years. There was much more of a spread amongst the Tembisa staff, with the majority (52%) falling between ten and 30 years (a category not populated at all by Evaton respondents). More details on these findings are displayed in Figure 2 below.

Figure 2: Educators' number of years teaching at the school (n=60)



### Qualitative data collection

As part of the qualitative component of the study, a series of sit-down in-depth interviews were conducted with various stakeholders in both Tembisa and Evaton, as well as, focus group discussions with learners. All interviews were conducted in private, on a one-on-one basis. The community stakeholders interviewed consisted of a wide range of individuals dealing with sexual violence in these communities, in one way or another. These stakeholders are listed in Table 9.

*Table 9: Community stakeholders/service providers interviewed*

<b>Profession</b>	<b>Institution/Organisation</b>	<b>Location</b>
Volunteer	Street Committee	Tembisa
Professional Nurse	Thutuzela Care Centre	Evaton
Community Volunteer		Tembisa
FCS Officer	SAPS	Tembisa
Forensic Nurse	Thutuzela Care Centre	Tembisa
Community Volunteer		Tembisa
Volunteer	Street Committee	Tembisa
Social Worker	Ekurhuleni Municipality	Tembisa
Prosecutor	National Prosecuting Authority	Tembisa
Social Auxiliary Worker	Child Line & Thutuzela Care Centre	Evaton
Former Ward Counsellor	Emfuleni Municipality	Evaton
Sergeant	SAPS	Evaton
Captain	SAPS	Evaton

All interviews lasted approximately 45 mins to an hour. Interviews were audio-recorded with the consent of the participants. In addition to this, six focus group discussions were conducted with Grade Eight learners recruited from a selection of the 12 high schools participating in the Teenz Alliance Project. These discussions were facilitated by a trained moderator and assistant moderator. The group discussions also lasted an average of 45 mins.

## PERCEPTIONS OF SAFETY

The democratic right to safety and security, which includes a lifestyle free of fear, is enshrined in the South African constitution. Despite this, increasing levels of crime and violence in South Africa contribute towards the fear of victimisation, leaving communities feeling exposed and vulnerable. Women and girls are often at the receiving end of the egregious violence. This baseline study set out to obtain an initial assessment of the levels of safety among community members, learners and other school staff participating in the Teenz Alliance Project.

### Perceptions of community factors affecting safety

Personal perceptions of safety can be influenced by an array of different factors, including those associated with the area in which one lives. Available research has identified several community factors, often referred to as “incivilities”, that have been found to be linked to lower levels of perceived safety amongst people. These include poor lighting in the community, empty and abandoned buildings, graffiti, poor maintenance of public spaces in the community, vandalism, loitering on street corners, the frequent occurrence of criminal activities, easy accessibility of alcohol and drugs, and the visibility of drunkenness.<sup>13</sup>

Participants in the community survey were asked whether they liked their community. In response to this question, largely positive responses were recorded. More than 80% of the community participants claimed that they liked their community “all the time”. One in ten (12.3%) participants, however, asserted that they liked their community, but “only sometimes”, and 5.4% reported a constant dislike for their community. More residents from Evaton (10.7%) expressed this latter sentiment.

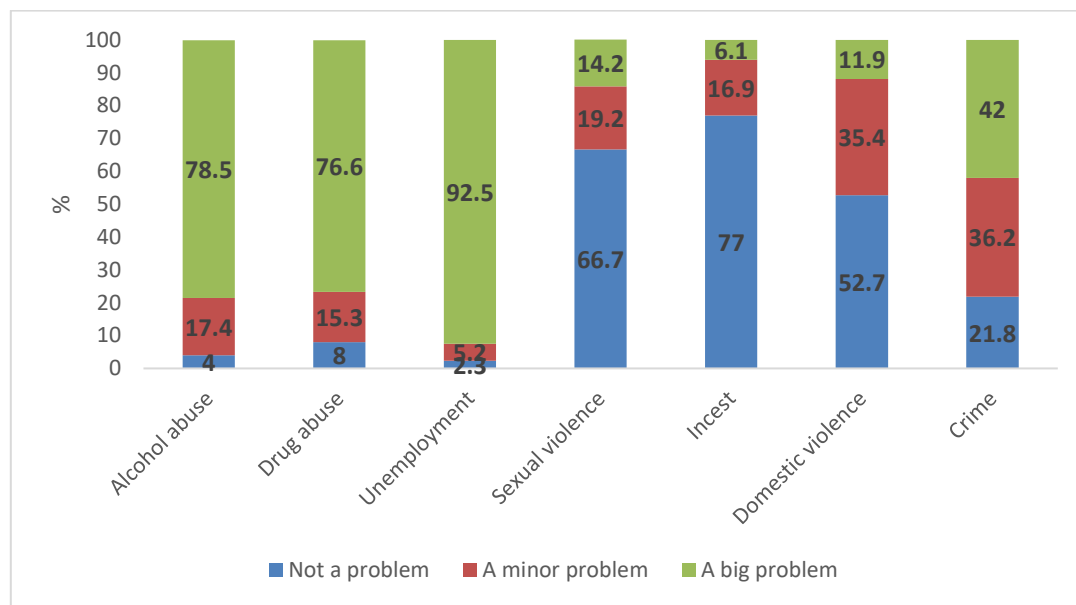
*Table 10: Community participants who liked their community*

Would you say that you like your community?		Total (n=522)	Evaton (n=149)	Tembisa (n=373)
	All the time	82.4	78.5	83.9
	Only sometimes	12.3	10.7	12.9
	Never	5.4	10.7	3.2

Most (78.1%) participants had lived in their communities for longer than five years; suggesting a wealth of knowledge about the community and its associated challenges. Only 21.9% reported having lived there for a shorter period (i.e. less than five years). To explore the social problems plaguing the communities of Evaton and Tembisa, community participants were presented with 12 common social ills - that are usually indicative of crime and violence and general disorder in a community - and were asked to indicate how big of a problem they thought these issues were in their community. The 12 social ills asked about were substance abuse (both alcohol and drug abuse), unemployment, gangsterism, physical violence, domestic violence, empty or abandoned buildings, crime, incest, vandalism, loitering and sexual violence.

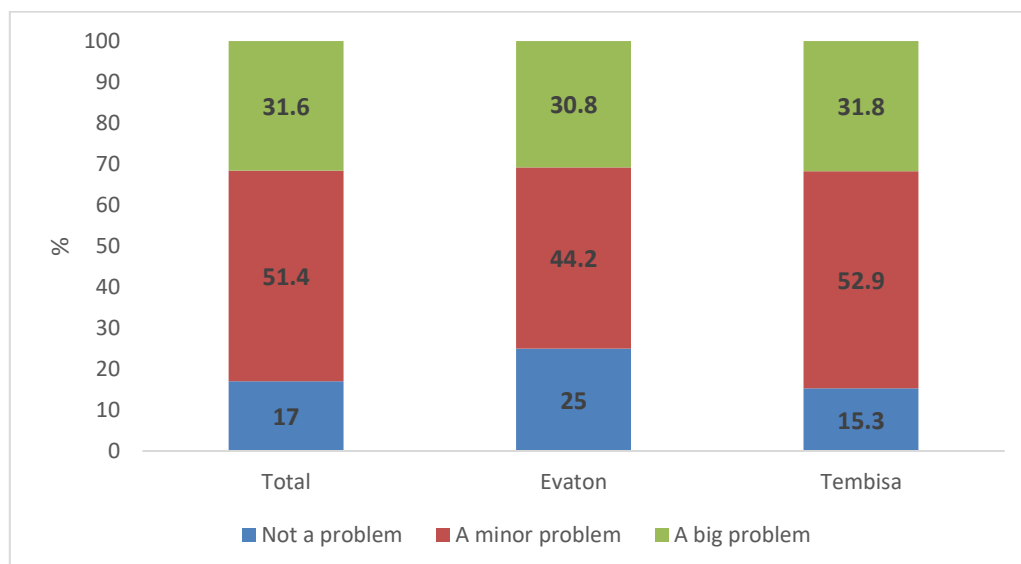
Overall, unemployment was viewed as the biggest problem in these communities, with 92.5% of respondents reporting that it is “a big problem” in their community. Following unemployment, alcohol abuse (78.5%) and drug abuse (76.6%) were also viewed as big problems, with three out of every four community members reporting this. A total of 42% also viewed crime as a huge problem affecting their community. Contrary to this, community members were noticeably more likely to report that sexual violence (66.7%), incest (77%), and domestic violence (52.7%) were “not a problem” in their community. See Figure 3.

Figure 3: Community perceptions of common social ills (n=522)



The community perceptions regarding the prevalence of sexual violence in their community was inconsistent with the perceptions of learners, who were more inclined to view sexual violence as a problem in their community. In the school survey, one in every two learners (51.4%) reported that sexual violence was a minor problem in their community, while 31.6% - close to a third of the learner sample – reported that sexual violence was “a big problem” in their community. This view was more pronounced in Tembisa – with 31.8% of learners reporting that sexual violence was a big problem in their community, and 52.9% asserting that it was a minor problem.

Figure 4: Learners' perceptions of the prevalence of sexual violence in their community (n=601)

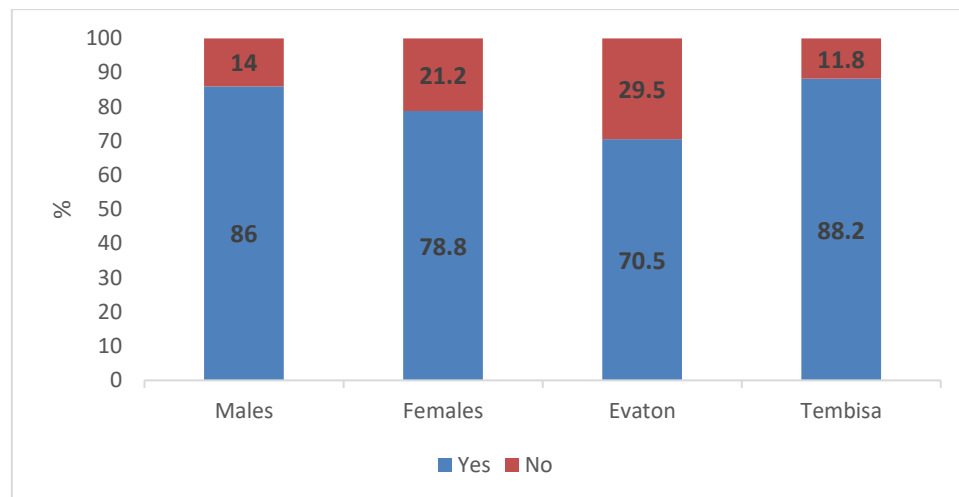




## Perceptions of own and others' safety in the community

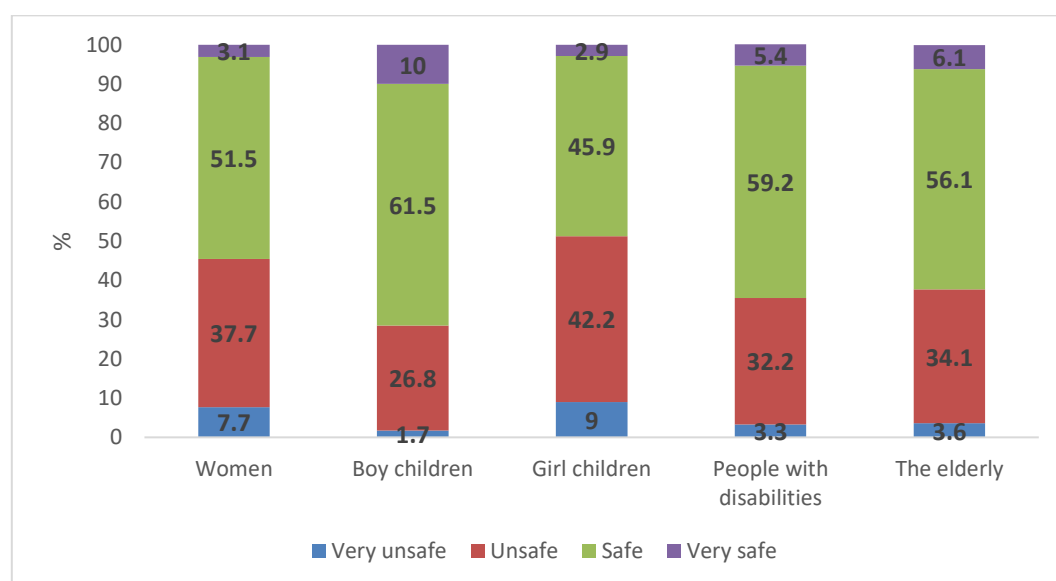
Despite the prevalence of these social ills in the community, eight out of every ten (83.1%) community members reported feeling safe in their community. Males (86%) felt significantly safer in their communities when compared to females (78.8%;  $p=.033$ ). When comparing perceptions of safety in Evaton and Tembisa, participants from Evaton (70.5%) reported significantly lower levels of safety than those surveyed in Tembisa (88.2%;  $p<.001$ ).

Figure 5: Community perceptions of safety, by sex and area (n=522)



In addition to their own feelings of safety, community members were also asked to indicate how safe they thought others in their community were, such as women, boys, girls, the elderly and people with physical and mental difficulties. From the figure below, it becomes apparent that girl children are viewed as particularly vulnerable in these communities – with one in every two community participants reporting that Tembisa and Evaton are unsafe or very unsafe for girl children. Women, too, were regarded as unsafe in these communities – though not to the same extent as girl children.

Figure 6: Perceptions of other people's safety in the community (n=522)



Contrary to this, the elderly, people with physical and mental difficulties, and boy children were generally viewed as more safe in the community – with more than 60% of the adults in the community survey reporting that these individuals are generally safe or very safe in Tembisa and Evaton. This could be attributed in part to the belief that the elderly and those with physical and emotional difficulties generally have less social interaction, and tend not to leave their homes as often as other community members would, particularly at night time. Interestingly, boy children were perceived to be the least vulnerable of all in Tembisa and Evaton. See Figure 6.

Since males and females have different lived experiences regarding safety, analyses were done to determine whether they have different perceptions regarding the safety of others in their community. The analyses revealed significant differences between the males and females concerning their perceptions of safety in the communities in which they live. By and large, female respondents believed that women, girl children, people with physical and mental difficulties, and the elderly were more vulnerable to crime and violence when compared to their male counterparts ( $p < .001$ ). Females were also of the opinion, that boy children in Tembisa and Evaton, are a lot safer than any of these other vulnerable groups asked about ( $p < .001$ ). Similar trends were observed in the individual communities.

*Table 11: Perceptions of safety, by sex (n=522)*

	<b>Very unsafe</b>	<b>Unsafe</b>	<b>Safe</b>	<b>Very safe</b>
<i>How safe are women?</i>				
Males	0.6	33.1	62.7	3.5
Females	18.3	44.7	34.6	2.4
<i>How safe are boy children?</i>				
Males	0.6	33.8	60.5	5.1
Females	3.4	16.3	63.0	17.3
<i>How safe are girl children?</i>				
Males	1.9	40.1	54.8	3.2
Females	19.8	45.4	32.4	2.4
<i>How safe are people with physical and mental difficulties?</i>				
Males	1.6	29.9	64.0	4.5
Females	5.8	35.6	51.9	6.7
<i>How safe are the elderly?</i>				
Males	1.0	29.3	64.3	5.4
Females	7.7	41.3	43.8	7.2

Gender has been found to be the strongest predictor of fear of crime and lower levels of safety. Even though men generally experience higher levels of victimisation than women, research suggests that females continue to fear crime more than their male counterparts do. Men and women have different interpretations of crimes or situations that contain the threat of physical harm, and the fact that young girls and women are viewed as less safe in the community could be attributed in part to their physical stature and vulnerability.

To explore learner feelings of safety, the learners were asked to indicate how safe or unsafe they felt in various places in their community. Learners were asked specifically about their perceptions of safety in the street in their community, at public recreational places, commercial or retail places, places of public transport in their community and while travelling on public transport. See Table 12.

Table 12: Learner perceptions of safety in their community (n=602)

	Total	Evaton (n=104)	Tembisa (n=497)
<i>How safe do you feel on the street in your community?</i>			
Not safe at all	3.8	0.0	4.6
Not safe	26.3	33.7	24.7
Safe	63.9	61.5	64.4
Very safe	6.0	4.8	6.2
<i>How safe do you feel at public recreational places in your community?</i>			
Not safe at all	11.1	4.8	12.5
Not safe	30.1	46.2	26.8
Safe	57.9	46.2	60.4
Very safe	0.8	2.9	0.4
<i>How safe do you feel at commercial or retail places in your community?</i>			
Not safe at all	8.8	1.9	10.2
Not safe	22.9	36.5	20.1
Safe	66.4	56.7	68.5
Very safe	1.8	4.8	1.2
<i>How safe do you feel at public places of transport in your community?</i>			
Not safe at all	17.8	10.6	19.3
Not safe	39.4	49.0	37.3
Safe	42.5	38.5	43.4
Very safe	0.3	1.9	0.0
<i>How safe do you feel while using public transportation in your community?</i>			
Not safe at all	13.3	1.9	15.7
Not safe	39.4	48.1	37.6
Safe	46.5	49.0	46.0
Very safe	0.8	1.0	0.8

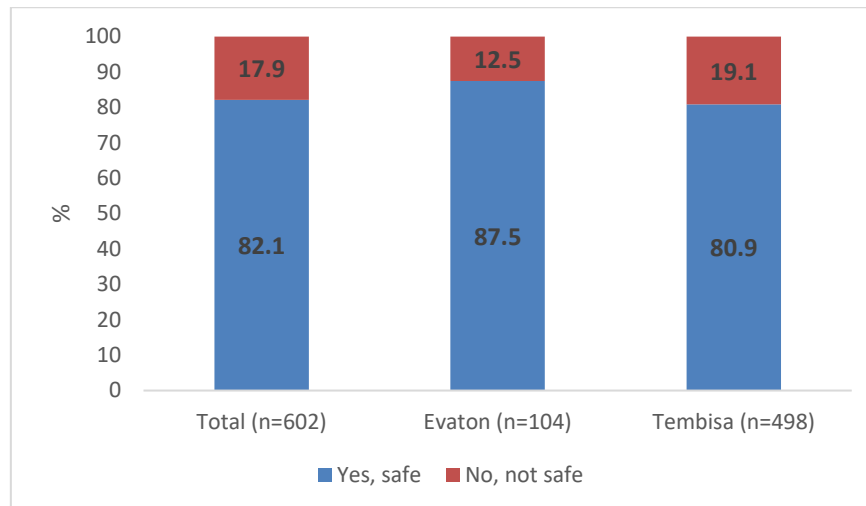
As with the community members, learners also reported generally high levels of safety in their community. However, the data showed that learner perceptions of safety varied depending on the specific area in the community they were asked about. Overall, seven out of every ten learners reported that they felt safe (63.9%) or very safe (6%) in the street in their community or at public commercial or retail places in their community (66.4% felt safe and 1.8% felt very safe). Just under 60% of the learner sample reported feeling safe (57.9%) or very safe (0.8%) at public recreational places in their community, while more than a third were not safe (30.1%) or not safe at all (11.1%) in these places.

Learners felt the least safe when at places of public transport or while using public transport in their community. Close to 60% of the sample, were not safe (39.4%) or not safe at all (17.8%) at public places of transport such as train stations, taxi ranks or at a bus terminus or stop. Similar experiences were shared by learners from both communities – with learners from Evaton reporting slightly lower levels of safety at these areas in their community. Travelling on public transport in these areas seemed to be an activity that caused learners to feel fearful and apprehensive. One in every two learners surveyed, stated that they were not safe (39.4%) or not safe at all (13.3%) when using public transport in their community. Learners in Tembisa reported higher levels of fear when using public transport in their community, when compared to learners in Evaton. See Table 12 for comparative percentages. These findings underscore the need for the Teenz Alliance Project to collaborate with community policing forums (CPFs) to develop safety protocols to prevent the harassment of school girls at places of public transport, or while making use of public transport in their community.

## Learner and educator perceptions of safety at school

Regarding perceptions of safety at school, more than 80% of all learners surveyed reported feeling safe while at school (n=494). Even so, 17.9% - one in every six learners – did not feel safe while at school (n=108). Lower levels of safety at school were reported by learners from schools in Tembisa (19.1%) compared to learners from schools in Evaton (12.5%). See Figure 7.

Figure 7: Learner feelings of safety at school



Female learners were significantly more likely to report lower levels of safety at school, when compared to male learners. One in five (22.2%) female learners did not feel safe at school (n=72), compared to only 13% of male learners who reported the same (n=36; p=.004).

Reasons for feeling unsafe at school varied. The most frequently mentioned reasons were the sexual harassment and assault of female learners, robbery and theft of learner belongings especially money, the prevalence of physical fighting involving learners at school, and drug use by other learners.

The actual occurrence and threat of sexual violence emerged as the most common reason for feeling unsafe at school. Not surprisingly, this reason was shared primarily by female learners who reported that these sexual acts often occurred at the school toilets. From the extracts below it becomes clear that female learners are often subjected to a wide array of sexual acts including unwanted sexual touching, verbal and physical harassment by male learners at their school. The threat of rape is also very real to these female learners.

*“Sometimes boys enter the girls’ toilets and bully girls so I feel it is not safe. They may rape”* (13-year-old female from Evaton)

*“Because most of the time boys like to touch my private parts and even take my money”* (12-year-old female from Tembisa)

*“Because some boys like to rape and kiss girls by force”* (15-year-old female from Tembisa)

*“Because boys like to touch our private parts and lift up our skirts”* (12-year-old female from Tembisa)

*"Boys take advantage of girls" (14-year-old female from Tembisa)*

*"Boys like to swear at girls and touch their private parts" (12-year-old female from Tembisa)*

*"I'm afraid of boys that they can rape me because when our toilets are not working, we use boys' toilets" (13-year-old female from Tembisa)*

*"Boys like to do nasty things to girls" (13-year-old female from Tembisa)*

*"Boys like to harass girls" (12-year-old female from Tembisa)*

*"There are boys who like to stand near girls' toilets and they like to touch girls' private parts I'm afraid. I thought they might rape me" (14-year-old female from Tembisa)*

*"Boys like to do bad things to girls for example beat them and touch their private parts" (14-year-old female from Tembisa)*

*"Boys like to do bad things to girls like touching their buttocks and breast" (14-year-old female from Tembisa)*

*"Afraid that the older boys can force me to sleep with them" (13-year-old female from Tembisa)*

*"Boys chasing after girls and lift our skirts up" (13-year-old female from Tembisa)*

*"Boys they like to grab us and sometimes lift up our skirts" (12-year-old female from Evaton)*

*"Because there are male teachers taking advantage of school girls" (14-year-old female from Evaton)*

*"There is chances of being raped, boys smoke dagga next to girls' toilet" (12-year-old female from Tembisa)*

In the focus group discussions with learners, toilets also emerged as one of the areas at school where learners felt most unsafe. When learners were asked to explain why they felt unsafe at the toilets, the threat of sexual violence once again was highlighted.

Facilitator: *"...so if there are places that you identify as safe, then tell us why those places are safe and the places you identify as unsafe, you can tell us why they are unsafe."*

Female learner: *"at the boys' toilet (we feel unsafe) because most of the time they smoke there and then we can come across it in our toilet ... the fact (is) they get inside the girls' toilet..."*

Female learner: *"...okay let me just tell you...do you know, those boys sit there, some of them attend the class. If they don't attend then they sit in the toilet. So sometimes we say we, "I want to pee" but we can't go to the toilet because, next door, those boys are always there, singing."*

The regular occurrence of robbery and theft of learner belongings also caused learners to feel fearful at school. This was reported more often by male learners. These robberies and thefts were often perpetrated by older learners at the school – with learners who have recently been initiated also being implicated. School toilets were once again identified as the place at school where these robberies and thefts tended to occur most of the time. Furthermore, it became apparent that the learners responsible for committing these robberies and thefts at school, were often under the influence of substances.

*“The initiates bully us and rob us here at school” (12-year-old male from Evaton)*

*“Lots of robbery in our toilets. Bullies are ruling our school” (14-year-old male from Tembisa)*

*“Older learners took our money” (12-year-old male from Tembisa)*

*“Grade 12’s and 11’s rob us our money when we are using toilets” (13-year-old male from Tembisa)*

*“We are the victims of robbery, we report to the teachers then after school we (are) in trouble” (13-year-old male from Tembisa)*

*“Older learners took our money in the toilets” (14-year-old male from Tembisa)*

*“Other learners threaten us and take our money” (13-year-old male from Evaton)*

*“Learners that are smoking on the toilets stole our money” (15-year-old male from Tembisa)*

*“Elder boys rob us and locked us at the toilets” (13-year-old male from Tembisa)*

*“Bullies that are smoking on the toilets stole our money” (14-year-old male from Tembisa)*

*“Elder boys rob us, took our money by force and locked us in the toilets” (12-year-old male from Tembisa)*

*“Older learners took our money when we go to the toilets” (13-year-old male from Tembisa)*

*“Because the bullies are creating headaches for younger learners, robbing us our money” (13-year-old male from Tembisa)*

*“Older boys are robbing us ... and we can’t make use (of the) toilet freely because those big boys are there to rob us” (12-year-old male from Evaton)*

*“We are robbed at the toilets by big boys and by those who are gambling there” (14-year-old male from Tembisa)*

Fights were also common at school, causing other learners to feel fearful and apprehensive. What became apparent about the physical fighting at school is that it often involved male learners, learners who had just been initiated, and the use of weapons.

*“Most learners always fight with weapons” (12-year-old male from Evaton)*

*“Learners (are) always fighting” (13-year-old male from Tembisa)*

*“Because boys like to fight” (15-year-old female from Evaton)*

*“Boys smoke dagga then like to fight with each other” (13-year-old female from Tembisa)*

*“Initiates usually come at school and fight with other learners” (13-year-old male from Evaton)*

*“When boys fight they use knives and I’m scared of that” (15-year-old male from Evaton)*

In the focus group discussions with learners, they were asked to identify the areas at their school where they felt the safest. The quotes below reveal that learners feel safest in the presence of adults at their school or when in close proximity to the principal, educators or other adults at their school.

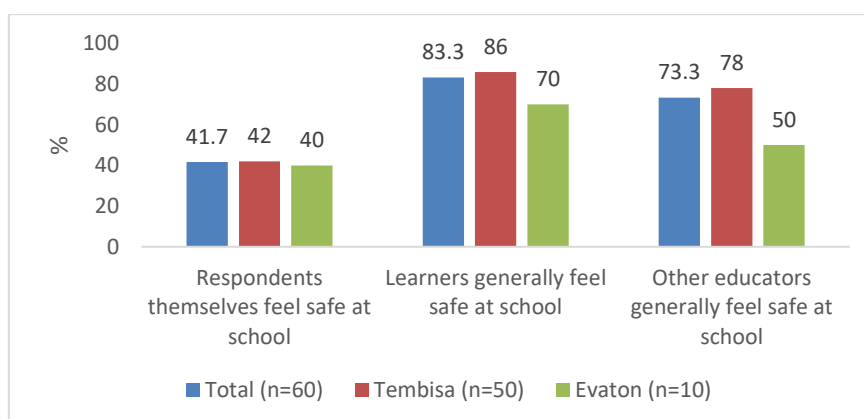
Female learner: *“...We feel much safer here at the parking lot because it is near the office, the principal can come out at any time...or near our classroom where our class teachers will be here, and also at the security gate. That is where we feel safe also.”*

Female learner: *“Office, it’s the way, when you go to the office and you also feel safe because there are a lot of teachers. If you need help, you go there.”*

Male learner: *“The assembly is safe and the corner of the staff room is safe and the doorway...and at the back of the rugby posts and on the gate, it is safe because there are CPFs. If they find you doing something that is not in order, they will punish you.”*

To further gauge the safety of learners at school, in the school survey, educators at the 12 high schools where the Teenz Alliance project is being implemented, were also asked how safe they thought learners at their schools were. Most of the educators were of the opinion that learners at their school felt safe (83.3%) – this was more pertinent among educators from Tembisa (86%) compared to those from Evaton (70%). Interestingly, educators from both Evaton and Tembisa seemed to believe that learners generally felt safer at school, than educators did. See Figure 8 below for these percentages.

*Figure 8: Educators' perceptions of their own, learners' and other educators' safety at school*



The educators themselves, generally did not feel safe at school – with less than half (41.7%) of all educators surveyed claiming to feel safe at school. Similarly, only approximately 40% of educators from Tembisa (42%) and Evaton (40%) felt safe while at school. It's not hard to understand how educators can feel fearful and unsafe at school, when theft (90%), vandalism (90%), drugs (86.7%), bullying (85%), verbal violence (81.7%), physical safety issues (73.3%) and dangerous objects (71.7%) are at the order of the day in these schools. See Table 13 below for a complete list of perceived school-related barriers to effective teaching and learning at these schools.

*Table 13: Barriers to teaching as identified by educators (n=60)*

	Total	Tembisa	Evaton
Theft	90.0	90.0	90.0
Vandalism	90.0	88.0	100
Drugs	86.7	88.0	80.0
Bullying	85.0	82.0	100
Verbal violence	81.7	82.0	80.0
Physical safety	73.3	72.0	80.0
Dangerous objects	71.7	70.0	80.0
Sexual harassment	51.7	52.0	50.0
Gangs from inside the school	50.0	46.0	70.0
No support from the community (including parents)	50.0	52.0	40.0
Discrimination	45.0	46.0	40.0
Gangs from outside the school	41.7	34.0	80.0
No support from the Department of Basic Education	41.7	42.0	40.0
Lack of access control	38.3	40.0	30.0
Lack of school management	28.3	30.0	20.0
Sexual relationships between educators and learners	15.0	12.0	30.0

Educator perceptions of safety were also often related to their personal experiences of violence at school. Being verbally abused by learners seemed to be widespread – with close to half (46.7%) of all educators surveyed admitting to having been insulted, sworn or shouted at by learners at their school. Further to this, a total of 12.9% - one in ten educators – had been physically hurt by a learner at their school.



## PERCEPTIONS AND KNOWLEDGE OF SEXUAL VIOLENCE

### Defining sexual violence

Since the Teenz Alliance Project focuses on reducing sexual violence against young girls in schools, providing a working definition for sexual violence here, is important to offer an understanding of how the term is used in this report. Sexual violence is defined by the International Women's Health Coalition (2015) as follows:

*"Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim. It can occur at any age and is most often perpetrated by family members, intimate partners, teachers, peers, or acquaintances."*<sup>14</sup>

The World Health Organisation expands on this definition and describes sexual violence as:

*"any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work" (pg. 149).*<sup>15</sup>

These sexual acts take on many different forms and ranges from unwanted sexual comments and touching to rape and murder and can manifest itself in different contexts. To assess the way in which ordinary community members understand sexual violence, those who participated in the community survey were asked to define sexual violence in their own words.

### Sexual violence is a forceful act perpetrated without the victim's consent

When defining sexual violence in their own words, community members primarily described it as a forceful act that is perpetrated against a victim without his or her consent. From the extracts below it becomes apparent that community members recognised that sexual violence can take many different forms (i.e. unwanted touching, kissing, as well as, having sexual intercourse with an individual against his or her will), can occur in the context of different relationships (i.e. intimate relationships and marriages, as well as, adult-child relationships), and can take place in different settings (i.e. at home between husbands and wives, and outside of the homes where girls may be enticed by money or material goods for sexual favours).

*"Is where someone force you to do what you don't want and forcefully take you if you don't give it to him or her" (19-year-old male from Tembisa)*

*"Forcing a woman to sleep with you" (26-year-old male from Evaton)*

*"When someone is forcing himself to you even if it's your partner" (36-year-old female from Evaton)*

*"Have sex without permission (from) the opposite sex, violating her right" (20-year-old male from Evaton)*

*"Forcing a woman to do things she does not want to do, like touching and kissing" (19-year-old male from Evaton)*

*"It is when husband sleep with his wife without agreement, even if she is not feeling well but he force himself to her"* (53-year-old female from Tembisa)

*"When adults forcing themselves to young children who are under age, and sex and touching their breast"* (31-year-old female from Tembisa)

*"If someone force to sleep with her partner or someone who is forcing himself to a girl child and give him money to keep quiet"* (24-year-old female from Tembisa)

*"Boys sleeping with girls while they are drunk but without agreement, by force"* (47-year-old female from Tembisa)

*"It is taking forcefully a woman, violating her rights"* (33-year-old male from Tembisa)

*"When someone insists to sleep with you without an agreement, by using force"* (49-year-old female from Tembisa)

*"A person that is forcing himself onto someone sexually to satisfy his needs"* (24-year-old male from Tembisa)

*"Adult forcing himself on young girls"* (25-year-old male from Evaton)

### **Sexual violence is perpetrated against women and girls by men and boys**

Sexual violence, as a coercive act, was largely described by community members as being perpetrated by men and boys against women and girls.

*"When a male person forces himself onto a female person"* (23-year-old male from Tembisa)

*"Boys forcing women/girls to do what they want like buying them alcohol and at the end wanted to sleep with (them)"* (22-year-old male from Evaton)

*"When a man is forcing a woman to do sexual favours against her will"* (35-year-old male from Tembisa)

*"Doing bad things to our daughters i.e. gangsters, forcing our girls to fall in love with them"* (43-year-old male from Evaton)

*"When men do bad things to women and children"* (51-year-old male from Tembisa)

*"Someone who forces himself to women"* (55-year-old male from Tembisa)

*"It's an evil act of a man against defenceless women"* (35-year-old male from Evaton)

*"It's when a man is forcing himself on a woman like forced kiss, hugs and sex"* (33-year-old male from Evaton)

*"Boys or men behaving badly treating females in a wrong way that will make them feel offended"* (32-year-old male from Evaton)

*"These boys are problematic chasing our daughter forcing them to be their girlfriend" (56-year-old male from Evaton)*

*"It is when the boy child touches the body of a girl body parts without the agreement or rape" (54-year-old female from Evaton)*

*"Sexual violence is when a male forces himself onto a female wanting to touch her private parts and she does not feel comfortable" (30-year-old male from Tembisa)*

*"Forceful engagement with a woman" (34-year-old male from Tembisa)*

*"Man forcing himself on a woman against her consent" (24-year-old male from Tembisa)*

*"Harassment of girls by uncles and boy children" (19-year-old male from Tembisa)*

Although there were some participants who described sexual violence as acts that could be perpetrated by either male or female, they were in the minority.

*"Forcing a person to sleep with you. When a man or female forcing another male or a female to sleep with him or her" (24-year-old male from Tembisa)*

*"It is whenever a different gender trying to pull stunt that is not suitable to another gender" (26-year-old male from Tembisa)*

*"When a person is forcing to have sex either a male or a female" (21-year-old male from Tembisa)*

### **Verbal sexual harassment**

For the community members surveyed, sexual violence was also often described as unwanted sexual comments about a women's physical appearance and derogatory name-calling. From the extracts below it becomes apparent that these inappropriate sexual comments are often made in the context of women and girls being harassed as they walk past men and when men are trying to draw the attention of women and girls. These comments were often described as disrespectful and degrading of women.

*"The males call females names" (20-year-old male from Tembisa)*

*"When an adult complimenting a young girl how sexy is she" (26-year-old male from Tembisa)*

*"Harassing someone in that way that she/he feel offended by your comments in relation to her physical appearance" (22-year-old male from Evaton)*

*"Men who are harassing women and bully them for sex" (40-year-old female from Tembisa)*

*"When a man is undermining the woman, swearing at them, making wrong and disrespectful comments about her body or even rape or attempt to rape her" (46-year-old male from Tembisa)*

*"Emotionally abusing women" (32-year-old male from Tembisa)*

*"When a man talk silly words when a woman is passing by, calling her love, sweetie, bun, mama. Yet he does not know her" (23-year-old male from Tembisa)*

*"When men are disrespecting women by saying dirty things in public" (46-year-old male from Tembisa)*

*"Degrading a woman and disrespect them and swearing and verbally abusing a woman" (29-year old male from Tembisa)*

*"When greeting a person for the proposing purpose in a harsh fashion" (34-year-old male from Tembisa)*

*"A man abusing a woman specially those men who are drunk, swearing, making funny jokes, sexual jokes embarrassing women" (27-year-old male from Tembisa)*

*"Harassing woman wearing mini-skirts" (24-year-old male from Tembisa)*

*"Swear at a person calling her bitch. Forcing her to listen to you by force" (32-year-old male from Tembisa)*

### **Rape as sexual violence**

Several community members, when asked to define sexual violence in their own words, simply referred to it as rape. The extracts below suggest that community members are aware that a rape can be perpetrated by a single individual or a group of individuals. Again, rape is often described as a (unwanted) sexual act perpetrated against women or girls.

*"It's when a group of guys gang rape a girl" (19-year-old male from Tembisa)*

*"Sexual violence is when a male or female is raped" (18-year-old male from Tembisa)*

*"It's a rape" (59-year-old male from Tembisa)*

*"Rape and being touched while you don't agree to do so" (22-year-old female from Tembisa)*

*"Boys raping girls at the park" (58-year-old female from Tembisa)*

*"A rapist person that rape woman" (31-year-old female from Tembisa)*

*"It was when someone was raped either a child or an adult" (24-year-old female from Tembisa)*

*"Rape of children and women" (26-year-old female from Evaton)*

*"When a man raping a woman" (34-year-old male from Evaton)*

### **Flashing private parts as sexual violence**

For the most part, learner descriptions of sexual violence were consistent with that of adults in their communities – with the majority of learners also describing sexual violence as any unwanted and coerced sexual acts (including touching, kissing, grabbing of the buttocks, and rape) often perpetrated by men and boys against women and girls. A significant distinction was that learners also described the surprise flashing or exposure of an individual's genitals as a form of sexual violence – something that was not raised during the adult descriptions of sexual violence.

*“Rape and when male person pinching buttocks, exposing private parts” (14-year-old female learner from Evaton)*

*“If a man is exposing private parts to a woman or girl or forcing to sleep with you unwanted” (13-year-old female learner from Evaton)*

*“When a boy show you his private part, wanting to have sex with you” (13-year-old female learner from Tembisa)*

### **Sending or receiving unwanted nude or sexually explicit images via social media**

When describing sexual violence in their own words, learners also described it as the sending or receiving of unwanted nude or sexually explicit images or videos via social media. This they believed was intended to entice young girls into consenting to sexual acts. This too, was a description that was unique to the learners surveyed, as it was not mentioned at all by the adults in the community survey.

*“If a male force to have sex with you. Male person sending you sex pictures on your phone” (14-year-old female learner from Evaton)*

*“Rape or sending you sex pictures on your phone or touching your body” (15-year-old female learner from Evaton)*

*“When someone sent you sex pictures on your phone, man trying to rape you or sexual violence” (12-year-old female learner from Evaton)*

*“It's when someone sending you nude pictures or sexual videos” (14-year-old female learner from Tembisa)*

*“It's when someone touches your private parts when you don't want or if someone show you sexual videos when you don't want or force you to have sex” (14-year-old female learner from Tembisa)*

*“It is when he tells you to do the things that you don't want, like send pornography photos via social network” (14-year-old female learner from Tembisa)*

*“Is when someone forces to sleep with you or sending you rude sexual pictures by social network” (12-year-old female learner from Tembisa)*

### **Consensual sexual relationships between adults and children as sexual violence**

Learners also defined consensual sexual relationships between adults and children as sexual violence – another distinction between learner and adult community member definitions of sexual violence.

*“When a man sleeps with an underaged girl even if there was an agreement between themselves” (13-year-old male learner from Tembisa)*

*“...Old people dating younger girls, blessers” (13-year-old female learner from Tembisa)*

*“It's when an older man dates young girls” (13-year-old female learner from Tembisa)*

*“When a man is raping a woman, on the other hand, when an elder woman is having a Ben 10, that is sugar mama, buying expensive gift for a small boy in order to sleep with him”* (16-year-old male learner from Tembisa)

*“The boys forcing girls to kiss them. Rape and blessers are committing sexual violence on girls”* (14-year-old female learner from Tembisa)

*“Abusing of women by elder men”* (13-year-old male learner from Tembisa)

*“Small girls dating older men”* (12-year-old male learner from Tembisa)

## Knowledge of what constitutes sexual violence

To further assess whether community members and learners understand the notion of sexual violence in its entirety, participants in the community and school surveys were presented with 22 different scenarios and asked to indicate whether they considered the scenario an example of sexual violence or not. The 22 scenarios were comprised of examples of various forms of sexual violence as they occur in different settings, as well as, other forms of non-sexual violence. Of these scenarios, 15 were in fact examples of sexual violence, while seven were examples of other forms of violence.

The examples of sexual violence posed to the community members and learners consisted of completed or attempted penetrative and non-penetrative sexual acts, as well as, unwanted sexual acts that did not involve any physical contact at all, such as unwanted sexual comments or advances. The overwhelming majority of the community members and learners – more than 90% of each sample – could correctly identify the different examples of penetrative and non-penetrative sexual violence. See Table 14.

There were some examples of sexual violence that community members did not perceive as sexual violence; and these warrant mention here. One in five (21.3%) community members surveyed, did not believe that young girls of a school-going age forging relationships with older male taxi drivers while making use of public transportation, was a form of sexual violence. This, despite the overt exploitative nature of such relationships. Shefer, Strebel, Potgieter and Wagner (2011) argued that the “taxi queen” phenomenon exposes young girls to coercive sexual practices, the misuse of alcohol and drugs, and increases their risk for unplanned pregnancies and contracting HIV and/or other sexually transmitted infections. Interestingly, most learners on the other hand, did recognise this as a form of sexual violence.<sup>16</sup>

In addition to this, approximately one in ten community members (9.4%) claimed that forced marriage was not a form of sexual violence. When comparing this to learners, the findings depicted in Table 14 show that learners were even less inclined to recognise forced marriage as a form of sexual violence – with one in every eight learners (13.8%) asserting that a girl being forced to get married against her will was not a form of sexual violence.

Other forms of sexual violence that were typically not perceived as sexual violence by community members were usually non-physical forms of sexual violence or unwanted sexual comments or advances. A total of 12.3% of community respondents claimed that boys whistling and making loud comments about young girls’ bodies were not sexual violence, while 8.8% - nearly a tenth of the community sample - felt that men drinking at a tavern and shouting abuse at girls as they walked by them were also not a form of sexual violence. Unlike the adults in the community survey, more

learners in fact did recognise these examples as sexual violence. This suggests that there may be a need to raise awareness on sexual harassment as a form of sexual violence among adult community members.

*Table 14: Community and learner perceptions of what constitutes sexual violence*

<b>Sexual violence scenarios</b>	<b>Community (n=522)</b>		<b>Learners (n=602)</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
A girl being forced to get married against her will	90.6	<b>9.4</b>	86.2	<b>13.8</b>
Boys in the community flashing their private parts at girls	94.8	5.2	97.3	2.7
A boy forcing his girlfriend to kiss him	95.6	4.4	96.8	3.2
Learners sending each other unwanted nude or sexually explicit pictures or videos via cellular phone or computer	93.7	6.3	91.4	8.6
Older boys grabbing the breasts of young girls at school	97.9	2.1	97.8	2.2
A teacher pinching the buttocks of a girl student as she walks by him	97.7	2.3	96.5	3.5
A teenage girl and her taxi driver sugar daddy	78.7	<b>21.3</b>	91.9	8.1
Rape or attempted rape	98.1	1.9	99.0	1.0
Boys whistling and making loud comments about young girls' bodies	87.7	<b>12.3</b>	93.2	6.8
Men drinking at a tavern and shouting abuse at girls as they walk by them	91.2	<b>8.8</b>	94.0	6.0
Adults engaging in sexual intercourse with children in the same family	98.9	1.1		
A female forcing a male to engage in sexual intercourse when he does not want to	95.2	4.8		
A husband forcing his wife to engage in sex when she is not in the mood or ill	96.7	3.3		
A clinic sister scolding a girl for getting pregnant	61.9	<b>38.1</b>	34.4	<b>65.6</b>
A clinic sister denying a young girl the right to use contraception	69.0	<b>31.0</b>	36.9	<b>63.1</b>

The forms of sexual violence, that both community members and learners were least likely to identify correctly, were sexually violent acts that infringe on the rights of young girls to access contraception and other measures to protect themselves against unplanned pregnancies and sexually transmitted infections. These perceptions were more pertinent among the learners – with learners being twice as likely as their adult counterparts to not regard these experiences as sexual violence.

For the non-sexual violence scenarios, the community members and learners were presented with examples of gender-based violence, bullying, arrest as a consequence of criminal behaviour, disciplinary practices used by adults, and teasing. When comparing the perceptions of community members and learners, the results showed that more learners were able to properly distinguish between sexual violence and non-sexual violence. Although some of these scenarios can in reality have a sexual

component to it, specifically in the case of gender-based violence and violence experienced at school, these scenarios are different to sexual violence.

More than half of the community members defined girls being kept home from school (51.3%) and the emotional teasing of children by adults (52.1%) as sexual violence. Most learners, on the other hand, recognised that these were in fact not examples of sexual violence, but rather gender-based violence and child maltreatment.

One in every two learners surveyed believed that school bullying is a form of sexual violence, while only 42.9% of adults in the community survey reported this. The learners' tendency to define school bullying as sexual violence could be due in part to the sexualised nature of the unwanted interactions between male and female learners at the school, as described in earlier sections of this baseline report. See Table 15 for a complete list of non-sexual violence scenarios that were perceived as sexual violence by community members.

*Table 15: Community and learner perceptions of what constitutes sexual violence cont.*

<b>Non-sexual violence scenarios</b>	<b>Community (n=522)</b>		<b>Learners (n=602)</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
A child being physically hit by an adult	21.1	78.9	13.1	86.9
A policeman arresting a young child for stealing	10.0	90.0	6.8	93.2
A mother shouting at her son for breaking a plate	8.0	92.0	6.2	93.8
Keeping a girl home from school	51.3	48.7	41.2	58.8
Rich people thinking they are better than the poor	18.6	81.4	45.3	54.7
Adults emotionally teasing children	52.1	47.9	41.5	58.5
School bullying	42.9	57.1	54.5	45.5

The findings from the community survey suggest that community members tend to define sexual violence largely in terms of completed or attempted penetrative and non-penetrative sexual acts. However, they seem to be more uncertain about sexually violent acts that do not involve physical contact between a victim and a perpetrator such as harassment in the form of unwanted sexual comments and advances and the denial of the right to use contraception or any other protective measure against unwanted pregnancies and sexually transmitted infections.

There is thus a need to educate residents in Tembisa and Evaton that sexual violence encompasses a broad range of unwanted sexual acts – that may or may not involve physical contact between the individuals involved – and can take place in many different settings – even when young girls are making use of public transportation or are being denied the right to use contraception. If community members are under the wrong impression of what constitutes sexual violence, they or someone else they know may be experiencing sexual violence without them being aware of it and, as a result, not accessing the necessary psychosocial support to intervene in the situation.

Even though learners were better able to distinguish between examples of sexual and non-sexual violence, they too could benefit from additional information regarding sexual violence that may not



manifest in the conventional manner – i.e. the denial of their rights regarding their sexual reproductive health.

## Nature and extent of sexual violence in the community

To reiterate, although 66.7% of respondents in the community survey believed that sexual violence was “not a problem” in their community, 19.2% believed that it was in fact “a minor problem” and a further 14.2% believed that it was “a big problem”. This was contradictory to the learner’s perception of sexual violence in their community. Eight out of every ten learners surveyed described sexual violence as a problem in their community; although they differed with regard to their perception of the extent of the problem.

Interestingly, in the community survey, male participants were of the opinion that sexual violence was a bigger problem in their community, when compared to their female counterparts ( $p < .001$ ). See Table 16. This trend was observed in the individual communities as well – with more females than males in Tembisa and Evaton believing that sexual violence was “not a problem” in their community. The converse trend was observed in the school survey, with female learners being significantly more likely, when compared to their male counterparts, to assert that sexual violence was a minor or serious problem in their community.

*Table 16: Sexual violence as a problem in the community, by sex (n=522)*

	Community (n=522)		Learners (n=602)	
	Males	Female	Males	Females
Not a problem	59.2	77.9	30.3	5.6
A minor problem	22.0	14.9	43.3	58.3
A big problem	18.8	7.2	26.4	36.1

To further get a sense of the kinds of sexual violence learners and adults in their community have to contend with, the baseline survey participants were asked to list examples of the kinds of sexual violence they believed were widespread in their community. A range of examples were shared during these structured interviews by the two samples. When comparing the answers from the community adults to that of the learners, it became evident that young people and adults may experience sexual violence very differently.

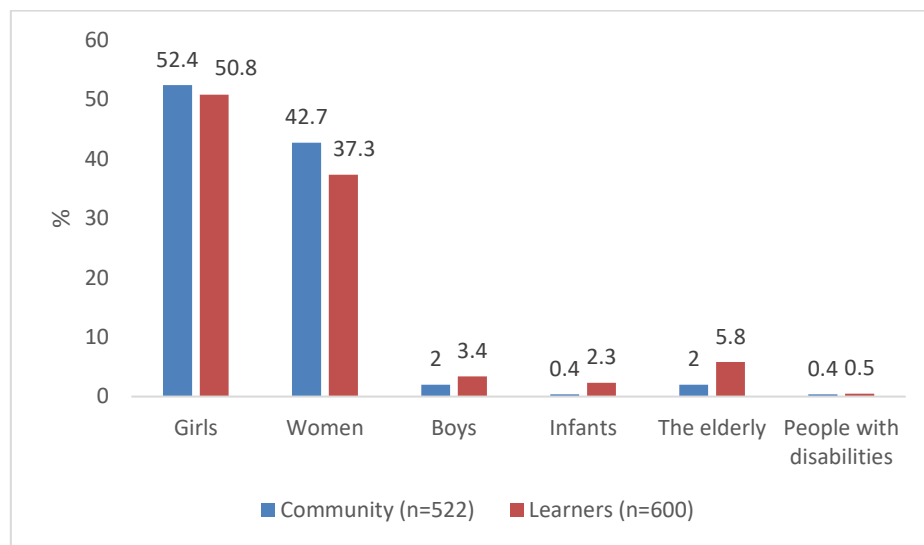
Most of the examples of sexual violence shared by the adults in the community survey centred around rape or attempted rape (28.9%), the sugar daddy phenomenon (16.5%), the whistling and shouting of loud comments about a girl’s body by men in the community (13.7%) and the unwanted sexual touching of a girl’s breasts or other private parts (12.7%). The responses from the learners were largely similar to that of the adults – with learners primarily drawing attention to rape (31.2%) and the unwanted sexual touching of a girl’s breasts or other private parts (29.4%), followed by the pinching of a person’s buttocks (13%) and the whistling and shouting of inappropriate sexual comments about a girl’s body. See Table 17.

*Table 17: Examples of sexual violence that are common in the community*

	<b>Community (n=522)</b>	<b>Learners (n=602)</b>
Pinching buttocks	4.6	<b>13.0</b>
Grabbing breasts or touching private parts	<b>12.7</b>	<b>29.4</b>
Rape or attempted rape	<b>28.9</b>	<b>31.2</b>
Exposing or flashing private parts	7.5	1.3
Whistling and shouting loud comments about a girl's body	<b>13.7</b>	<b>9.7</b>
Sending unwanted nude or sexually explicit images via cell-phone or computer	4.9	2.2
Clinic sister scolding young girls for getting pregnant	0.8	-
Sugar daddies or "blessers"	<b>16.5</b>	6.4
Boys forcing their girlfriends to kiss them	2.0	5.6
Male teachers making advances toward female learners	1.8	0.1
Girls being forced to get married against their will	0.1	0.7
Adults engaging in sexual intercourse with children	2.1	-
Husbands forcing their wives to engage in sexual intercourse when they don't feel like it or are ill	1.4	-
Trafficking of people for the purpose of sexual exploitation	0.1	-
Forced prostitution	0.2	-
Denial of young girl's rights to use contraception	-	-
Sexual abuse of children	1.5	-

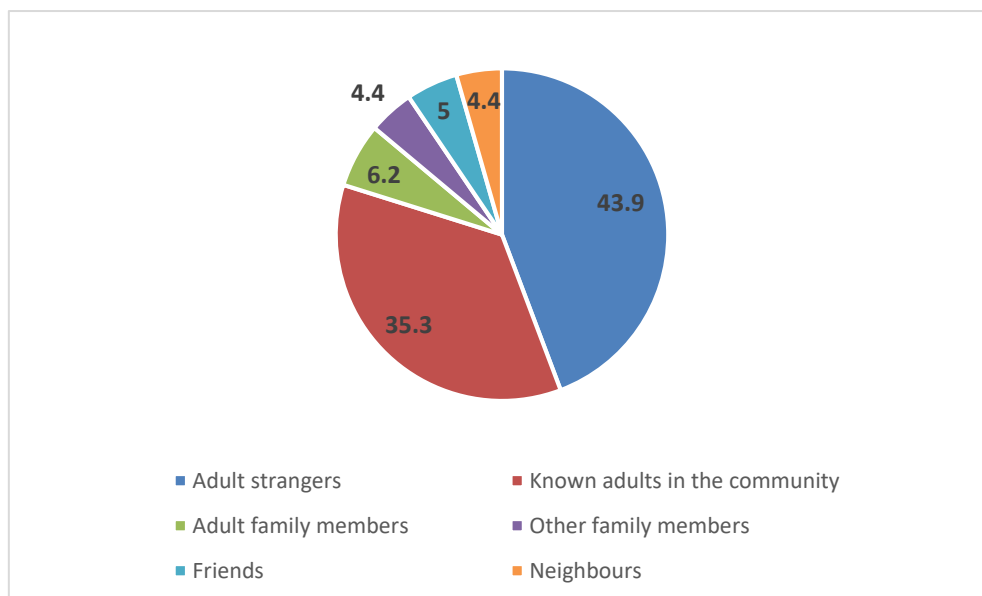
Girls and women were viewed as most vulnerable to sexual violence in Tembisa and Evaton by adult community members and learners surveyed; however, this notion was more pronounced among the adults surveyed – accounting for 95% of their responses. More learners, on the other hand, recognised that the elderly (5.8%), boys (3.4%) and infants (2.3%) too may be vulnerable to sexual violence in their community.

Figure 9: People considered most vulnerable to sexual violence in the community



When asked who community members thought were the most likely perpetrators of the sexual violence in their community, their responses seem to suggest that adults in Tembisa and Evaton tend to view sexual violence as being perpetrated predominantly by adult strangers (43.9%) and other known adults in the community (35.3%). Significantly fewer community members viewed sexual violence as occurring between family members and peers/friends. See Figure 10 below.

Figure 10: Most likely perpetrators of sexual assault in the community (n=522)



Extracts from the in-depth interviews with stakeholders shed some light on the areas in the community where sexual violence has been known to occur.

*"... I can say sexual violence, it does take place almost everywhere ... but in most cases at schools. And then from the schools to home. Those are the places I can maybe identify. Even to things like "bashes", you know, entertainment, it does happens a lot because some people they take advantage because they think maybe that person is under the influence of alcohol. Maybe he is not mindful by that time or he's not sober or she's not sober at that particular time ... just taking advantage." (Ward Councillor, Tembisa)*

*"Yes, most of our "hotspot" areas, there is a tavern, maybe I should not name the tavern for the protection of the owner ... but there is a tavern. So most of our victims will be coming from the tavern, going to their respective homes. But what we have done last year, during the 16 days of activism against women and child abuse, we wrote a memorandum to the station commander as part of the stakeholders. Giving the memorandum to a station commander in Tembisa to make sure that they intensify more patrols in that area, especially on weekends, so that we can try and reduce the sexual offences cases within that area." (SAPS FCS, Tembisa)*

*"... Sometimes you just find, like you walking in the parks ... and also it's just people coming across guys on the streets and then they'll drag you and rape you." (Social Worker, Tembisa)*

*"Taverns ... when they coming back. Because I stay just ... just few kilometres away from where I stay, around 4am ... they are screaming, or boys just want to fight. Jah so such things we hear." (Street committee volunteer, Tembisa)*

## LEARNER EXPERIENCES OF SEXUAL VIOLENCE AT SCHOOL

### Prevalence of sexual violence at school

Local studies have highlighted schools as high-risk environments for child sexual abuse.<sup>17</sup> To gauge the extent of sexual violence within the 12 schools participating in the Teenz Alliance Project, the learners were asked how often they themselves had experienced various forms of sexual violence at school. Since learners are also often acutely aware of other learners' experiences of violence, in addition to their own experiences, the study also measured learners' knowledge of other students' experiences of sexual violence at their schools.

*Table 18: Learner experiences and knowledge of others' experiences of sexual violence at school (n=602)*

	Happened to me	Happened to someone else at school I know
<i>Buttocks were pinched by someone</i>		
<i>Total (n=602)</i>	<b>17.9</b>	32.6
Tembisa (n=498)	16.9	29.5
Evaton (n=104)	23.1	47.1
<i>Breasts or private parts were grabbed</i>		
<i>Total</i>	<b>11.0</b>	28.6
Tembisa	10.2	26.7
Evaton	14.4	37.5
<i>Was forced to engage in sexual intercourse without consent</i>		
<i>Total</i>	0.8	6.8
Tembisa	0.2	5.0
Evaton	3.8	15.4
<i>Someone else flashed or exposed their private parts</i>		
<i>Total</i>	4.5	9.0
Tembisa	4.8	8.6
Evaton	2.9	10.6
<i>Someone else shouted abuse or made sexual remarks</i>		
<i>Total</i>	<b>15.4</b>	26.0
Tembisa	14.9	24.7
Evaton	18.3	31.7
<i>Someone else sent unwanted nude or sexually explicit images via cellular phone or computer</i>		
<i>Total</i>	<b>18.0</b>	28.1
Tembisa	17.3	24.7
Evaton	21.2	44.2
<i>Was forced to kiss someone</i>		
<i>Total</i>	<b>14.5</b>	33.4
Tembisa	13.9	31.6
Evaton	17.3	42.3
<i>Was forced to touch someone else sexually</i>		
<i>Total</i>	5.3	14.6
Tembisa	4.0	12.6
Evaton	11.5	24.3

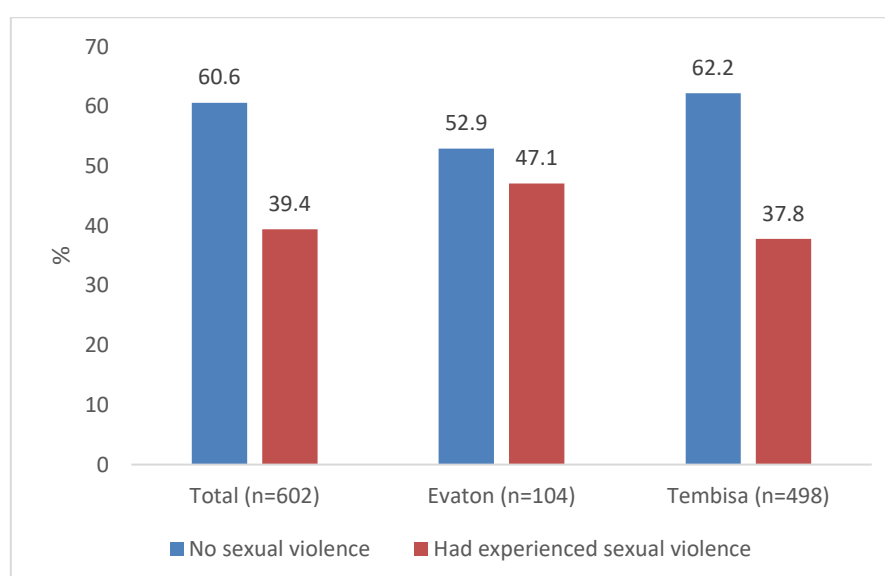
The prevalence of sexual violence within the participating schools is palpable from the figures in Table 18. Unwanted sexual touching frequently occurred at these schools – with one in every six learners surveyed reporting that they personally had their buttocks pinched (17.9%) and one in every ten (11%) learners had their breasts or other private parts grabbed by someone at their school. Having to contend with someone else shouting abuse or making inappropriate sexual remarks about one’s body also seemed to be a normal part of the school day – with one in six (15.4%) learners reporting an experience of this form of sexual violence at school.

Being coerced to engage in sexual activity such as kissing someone (14.5%) and touching someone else sexually (5.3%) was also reported by the learners. Of the 602 learners surveyed, five learners shared that they had been coerced to engage in sexual intercourse against their will, by someone at their school.

Given the constant rise in the use of information and communication technologies by young people, it is not surprising to find that young people are also experiencing sexual violence through various forms of social media. A total of 18% of all learners reported that they have been sent unwanted nude or sexually explicit videos or images via cellular phone or computer, by someone at their school.

When these different experiences of sexual violence are considered collectively, the data revealed that while 60.6% of all learners surveyed, had not experienced any form of sexual violence at school, 39.4% - more than a third of all learners surveyed – had fallen prey to some form of sexual violence while at school. Higher rates of sexual violence were reported by learners in Evaton (47.1%) when compared to learners from Tembisa (37.8%).

*Figure 11: Overall learner experiences of sexual violence at school, by area*



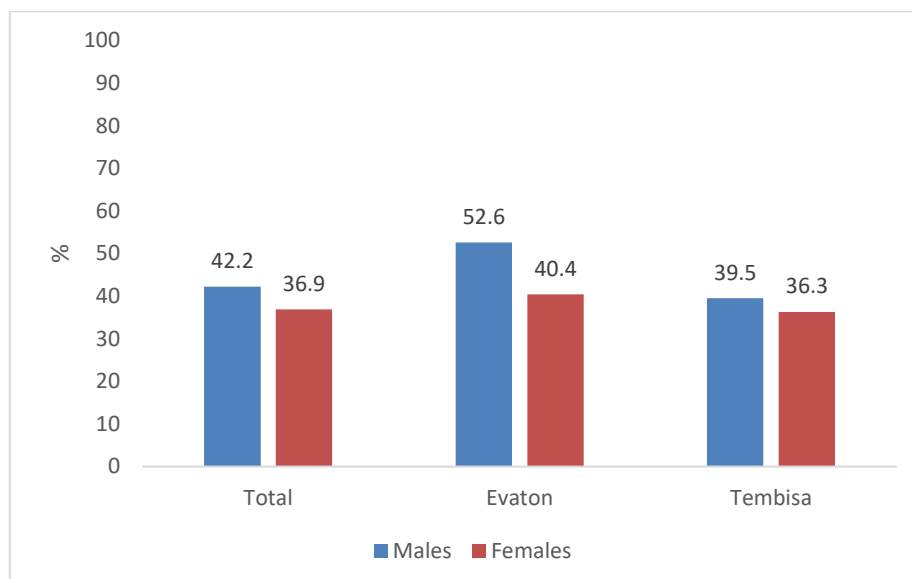
When individual learner experiences in the two different communities are compared, the study found that generally, learners from Evaton, reported higher levels of personal experiences of sexual violence when compared to those from Tembisa – with the only exception being that more learners in Tembisa had had someone expose or flash their private parts at them. See Table 18.

It is known that experiences of sexual violence are always underreported in research studies. Even with the baseline study obtaining fairly high levels of learner experiences of sexual violence personally, the rates obtained for their knowledge of other learners’ experiences of sexual violence – which were significantly higher - may be closer to the real extent of the problem within these schools.

## Experience of sexual violence by sex

A gendered analysis of the data reveals a number of interesting trends. When comparing male and female responses collectively, the baseline study found that overall males (42.2%) reported slightly higher levels of sexual violence at school than girls (36.9%). This trend was apparent in both communities; with the trend being more pronounced in Evaton.

*Figure 12: Overall learner rates of sexual violence, by sex (n=602)*



When analysing the individual forms of sexual violence explored, the study found that although female and male learners are both vulnerable to sexual violence at school, they may be vulnerable to different forms of sexual violence. Female learners were found to be more prone to unwanted sexual touching (either on their buttocks [18.5%] or elsewhere on their body [14.8]) as well as being coerced to kiss someone else against their will (20%) or engage in sexual intercourse with someone else at school against their will (1.2%) than males. Male learners, on the other hand, were found to be more susceptible to forced exposure to sexual acts or sexual material – such as having someone else flash or expose their private parts (8.7%) and receiving unwanted nude or sexually explicit images or videos from someone else at school (26.7%).

These findings are consistent with those emerging from the first national incidence and prevalence study on child sexual abuse and maltreatment in South Africa. The Optimus Study in South Africa also found that male and female children and youth are equally vulnerable to child sexual abuse. The study found that while females are more likely to experience forced and penetrative sexual abuse and other forms of sexual abuse that involves contact with an abuser, males on the other hand, were more likely to report forced exposure to sexual acts and materials and other forms of non-contact sexual abuse.<sup>18</sup>

Table 19: Learner experiences of sexual violence, by sex and area (n=602)

	Males	Females
<i>Buttocks were pinched by someone</i>		
Total (n=602)	17.3	<b>18.5</b>
Tembisa (n=498)	15.5	18.0
Evaton (n=104)	24.6	21.3
<i>Breasts or private parts were grabbed</i>		
Total	6.5	<b>14.8</b>
Tembisa	5.0	14.4
Evaton	12.3	17.0
<i>Was forced to engage in sexual intercourse without consent</i>		
Total	0.4	<b>1.2</b>
Tembisa	0.5	0.0
Evaton	0.0	<b>8.5</b>
<i>Someone else flashed or exposed their private parts</i>		
Total	<b>8.7</b>	0.9
Tembisa	<b>9.5</b>	1.1
Evaton	<b>5.3</b>	0.0
<i>Someone else shouted abuse or made sexual remarks</i>		
Total	<b>16.6</b>	14.5
Tembisa	14.5	15.1
Evaton	24.6	10.6
<i>Someone else sent unwanted nude or sexually explicit images via cellular phone or computer</i>		
Total	<b>26.7</b>	10.5
Tembisa	<b>26.8</b>	9.7
Evaton	<b>26.3</b>	14.9
<i>Was forced to kiss someone</i>		
Total	7.9	<b>20.0</b>
Tembisa	6.8	<b>19.4</b>
Evaton	12.3	<b>23.4</b>
<i>Was forced to touch someone else sexually</i>		
Total	<b>9.4</b>	1.9
Tembisa	<b>6.8</b>	1.8
Evaton	<b>19.3</b>	2.1

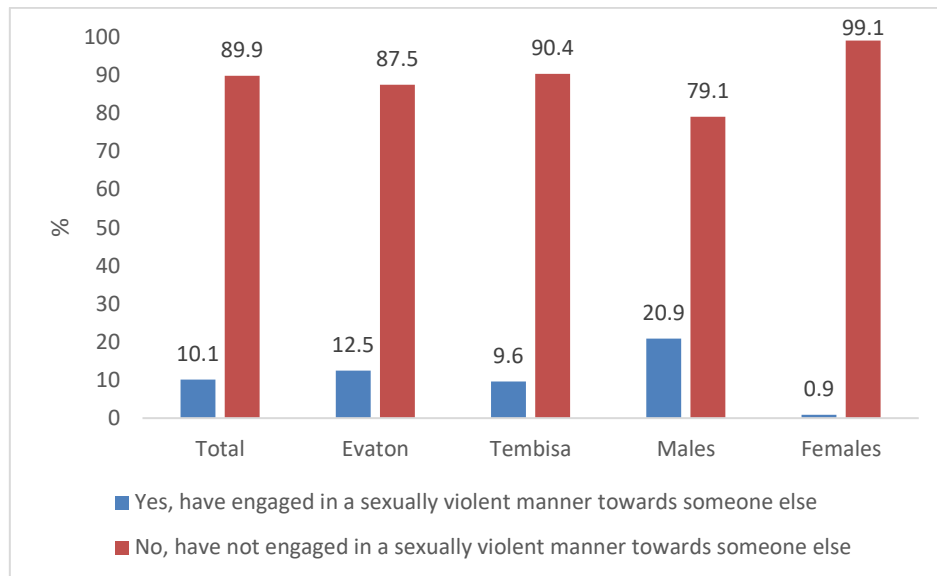
Although mainstream literature has consistently drawn attention to the particular vulnerability of young girls to sexual violence, the baseline results underscore the vulnerability of young boys to sexual violence. This suggests that along with the focus on girls, sexual violence prevention and intervention activities of the Teenz Alliance Project should ensure the inclusion of boys - and in particular the differential emotional, physical and social impact of sexual violence on boys - in the design and implementation of intervention activities aimed at boys. This will also be important to ensure the appropriate provision of psycho-social, health and other legal services to young males (and females) who may experience sexual violence.

The need for a concerted effort to also address males' experiences of sexual violence becomes even more apparent considering the potential for the learners' themselves perpetrating these sexual acts. In addition to exploring learner experiences as victims of sexual violence, learners were also asked whether they had themselves ever done any of the sexually violent acts asked about to someone else at school. Males (20.9%) were significantly more likely to respond positively to this question compared



to 0.9% of females who reported the same. Overall, 10.1% of the entire learner sample reported that they had ever behaved in a sexually violent manner towards someone else at school. Again, learners in Evaton were more likely to report this.

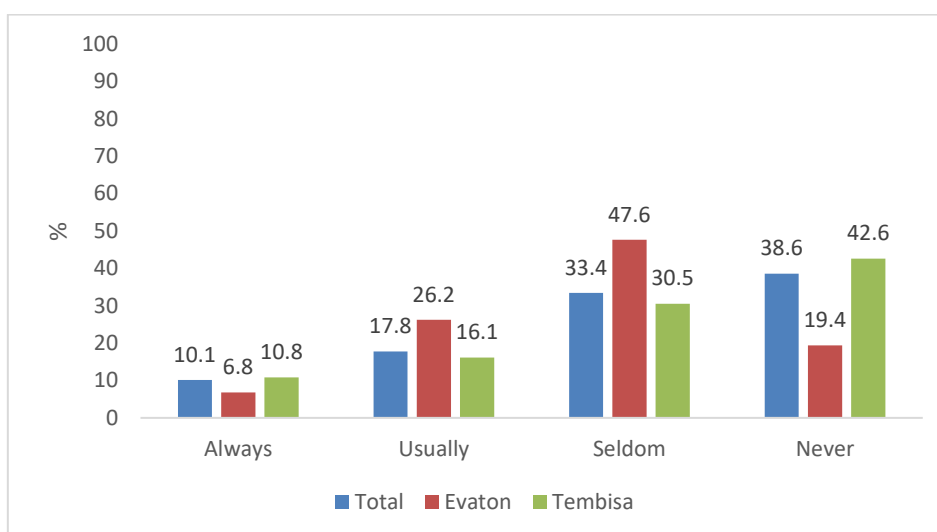
*Figure 13: Learner perpetration of sexual violence (n=602)*



## Characteristics of sexual violence occurring at school

The frequency with which sexual violence occurs at the 12 participating schools, were evident in the proportion of learners who reported that sexual violence usually (17.8%) or always (10.1%) occurred at their schools. Consistent with other findings throughout this report, learners from Evaton reported a more regular occurrence of sexual violence at their schools.

*Figure 14: How often sexual violence occurs at school (n=602)*



According to the learners, sexual violence is most likely to occur in their classrooms (34.8%) – with one in every three learners reporting this. For many parents, learner safety in the classroom is a foregone conclusion because it is assumed without question that the classroom is continually supervised. However, what this finding suggests – and it is consistent with other findings from a national school violence study in South Africa<sup>19</sup> – is that classrooms are often left unsupervised or when teachers are present they are often not in control and unable to monitor the goings-on in the classroom; creating a space that is conducive for violence to occur.

Teachers' inability to effectively manage disruptive classroom behaviour has been linked to poorer levels of academic achievement, particularly among at-risk learners.<sup>20</sup> Given that educator visibility and presence in the classrooms have been shown to reduce criminal and violent behaviour at schools,<sup>21</sup> any efforts to reduce sexual violence against learners in school, should also include strategies to build educators' and school staff's classroom management skills, and in so doing, diminishing the opportunities for sexual violence to occur at school.

*Table 20: Areas at school where sexual violence usually occurs*

	Total (n=602)	Evaton (n=104)	Tembisa (n=498)
Classrooms	34.8	31.4	35.7
Playing fields or sports areas	20.0	19.0	20.3
Corridors	12.7	11.1	13.1
Toilets	10.8	11.1	10.8
Other open grounds	8.6	5.2	9.5
Halls	0.6	2.0	0.2
Stairways	12.5	20.3	10.4

Following the classrooms, playing fields or sports areas (20%), corridors (12.7%), stairways (12.5%) and toilets (10.8%) were mentioned as other areas where sexual violence typically occurred at school. Similar findings were observed in Tembisa and Evaton.

Male learners (74.4%) were primarily implicated as the individuals responsible for much of the sexual violence occurring at these schools, followed by female learners (16.8%). This seems to indicate that much of the sexual violence occurring at these schools are peer-on-peer sexual violence – with fewer cases being perpetrated by adults at the school such as educators, principals or other persons of authority, or by individuals from outside of the schools. See Table 21 below for these percentages.

*Table 21: Individuals responsible for sexual violence at schools*

	Total (n=602)	Evaton (n=104)	Tembisa (n=498)
Male learners	<b>74.4</b>	<b>67.8</b>	<b>76.6</b>
Male educators	2.4	3.5	2.2
Female learners	<b>16.8</b>	<b>20.0</b>	<b>15.7</b>
Older male learners	5.4	7.8	4.6
Older female learners	-	-	0.6
Adults from outside of the school	0.2	0.9	-
Young people from outside of the school	0.4	-	0.6

## Reporting of sexual violence at school

To get a sense of the reporting patterns with regard to sexual violence, all those who had experienced some form of sexual violence at school, were asked to indicate whether they had told anyone about their experience. Of the 602 learners surveyed, 237 had experienced some form of sexual violence at school. Of the 237, only 177 had told someone about their experience. From the table below it becomes clear that overall, learners felt more comfortable confiding in their peers – i.e. other learners (42.2%) and friends from outside of the school (36.2%) - rather than adults. Even so, 34.5% of learners did inform an educator about their experience and 26.6% of learners had informed their parents. What also becomes immediately apparent from the table below, is the low levels of reporting to the police – with only two learners (0.8%) having reported their experiences of sexual violence to the police.

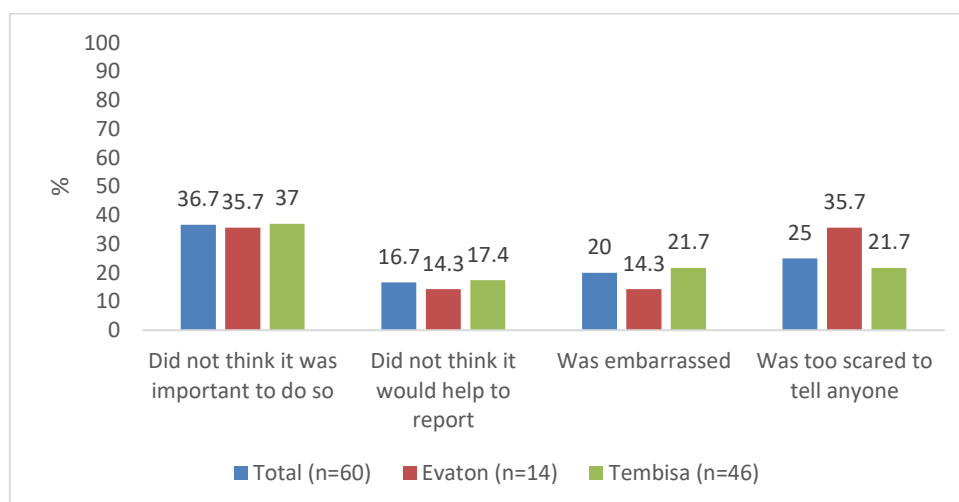
*Table 22: Who learners generally report sexual violence to*

	<b>Total</b>	<b>Evaton</b>	<b>Tembisa</b>
Educator	34.5	20.0	38.4
Friends not at school	36.2	42.0	34.6
Parents	26.6	40.0	23.0
Other learners	42.2	26.0	46.5
Principal	5.1	8.0	4.3
Police	0.8	4.0	-
SRC/LRC	-	-	-
Learner support officer	1.3	4.0	0.5
School counsellor	0.4	2.0	-

The reporting patterns of learners in Evaton and Tembisa were largely consistent with the overall reporting patterns. Learners from Evaton, however, were more inclined to inform their parents (40%) rather than educators at their schools (20%) about their experiences. Very few learners had reported their experiences to their school counsellor.

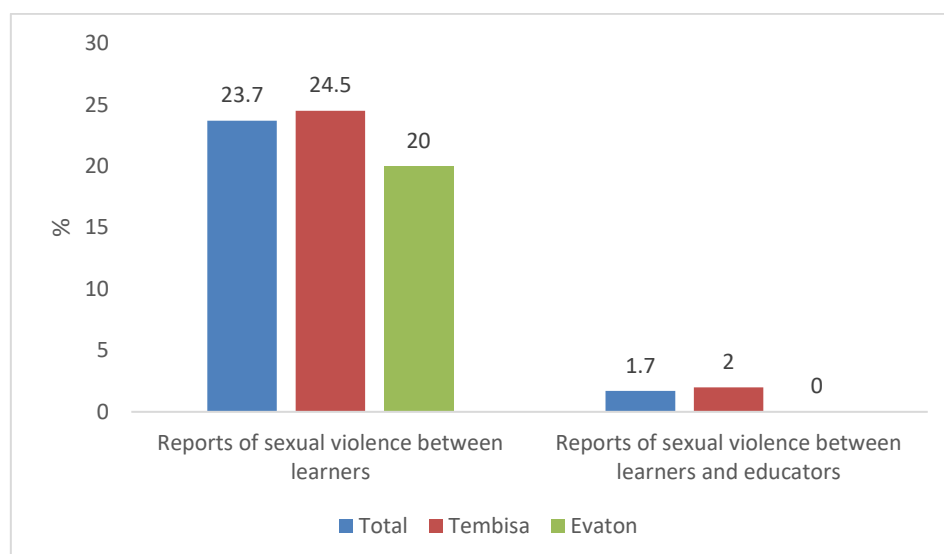
Those learners who did not confide in *anyone* about their experiences (n=60) chose not to do so because they did not think it was important to do so (36.7%), was too scared to tell anyone (25%), was too embarrassed (20%) and did not think it would help to report their experience. Given that the main reasons for learners not reporting their experiences of sexual violence at school is fear and the belief that it was not important to do so, there is a need for the Teenz Alliance Project, to combat this with education and awareness raising amongst learners.

Figure 15: Why learners did not report sexual violence to anyone



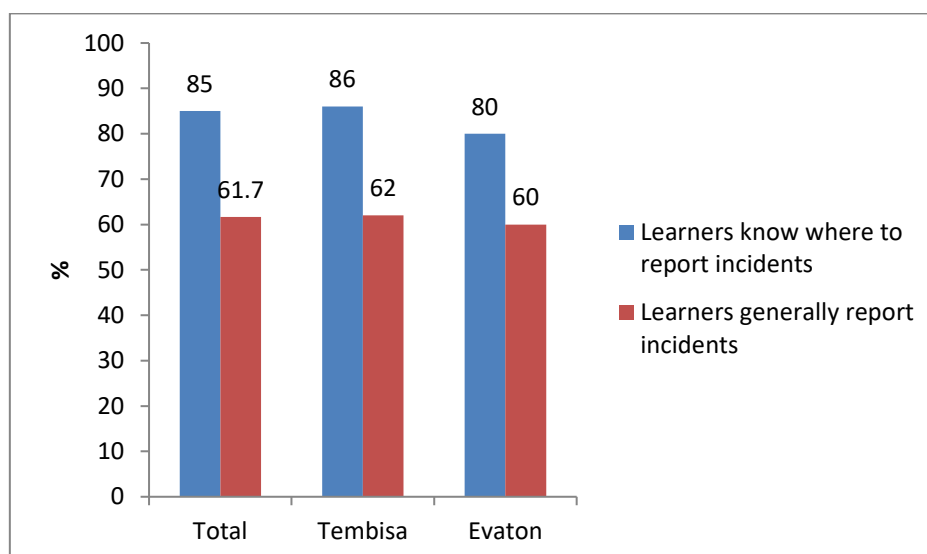
To further gauge reporting rates of sexual violence at school, the educators who participated in the school survey were asked whether they had received any reports of sexual violence in the 12 months prior to being interviewed in the survey. A total of 23.7% of educators had received reports of sexual violence between learners in the past 12 months – with more educators from Tembisa reporting this. Further to this, 1.7% of educators had received reports of sexual violence between learners and educators - these were mentioned by educators in Tembisa only.

Figure 16: Educators who have received reports of sexual violence in the last 12 months (n=60)



Most (85%) of the educators surveyed, believed that learners at their school knew where to report experiences of violence, abuse and discrimination. However, only 61.7% of educators maintained that learners actually report such experiences at school. This sentiment was shared by educators from Tembisa and Evaton alike.

*Figure 17: Educator views on learner knowledge of reporting mechanisms and practices at school (n=60)*

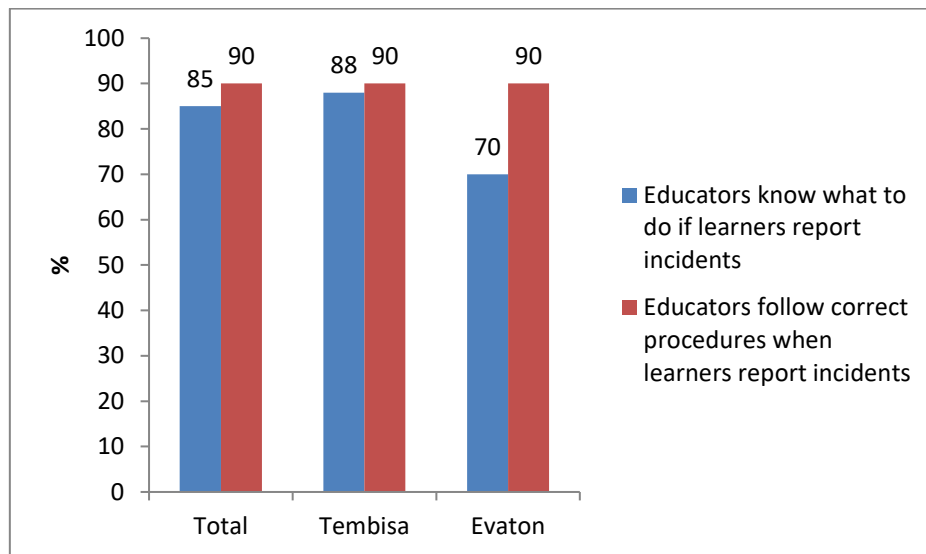


Given the low levels of reporting of violent incidents by learners to school authorities, there is a need for the Teenz Alliance Project to work with the 12 participating high schools to establish a school environment that encourages the reporting of sexual violence or the threat thereof by learners and ensures the provision of safe spaces where learners can report such experiences confidentially. Since fear is one of the main reasons why learners choose not to report experiences of sexual violence at schools, it is imperative that learners are assured that the goal of reporting is to ensure that they are provided with the necessary psycho-social and other support and not merely punishment of the person responsible.

Notwithstanding this, a safe space for reporting violence is not sufficient in and of itself to improve school safety. Once violence is reported at schools, it is imperative that schools respond to these reports to prevent repeat victimisation. Most of the educators surveyed (88.3%) asserted that there were rules at their school which forbid violence against girls and that these had been used successfully (77.4%) to discipline someone who was sexually violent towards a girl or girls at school. While most learners (83.5%) too, were aware of these rules at their school, just over a tenth (11.3%) of all learners surveyed admitted that they were not aware of any rules at their school that forbid violence against girls.

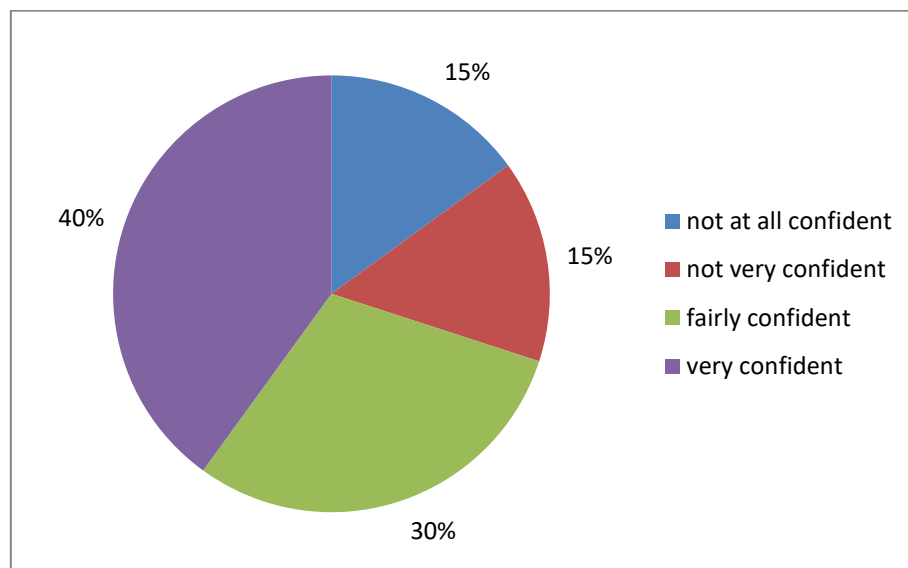
Most educators surveyed were of the opinion that other educators at their school generally knew what to do if learners reported experiences of violence, abuse and discrimination (85%) to them – although more so in Tembisa (88%) than in Evaton (70%). In addition, educators were also believed to follow the correct procedures when learners do report violent threats or incidents to them. This, despite only 39% of all educators having received any training on how to deal appropriately with sexual violence occurring at school.

Figure 18: Educator responses to violent incidents at school (n=60)



Even with the absence of training, educators were generally confident that they could deal appropriately with any cases of sexual violence that were brought to their attention at school. Overall, seven out of every ten educators claimed that they could deal with such cases with a high (40%) or fair (30%) level of confidence. Still, three out of every ten educators, admitted to not being very confident (15%) or not being confident at all (15%) in dealing with such cases at school; highlighting a need for educator training on sexual violence including how to identify the signs of sexual violence, and how to deal appropriately with such cases.

Figure 19: Educator confidence in dealing appropriately with sexual violence at school (n=60)



Just over half (51.1%) of the learners who had told anyone about the sexual violence they had experienced at school, reported some form of follow-up or response following their report by the person who they had confided in. Conversely, 48.9% of learners said there was no response to their report. Learners from Evaton (56.8%) reported a greater response to their reports of sexual violence, when compared to those from Tembisa (49.6%). Based on the information provided by the learners, it seemed that schools primarily responded to cases of sexual violence by disciplining the individual responsible for the perpetration of the sexual violence (75%) followed by arranging a meeting with

the parents of the perpetrator (15.7%) and informing the parents of the victims (7.4%) about the incident that had occurred at school. Less frequent responses were informing the police about the matter (0.9%) and referring the victim to counselling services (0.9%); suggesting that schools may prefer to resolve such matters internally, rather than involving outside parties. The trends were similar across both communities. Even though schools may have rules and policies that govern how sexual violence should be dealt with, the Teenz Alliance Project could stress the importance of medico-legal and other psycho-social support considerations, in addition to the schools' disciplinary procedures, when responding to these cases at schools.

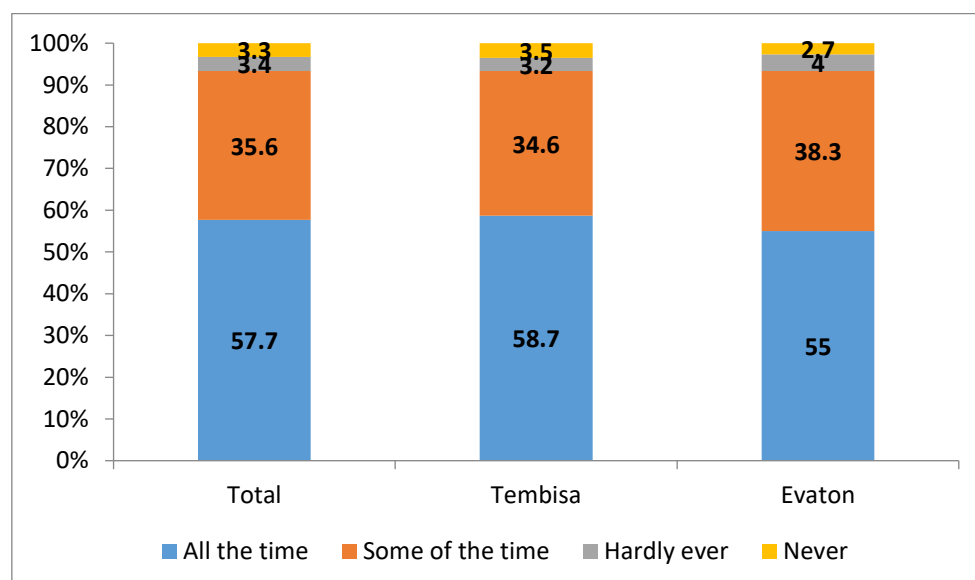
*Table 23: Responses to reports of sexual violence made by learners (n=91)*

	Total	Evaton	Tembisa
The perpetrator was disciplined	75.0	66.7	77.8
A meeting was called with the parents of the perpetrator	15.7	18.5	14.8
My parents were informed	7.4	7.4	7.4
The police were informed	0.9	3.7	-
I was referred to counselling services	0.9	3.7	-

## Reporting of sexual violence in the community

Schools are microcosms of the communities in which they are located. To contextualise the reasons why learners fail to report their experiences of sexual violence, the baseline study also measured community members' attitudes toward the reporting of such incidents to better understand the societal barriers to reporting sexual violence to the appropriate authorities.

*Figure 20: How often survivors of sexual violence report their experiences to the police (n=522)*

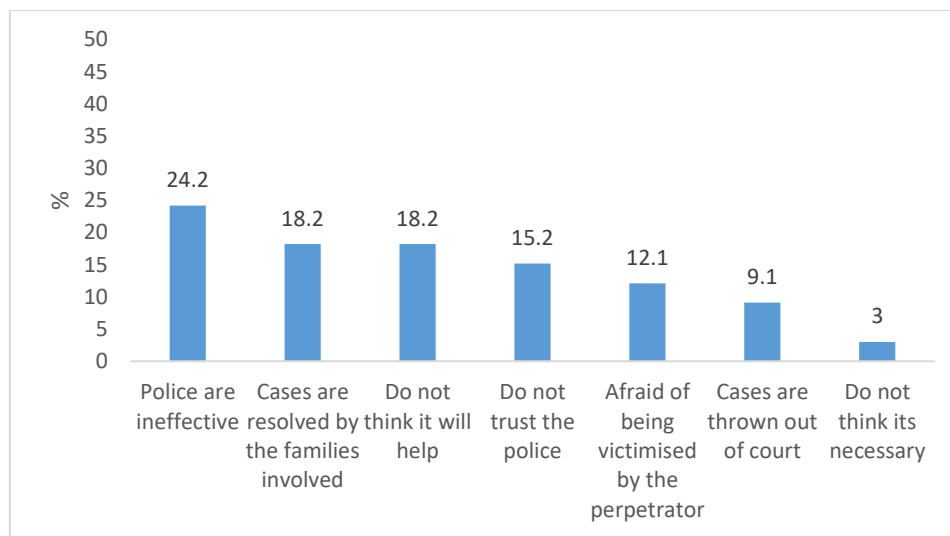


When asked how often they thought survivors of sexual violence reported their experiences to the local police, adults in the community survey believed that most cases of sexual violence are reported to the police "all the time" (57.7%) or "some of the time" (35.6%). Less than 10% felt that experiences of sexual abuse are "hardly ever" (3.4%) or "never" (3.3%) reported to the police. Similar trends were

observed in the individual communities; with noticeably more community members believing that cases of sexual abuse are in fact reported to the police. See Figure 20.

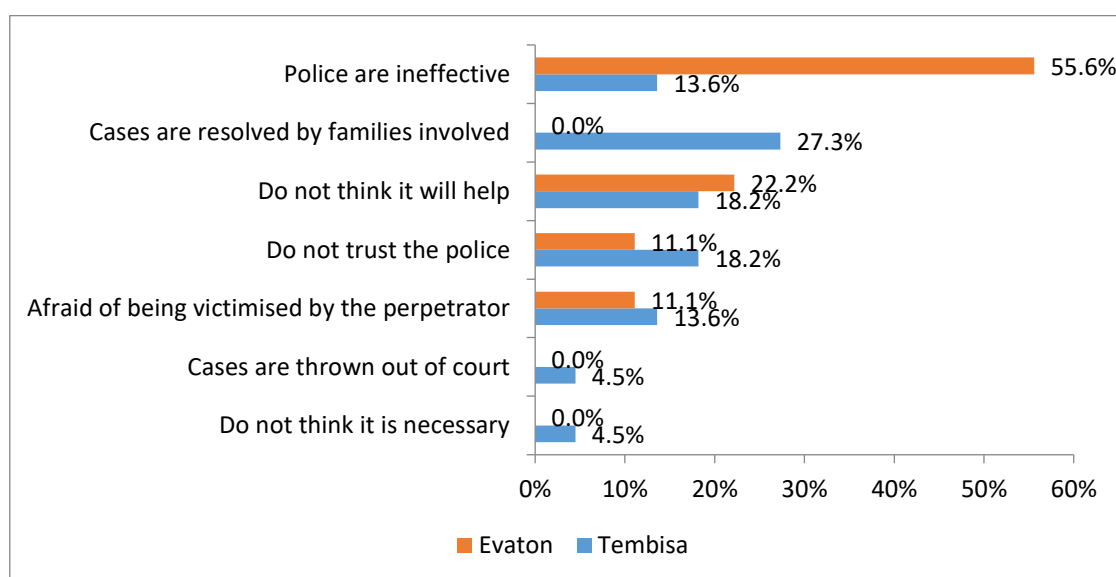
Those who indicated that incidents of sexual violence are hardly ever or never reported to the police, attributed this primarily to the belief that the police are ineffective (24.2%), thinking that reporting the incident would not help the situation (18.2%), families resolving the cases amongst themselves (18.2%) and not trusting the police (15.2%).

*Figure 21: Community reasons for non-reporting of sexual violence (n=31)*



There were significant differences between residents from Tembisa and those from Evaton with regard to their perceived reasons for the non-reporting of sexual violence incidents by survivors in their communities. In Evaton, the community members felt that the main reason for the non-reporting of sexual violence incidents was the belief that the police are ineffective (55.6%), and as a result, reporting would not help the situation (22.2%).

*Figure 22: Reasons why survivors of sexual violence don't report to the police, by area (n=31)*





Conversely, in Tembisa, however, community members were more likely to report that sexual violence incidents are not reported to the police because the cases are usually resolved by the family members involved (27.3%) and because victims often fear reprisals (13.6%). See Figure 22 for a complete list of reasons provided.

Extracts taken from the series of in-depth interviews conducted with key service providers and stakeholders in the two communities, mirrored these community perceptions to a large degree. In addition, it underscored the influence of fear – of the perpetrator and of what the community and their family would say - on the reporting of sexual violence. This fear often prevents survivors of sexual violence from reporting altogether, or when they do report, it is often under the guises of having experienced some other form of victimisation such as emotional abuse.

*“It is not easy for you to tell me your experience ... in most cases, when they report the sexual abuses, it becomes difficult for the victim to tell an officer that “I’m also abused sexually”. You’d find that they only report that “I am physically abused and emotionally abused and economically abused.” (SAPS FCS, Tembisa)*

*“I think...that reporting is very long. It’s very long ... if it involves family members sometimes it’s a good issue where they (the police) will say no “Just sit down and talk with the family” jah this things. But if it’s a stranger, I think, I think that’s where it gets more attention...” (Social Worker, Tembisa)*

*“... You know, normally nowadays, if you find a child maybe was sexually assaulted, he or she does not report. They are afraid to say anything. They are afraid to say something or to break that silence, so to say. Because some of the perpetrators, they threaten them, like “I’m gonna kill your parents, I’m gonna do 1, 2 and 3, gonna kill you”, you see?” (Childline, Evaton)*

*“Not really because it’s that they are scared to talk about it. They don’t know who they want to talk to and how they parents are going to react.” (Community Volunteer, Tembisa)*

*“...they are scared about the family or maybe they just said “Ag, I don’t even know that person ... I don’t even know him, so what is gonna happen after?” or “What is the community going to say?” People you know, they (are) sometimes stigmatised. They can’t come (report) because they feel ashamed, they blame themselves” (Forensic nurse, Tembisa)*

*“... but that one we are having a huge challenge because as a man, if you are, let me say, if you are raped ... the society, it doesn’t have a space for you. Like, ... if you are a woman and you are raped, you just go pop in (to the police station) to say no “I’m raped, I’m being raped by so, so and so. The community or society does have a room for you. Meaning you can cry and people they will understand ... But if you are a man, it’s like, people are like “What?! Man? Really?” ... Be serious man, “How can you, how come you can be raped by a woman?” (Ward councillor, Tembisa)*

Non-reporting is also often attributed to a sense of shame and feeling responsible for the attack. Interestingly, it seems that cases involving women and strangers are often taken more seriously than cases of sexual violence occurring within families or experienced by males. This highlights the need for community education so as to facilitate the provision of necessary medico-legal and other counselling services for ALL survivors to equip them to deal with the trauma and other deleterious effects associated with sexual violence.

## ACCESS TO SUPPORT SERVICES

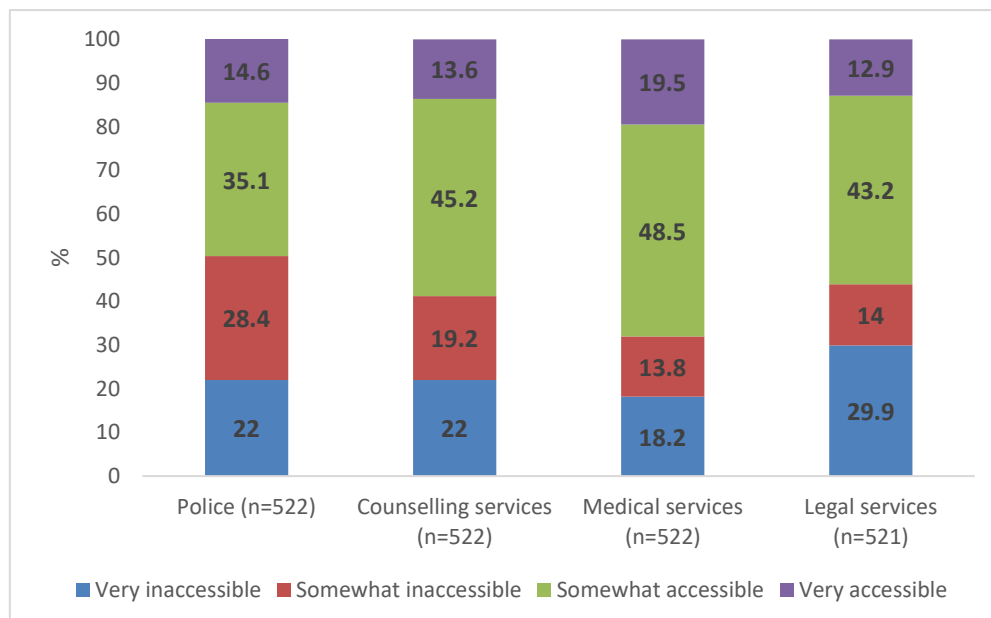
### Accessibility of medico-legal and other support services in the community

The harmful effects of sexual violence are numerous and varied. These sequelae can negatively impact on the survivor's physical, emotional and social well-being. The provision of medico-legal and other counselling support services is thus critical not only to ensuring the successful prosecution of the perpetrator, but also to address the immediate trauma experienced by the survivor and to provide him/her with the necessary counselling support to resolve the feelings of guilt, shame, fear, anger and depression that are typically associated with experiences of sexual violence.

The baseline study explored the accessibility of crucial support services for victims of sexual violence in Tembisa and Evaton. Community members surveyed were asked specifically to indicate how accessible they thought support services such as the police, counselling services, medical services, as well as, legal support were to survivors of sexual violence in their community. By and large, these support services were regarded as generally accessible - with more than half of the participants in the community survey stating that counselling services, medical services and legal services were accessible to survivors of sexual violence in their community. The police, however, were viewed as less accessible to survivors in these communities - with less than half of the community members claiming that the police were accessible to survivors of sexual violence in their community.

Of the four types of support services explored, the police and legal services were perceived to be the least accessible to community members, while medical and counselling services were perceived to be the most accessible to victims of sexual violence in these communities. See Figure 23 below for these percentages.

*Figure 23: Access to support services in the community*



Community perceptions with regard to the accessibility of support services to victims of sexual violence were largely similar across both Tembisa and Evaton; with the only noticeable differences being observed with regard to their perceptions of the accessibility of counselling and medical services to victims of sexual violence in their community. Residents surveyed in Evaton (67.1% and 73.1%

respectively) were noticeably more likely when compared to their Tembisa counterparts (55.5% and 65.9% respectively), to report that counselling and medical services were somewhat or very accessible to victims of sexual violence in their community. However, these differences were not statistically significant. Furthermore, in both Tembisa and Evaton, one in every two community members surveyed asserted that the police were somewhat inaccessible or very inaccessible to victims of sexual violence in their community. It is clear that there is a need for the Teenz Alliance Project – in its efforts to improve the provision of quality psycho-social support to survivors of sexual violence – to work alongside the police in these two communities to improve the levels of trust that exists between SAPS and the community members. This will help to improve the reporting rates of sexual and other forms of violence in these communities. See table 24 for these percentages.

*Table 24: Accessibility of support services, by area*

	Very inaccessible	Somewhat inaccessible	Somewhat accessible	Very accessible
<i>How accessible are the police? (n=522)</i>				
Tembisa	<b>20.9</b>	<b>29.8</b>	35.7	13.7
Evaton	<b>24.8</b>	<b>24.8</b>	33.6	16.8
<i>How accessible are counselling services? (n=522)</i>				
Tembisa	24.7	19.8	43.4	12.1
Evaton	15.4	17.4	49.7	17.4
<i>How accessible are medical services? (n=522)</i>				
Tembisa	19.3	14.7	45.0	20.9
Evaton	15.4	11.4	57.0	16.1
<i>How accessible are legal services? (n=521)</i>				
Tembisa	28.2	15.1	41.1	15.6
Evaton	34.2	11.4	48.3	6.0

From the interviews with the stakeholders, it became apparent that community members often fail to access critical support services due to a lack of awareness about the services available to survivors of sexual violence in their community. This lack of awareness also extends to the frontline service providers such as clinic staff who fail to refer victims to these critical services when they present themselves at the clinics – due to a lack of awareness about these services.

*“It’s easy, I will say it’s easy for the community to access such services but the problem is, they only get to know of such services if they are victims of crimes. So, it means we are still having much responsibilities to go and articulate our responsibilities and our services because in most cases, let’s say for example, today I receive a phone call to say there is a victim of sexual offence at the station. After opening the case, you orientate the victim of the service that will follow, like, you will take her to the hospital for this procedure. And the victims might say because always (they) think of queuing at the casualty ... they think of the processes of the casualty, then you have to explain that “No, no you are not going to the casualty, we’ve got a centre called Thutuzela and you are going to access all the services for free, for free, easier and quicker.” (SAPS, FCS, Tembisa)*

*“Not all of them. Some of them don’t know, because sometimes when we do (an) event, you find that the turn out, it’s kinda, it’s kinda, it’s very small ... maybe it’s the same people who respond like even if you do campaigns ... most people around here, find that they are working and then they at work during that time (when the campaign is being held), so it’s only people who are not working or staying at home, (who) will come and attend the presentation ...” (Social Worker, Tembisa)*

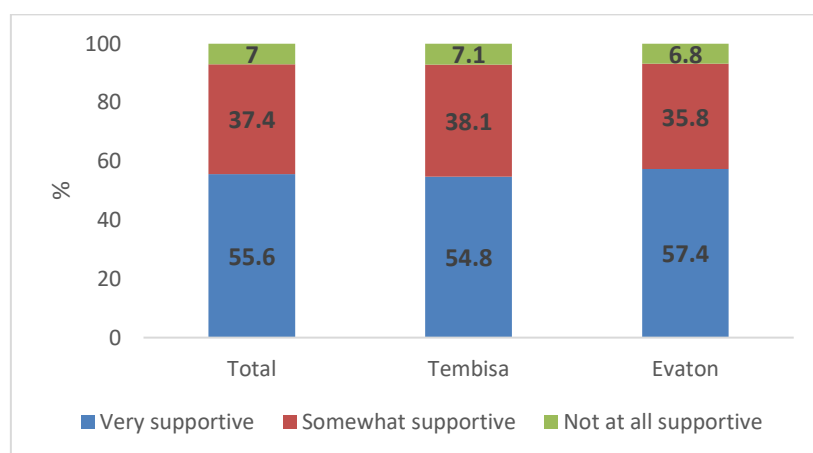
*“Yes, I think ... it’s not a matter of accessibility. It’s a matter of visibility ... What I am saying, visibility meaning to them, to the community. How visible are they, those institutions (providing support services)? For instance, counselling, you’ll find that a person, maybe doesn’t even know that there is a counsellor here, a person who can counsel. When it comes to police, people, you’ll find that they don’t know that police can somewhere assist. They only know, maybe, police can just come and arrest someone, that’s their job. That’s it. Meaning they don’t have more information on that.” (Ward Councillor, Tembisa)*

*“... It’s better off if we tell those nurses (at the government clinics) ... for them to know about Thutuzela, most they don’t know. Most don’t know where to refer because when I went to one of our clinics in Sebokeng, when I asked them about Thutuzela, they don’t know anything. I asked them about LifeLine, they don’t know anything ...” (Childline, Evaton)*

## Community responses to survivors of sexual violence

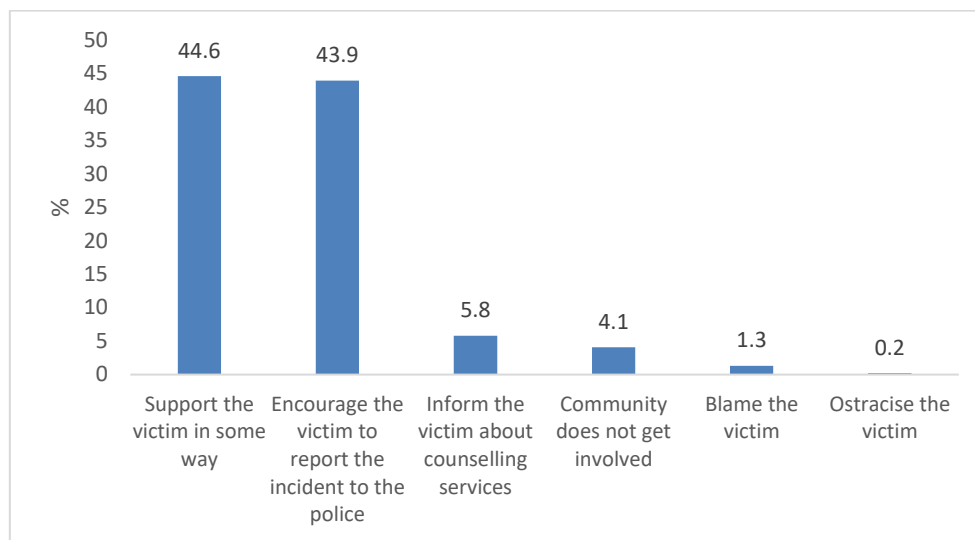
The community can be an important source of support to survivors of crime. For this reason, in addition to the medico-legal and counselling services, adults in the community survey were asked how supportive they thought their community generally was to survivors of sexual violence. Most respondents indicated that their fellow community members are very supportive of individuals who have fallen prey to sexual violence - with 55.6% purporting that community members are very supportive, and 37.4% reporting that they are only somewhat supportive. Less than a tenth (7%) felt that community members are “not at all supportive” of individuals who have been sexually victimised in their community. Similar views were shared by respondents from Tembisa and Evaton.

Figure 24: Degree to which community members are supportive of victims of sexual violence (n=522)



This generally positive response from the community was attested to when respondents in the community survey were asked to indicate what the overall response of community members would be to an individual who have succumbed to sexual violence. Supporting the victim in some way (44.6%), encouraging the victim to report the incident to the police (43.9%), and informing the victim about available counselling services (5.8%), together, accounted for more than 90% of all responses given. A small number of community members, however, felt that generally the community chooses not to get involved in a situation like this (4.1%), blames the victim (1.3%) or even ostracises the victim (0.2%).

Figure 25: General community responses to survivors of sexual violence (n=522)



Excerpts from the service provider and stakeholder interviews further reveal that the community's responses to survivors of sexual violence are varied. While community members have at times been supportive of survivors, they have also been known to blame the victims for the situation that has befallen them.

*"Owing to my experience, the communities so far are responding positive. They are very cooperative to the police. If, because, I will be referring to some of my cases, if they know crime had happened, especially to a child, they will come and report. And if they witness a crime incident, always they will come and show a good response ..."* (SAPS FCS, Tembisa)

*"Most, most cases they, they blame the victim ..."* (Street Committee Volunteer, Tembisa)

*"I think on that one, we are still, we are still having a very big challenge because majority ... they will tend to isolate (the) person more than he already felt or she felt about the situation that happened to him. For instance, if you are a lady, there will be that thing to say ... "It's a loose woman, that's why she got raped. And, I mean, we cannot justify rape. A rape is a rape, whether that person is your husband or your boyfriend or whatever, but a rape is a rape. We cannot justify that, so they will also say to those things, "No man. Those are, it's a girlfriend and boyfriend, so this one is lying to say no I was raped." Those kind of things, so you find a person is not getting that support (from the community)"* (Ward Councillor, Tembisa)

*"Sometimes they stigmatise ... 50% they stigmatise, 50% they support. Because even in the clinics sometimes, this is why they opened this special place (Thutuzela Care Centre), because they (survivors of sexual violence) will go to the clinics and these people are not trained, the sister for the sexual assault cases, and then they will say "What were you doing there by that time?" You know it is not the right time to talk to a victim like that. But normally, most of the people, they do judge about the dressing code, about "Why did you walk at 12 o' clock, at midnight, when you are a woman?"* (Forensic Nurse, Tembisa)

## ATTITUDES TOWARD GENDER NORMS AND SOCIAL EXPECTATIONS FOR MEN AND WOMEN

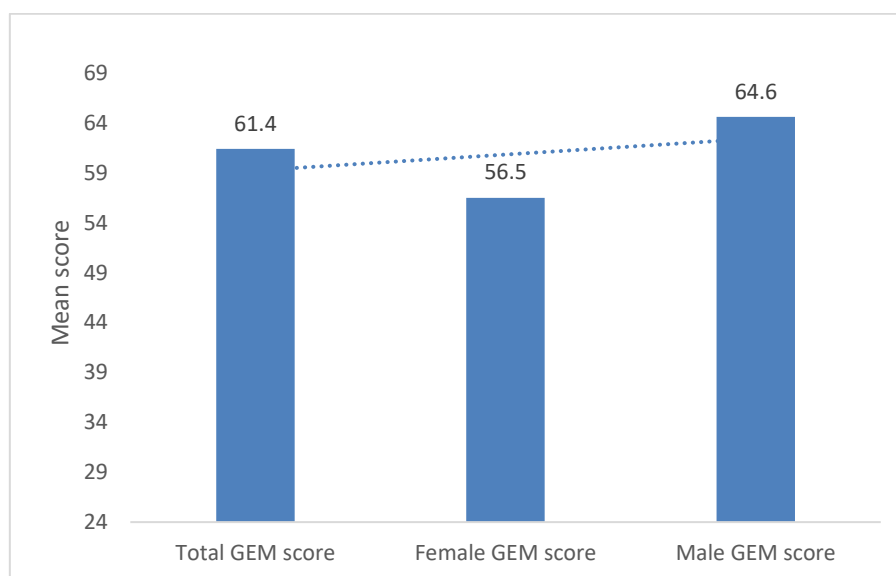
Understanding perceptions of and attitudes toward gender norms is critical in this baseline study given its established interconnections with other social issues such as violence against women and girls, school retention and the poor educational attainment of girls, stereotypical gender roles and the associated division of labour in the home.

### Community attitudes toward gender norms

Since the notion of gender is multi-faceted and manifested in different domains, a single measure of gender is often not sufficient to provide a valid assessment of gender norms and attitudes. For this reason, the Gender Equitable Men (GEM) Scale was used in this baseline study to measure community attitudes toward gender norms and expectations. The GEM scale consisted of 24 items that were scored on a 3-point scale, where 1 = agree, 2 = partially agree, and 3 = do not agree. These 24 items were then analysed collectively. Possible scores ranged from 24 to 72; with higher scores reflecting greater support for gender equitable norms. The possible scores can be categorised into low (i.e. 24-39), moderate (i.e. 40-55) and high (i.e. 56-72) levels of support for gender equitable norms.

Overall, the community sample had a mean score of 61.4 (SD=7.64); indicating high levels of support for gender equitable norms. Although both males and females were found to have high levels of support for gender equitable norms, the average score for males (M=64.6; SD=6.47) was higher than that of their female counterparts (M=56.5; SD=6.63). In fact, the average score for males was higher than the average for the total community. See Figure 26 below.

*Figure 26: Community attitudes toward gender scores (n=522)*



Throughout life, men and women receive and internalise societal messages about behaviours and characteristics that are considered ideal for men versus women. These messages can endorse stereotypical gender norms, roles and behaviours that disallow women equal rights with men. These inequitable norms may ultimately place men - and especially women - at risk for violence and other negative health outcomes.<sup>22</sup>

The GEM scale explores social expectations for men and women in several domains, namely the domestic chores and daily life domain, the reproductive health and disease prevention domain, the sexual relationships domain, and the violence domain. See Table 25 below for these percentages.

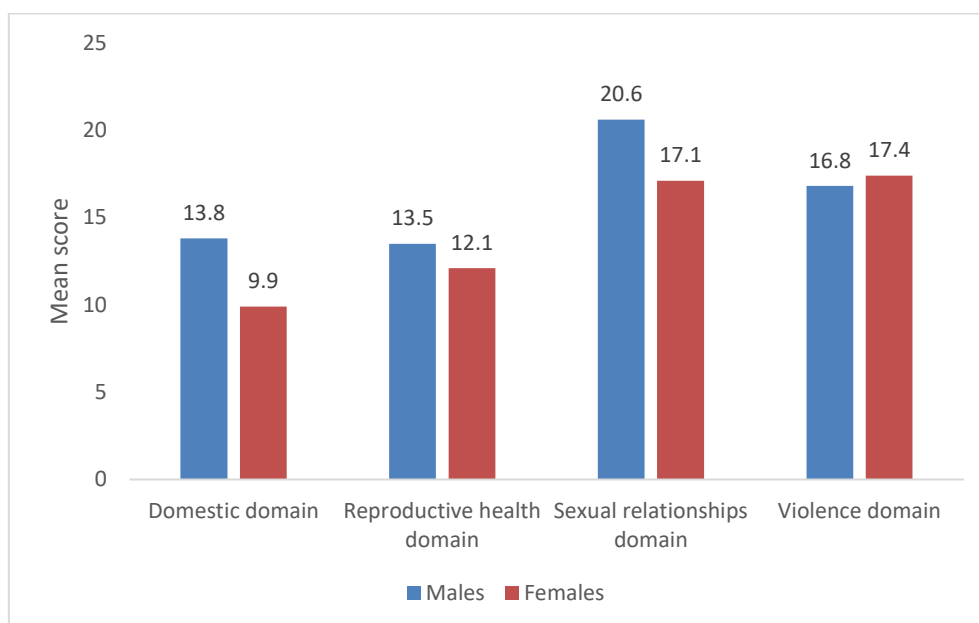
*Table 25: Community attitudes toward gender norms (n=522)*

	<b>Agree</b>	<b>Partially agree</b>	<b>Do not agree</b>
<i>Domestic chores and daily life domain</i>			
Changing nappies, giving a bath, and feeding kids is the mother's responsibility	27.4	11.5	61.1
A woman's role is taking care of her home and family	34.7	10.7	54.6
The husband should decide to buy the major household items	10.5	14.6	74.9
A man should decide to buy the major household items	6.5	14.9	78.5
A woman should obey her husband in all things	27.0	10.0	63.0
<i>Reproductive health and disease prevention domain</i>			
Women who carry condoms on them are easy	16.1	11.5	72.4
Men should be outraged if their wives ask them to use a condom	14.4	12.6	73.0
It is a woman's responsibility to avoid getting pregnant	38.1	9.0	52.9
Only when a woman has a child is she a real woman	7.5	1.9	90.6
A real man produces a male child	4.2	7.3	88.5
<i>Sexual relationships domain</i>			
It is the man who decides what type of sex to have	11.3	17.4	71.3
Men are always ready to have sex	46.4	11.9	41.8
Men need sex more than women do	45.0	12.8	42.1
A man needs other women even if things with his wife are fine	39.1	9.8	51.1
You don't talk about sex, you just do it	7.1	15.5	77.4
It disgusts me when I see a man acting like a woman	32.2	12.3	55.6
A woman should not initiate sex	10.2	12.8	77.0
A woman who has sex before she marries does not deserve respect	2.5	3.3	94.3

<i>Violence domain</i>			
	<b>Agree</b>	<b>Partially agree</b>	<b>Do not agree</b>
There are times when a woman deserves to be beaten	5.0	3.1	92.0
A woman should tolerate violence to keep her family together	3.3	1.3	95.4
It is alright for a man to beat his wife if she is unfaithful to him	4.8	2.7	92.5
A man can hit his wife if she won't have sex with him	1.9	1.3	96.7
If someone insults a man, he should defend his reputation with force if he has to	11.5	5.4	83.1
A man using violence against his wife is a private matter that shouldn't be discussed outside of the couple	13.2	3.6	83.1

Interesting results emerged when taking a closer look at these separate domains in relation to male and female attitudes. Overall, males were found to be more supportive of gender equitable norms in the domestic realm, in sexual relationships with their partners, as well as, in relation to reproductive health and safe sex practices than females. See Figure 27 for these mean scores. The lower mean score for females suggest that women in these communities may be more supportive of traditional gender expectations for males and females in these domains.

*Figure 27: Community attitudes toward gender norms, by sex (n=522)*



The differences between male and female attitudes were most pronounced in the domestic domain. Here, it seems that women are significantly more supportive of the socially prescribed gender norms and associated roles for men and women within the domestic environment than males. Specifically, the role of women as caretakers and mothers, and men as heads of their households who assume responsibility for all major decision making.

The only exception to this trend, was in relation to attitudes toward violence - where females were more supportive of gender equitable norms and were less supportive than males of the use of violence



against women in marital relationships. Men, on the other hand, seemed to be slightly more supportive of the need to maintain control over the women in their lives by using force.

According to Pulerwitz et al. (2006), gender inequitable norms, where males have greater power over the women in their lives and decision making in the relationship, and where women are expected to be submissive to their partners can create an environment that is conducive to sexual coercion and physical violence.<sup>23</sup> These gender norms are promoted from the moment males and females are born, and thus, are not easy to change. Still, addressing these deeply entrenched gender norms, and promoting more equitable social expectations for males and females, has consistently been identified as a key strategy for the prevention of sexual and other forms of violence against women and girls – an important consideration for the planned community dialogues facilitated by the Teenz Alliance Project.

## Learner attitudes toward gender norms

Young people's attitudes and behaviours are often influenced by the attitudes and behaviours of significant others in their socialising contexts. To gauge learner attitudes toward gender norms, learners were presented with a series of statements and requested to indicate the degree to which they agreed or disagreed with each of the statements.

*Table 26: Learner attitudes toward gender norms (n=602)*

	Strongly disagree	Disagree	Agree	Strongly agree
Swearing is worse for a girl than for a boy	15.1	41.4	33.9	9.6
On a date, the boy should be expected to pay all expenses	2.2	14.0	56.0	27.9
On average, girls are just as smart as boys	3.7	21.8	46.7	27.9
More encouragement in a family should be given to sons than daughters to go to university/college	36.4	59.3	3.3	1.0
It is all right for a girl to want to play rough sports like football	9.1	34.9	51.3	4.7
It is all right for a girl to ask a boy out on a date	23.6	39.7	33.7	3.0
It is more important for boys than girls to do well in school	33.7	54.7	8.8	2.8
Boys are better leaders than girls	16.4	52.5	24.8	6.3
Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career	37.7	58.1	3.0	1.2
Girls should have the same freedom as boys	3.7	11.3	60.6	24.4
In general, the father should have greater authority than the mother in making family decisions	18.3	46.0	29.7	6.0

If both husband and wife have jobs, the husband should do a share of the housework such as washing the dishes and doing the laundry	13.0	30.9	<b>41.5</b>	<b>14.6</b>
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A number of education-related statements were posed to the learners to assess their attitudes toward the importance of education for males and females. Overall, the learners seem to be largely supportive of equal rights to education for girls and boys. This was evident in the proportion of learners who stressed that girls were just as smart as boys, and did not agree with the statements that girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career, that it was more important for boys to do well at school, and that more encouragement should be given to sons than daughters to go to university or college.

The equitable norms were also extended to girls' decision to play sports typically considered too rough for females, leadership abilities, and general freedoms. However, it was evident from the figures depicted in Table 26, that many learners were still supportive of gender inequitable norms that pertain to dating relationships between males and females. Specifically, more than 80% of all learners surveyed, believed that on a date, males should be expected to pay for all expenses. In line with this, more than 60% of learners maintained that it would not be all right for a girl to ask a boy out on a date.

*Table 27: Learner attitudes toward gender norms, by sex (n=602)*

	Males		Females	
	Disagree	Agree	Disagree	Agree
Swearing is worse for a girl than for a boy	56.0	44.0	56.9	43.1
On a date, the boy should be expected to pay all expenses	24.2	75.8	9.2	<b>90.8</b>
On average, girls are just as smart as boys	<b>33.6</b>	66.4	18.5	81.5
More encouragement in a family should be given to sons than daughters to go to university/college	94.2	<b>5.8</b>	96.9	3.1
It is all right for a girl to want to play rough sports like football	35.7	64.3	<b>51.1</b>	48.9
It is all right for a girl to ask a boy out on a date	44.8	55.2	<b>79.1</b>	20.9
It is more important for boys than girls to do well in school	82.7	<b>17.3</b>	93.2	6.8
Boys are better leaders than girls	59.6	<b>40.4</b>	76.9	23.1
Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career	94.9	<b>5.1</b>	96.6	3.4
Girls should have the same freedom as boys	<b>21.7</b>	78.3	9.2	90.8
In general, the father should have greater authority than the mother in making family decisions	51.6	<b>48.4</b>	75.1	24.9
If both husband and wife have jobs, the husband should do a share of the housework such as washing the dishes and doing the laundry	<b>60.6</b>	39.4	29.5	70.5

When the data was analysed by gender, the findings revealed that male learners were more supportive of gender norms that disallow equal rights between men and women. Specifically, more males believed that girls were not as smart as boys (33.6%), that boys are better leaders than girls (40.4%), that girls should not have the same freedom as boys (21.7%) and that it was more important for boys than girls to do well in school (17.3%).

These gender inequitable attitudes extended to adults as well – with more male learners asserting that fathers should have greater authority than mothers in making family decisions (48.4%) and that husbands should not do their share of housework even if both spouses were employed (60.6%). Girls, too, were found to support stereotypical attitudes toward males and females. In particular, female learners were significantly more likely to maintain that it was not appropriate for girls to play rough sports (51.1%), or ask a boy out on a date (79.1%). In addition, nine out of ten (90.8%) female learners stressed that on a date, the boy should be expected to pay for all expenses.

The following extract from an interview with one of the stakeholders, reveal how these attitudes can place women and girls at risk for sexual violence.

*“... Some, they still think, if it is your husband, then it is the right thing, he has the right (to sleep with you) or what. So, I think the stakeholders they can make the community aware, of actually “what is rape”. Because others, they think because I was in the tavern and then this guy bought me some beers, then he got a right to sleep with me. So, I think they are not aware.”* (Forensic nurse, Evaton)

## Learner attitudes toward sex

Gaining an understanding of learners’ gendered attitudes toward sex is important in trying to understand how learners would possibly respond to similar situations in real life.

The figures in Table 28, reveal that a sizeable proportion of learners had bought into the common societal myths regarding rape and sexual assault that often serve to legitimise sexual violence against women and girls. More specifically the misconceptions that women like to play hard to get but really want sex and that women usually do things that put themselves at risk of being sexually assaulted (such as wearing revealing clothing or other perceived careless behaviour).

One in every two learners surveyed agreed (47.1%) or strongly agreed (3.3%) that many women pretend not to want to have sex because they don’t want to appear loose. Of even greater concern, were the number of learners who believed that if women wear miniskirts, they are asking for trouble (n=202; 33.6%), if women were raped, they usually did something careless to put themselves in that situation (n=133; 22.1%), when women say “no” to sex, they really mean “maybe” (n=141; 23.4%) and in certain rape cases, women actually want the rape to happen (n=145; 24.1%).

Table 28: Learner attitudes toward sex (n=602)

	Strongly disagree	Disagree	Agree	Strongly agree
After a woman has already agreed to have sex, she has a right to change her mind even after the man already has an erection	1.7	15.8	47.5	35.0
A woman should choose her friends even if her boyfriend or husband disapproves	1.3	16.4	58.8	23.4
If a woman wears miniskirts, she is asking for trouble	25.4	41.0	31.7	1.8
If a woman is raped she usually did something careless to put herself in that situation	39.4	38.5	21.8	0.3
When a woman says “no” to sex, what she really means is “maybe”	27.1	49.5	22.9	0.5
If a woman doesn’t physically fight back, you can’t really say it was rape	38.4	56.5	4.5	0.7
If a woman doesn’t have physical injuries, you can’t really say it was rape	41.0	54.0	4.7	0.3
Many women pretend they don’t want to have sex because they don’t want to appear loose	15.8	33.8	47.1	3.3
In some rape cases, women actually want the rape to happen	35.4	40.5	23.1	1.0
If a husband forces his wife to have sex, this cannot be considered rape	25.1	65.3	9.0	0.7

When analysing the data by sex, male learners were significantly more likely when compared to female learners to adhere to these victim-blaming beliefs and attitudes. More than half of all males surveyed (55.6%) maintained that women who wear miniskirts, are asking for trouble, 44% claimed that when a woman says “no” to sex, she really means “maybe”, 43.3% believed that women who are raped usually did something reckless to place themselves in those situations, and 37.5% - one in every three boys – believed that in some rape cases, the women actually wanted the rape to occur ( $p < .005$ ).

Other myths regarding rape and sexual assault were also found to be more distinct among the male learners when compared to their female counterparts. It is a common misperception that people who are raped or sexually assaulted always have the injuries to show for it. Close to a tenth (9.4%) of boys surveyed agreed with the statement that “if a woman doesn’t have physical injuries, you can’t really say it was rape”, compared to only 1.2% of girls who agreed with this. In addition, 8.3% of boys agreed that if a woman doesn’t physically fight back against her attacker, you can’t really say that it was rape. See Table 29.

These findings underscore the need for the Teenz Alliance Project to combat these misconceptions with education (with a particular focus on boys) since they render women and girls more vulnerable to sexual violence. In order to respond effectively to sexual violence against girls in schools, it will be vital for both boys and girls to understand that every individual has the legal right to refuse and change their mind about sexual intercourse at any point of sexual contact (even when the guy is already aroused), that rape is about power and control rather than sexual gratification, that sexual assault affects people of all sexes, ages and classes not just attractive girls and women who flirt with men and wear skimpy clothing. In addition to this, learners need to be informed that while survivors of sexual

violence may sustain internal and/or external injuries, at times, they don't sustain any injuries since attackers often use the threat of violence to subdue their victims and prevent a physical struggle.

Table 29: Learner attitudes toward sex, by sex (n=602)

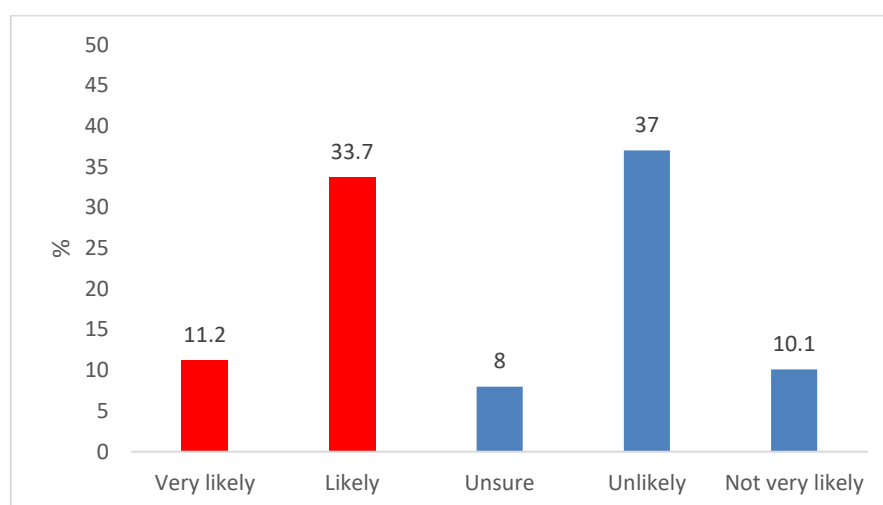
	Males (n=277)		Females (n=325)	
	Disagree	Agree	Disagree	Agree
After a woman has already agreed to have sex, she has a right to change her mind even after the man already has an erection	36.8	63.2	0.9	99.1
A woman should choose her friends even if her boyfriend or husband disapproves	28.2	71.8	8.9	91.1
If a woman wears miniskirts, she is asking for trouble	44.4	55.6	85.2	14.8
If a woman is raped she usually did something careless to put herself in that situation	56.7	43.3	96.0	4.0
When a woman says "no" to sex, what she really means is "maybe"	56.0	44.0	94.2	5.8
If a woman doesn't physically fight back, you can't really say it was rape	91.7	8.3	97.5	2.5
If a woman doesn't have physical injuries, you can't really say it was rape	90.6	9.4	98.8	1.2
Many women pretend they don't want to have sex because they don't want to appear loose	21.4	78.6	73.5	26.5
In some rape cases, women actually want the rape to happen	62.5	37.5	87.4	12.6
If a husband forces his wife to have sex, this cannot be considered rape	84.1	15.9	95.7	4.3

The misconception that survivors of rape always have extensive physical injuries appeared to be common in the general community as well, as indicated by the stakeholder interviews.

*"I think we can start there, you know, we can start there, make them aware first. And then maybe, we can see other challenges after because for now, what I've realised is that some of them really, they are not even, they don't even know what is rape. The only thing is, rape, you must be penetrated and have, you know, extensive injuries or what or what. They don't know that even just touching there or putting something there, it's regarded as rape. They don't understand what is rape. To them, rape, it must only be when we are having injuries. Even our policemen, some of them ... maybe after examination and then you tell them that "I didn't see any injuries, but it doesn't mean, it doesn't mean there was no penetration." Otherwise, you know, they look at you as if ... If you cannot see anything, it's because not every case you will see something. Not all of them." (Forensic Nurse, Evaton)*

To further gauge learner attitudes toward sex and relationships with members of the opposite sex, male learners were asked how likely it would be that they would tell a girl, who they liked, that they loved her in the hopes that she would consent to sex. Two out of every five male learners – a total of 44.9% - admitted that they would be very likely (11.2%) or likely (33.7%) to do that.

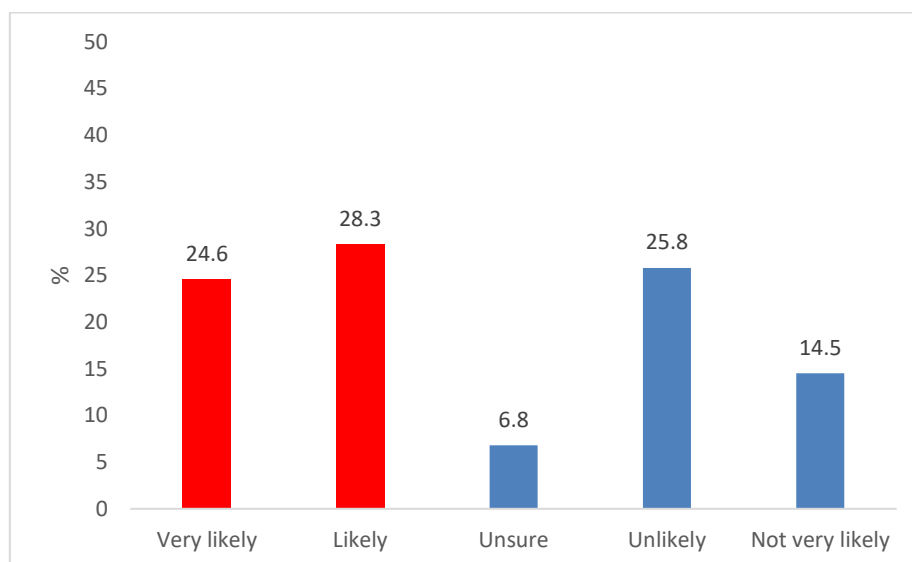
*Figure 28: How likely is it that you would tell a girl you like that you love her in the hopes she would consent to having sex (n=276)*



In addition to this, one in every two male learners reported that they and their friends sometimes (45.1%), often (4%) or very often (0.4%) teased girls by saying sexual things to them. A total of 50.5% of male learners indicated that they never do this.

Female learners, on the other hand, were asked how likely it would be that a boy they liked could talk them into having sex. In response to this question, more than half (52.9%) of the female learners admitted that it would be very likely (24.6%) or likely (28.3%) that a boy could do this.

*Figure 29: How likely is it that a boy you like would be able to talk you into having sex (n=325)*



It is clear from these findings that there is a need for the Teenz Alliance Project to mentor male and female learners to understand their role in relationship to members of the opposite sex. It is important for learners to understand the need to respect the wishes of their partners and to allow their partners to consent to sexual activities without pressure or deceitfulness.

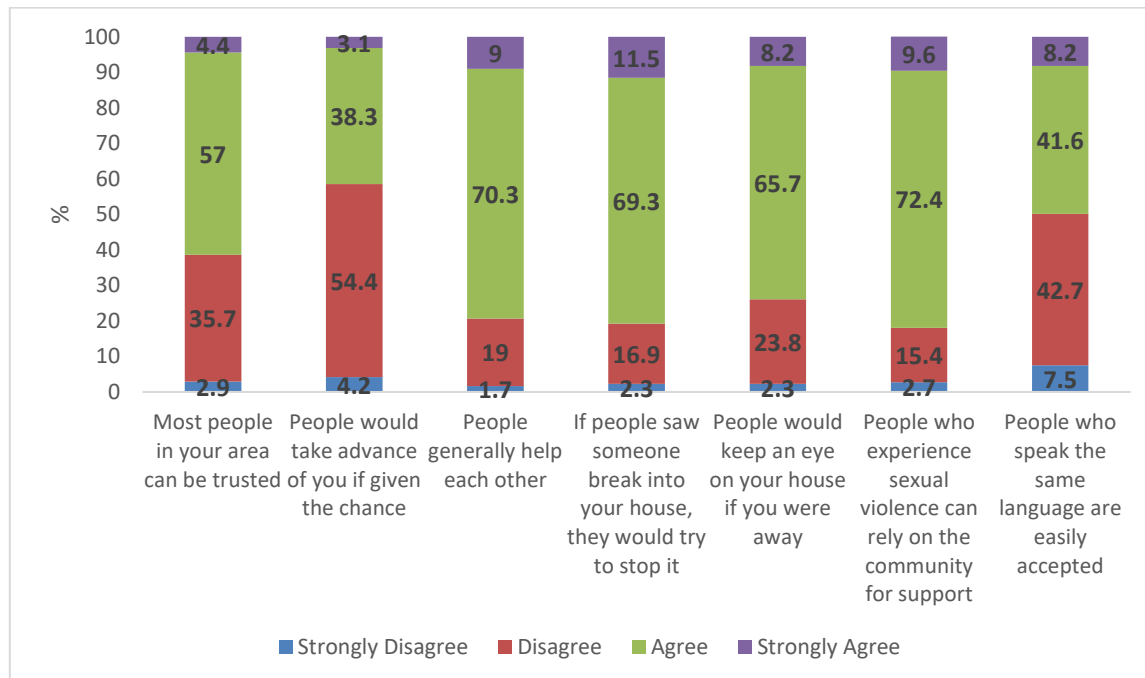
## COMMUNITY & SOCIAL COHESION

### Cohesion among community members

Social cohesion can be described as the ability, of individuals from the same community, to cooperate with each other and function as an entity. According to Cantle (2007), a cohesive community is one where residents share a sense of belonging, people from diverse backgrounds are valued and feel comfortable interacting with each other, the same opportunities are available to all in the community regardless of differences in their background, and where strong and positive relationships between community members are fostered.<sup>24</sup> Community cohesion has been found to contribute to an array of positive social outcomes including safety and economic prosperity, and is for that reason, considered an important step towards improving the quality of life for community members.

People's perceptions about the area in which they live are key indicators of community cohesion. In the community survey, adults were presented with seven statements about their community and were asked to indicate the extent to which they agreed or disagreed with each individual statement. From the individual statements below, it becomes apparent that most community participants generally had very favourable attitudes toward their community. Overall, eight out of ten community participants agreed that people from their community would generally help each other out if the need arose, would try and intervene if they saw someone breaking into a neighbour's house, and individuals who may have fallen victim to sexual violence can in fact rely on their community for support and understanding. This latter point is of critical importance to the Teenz Alliance Project.

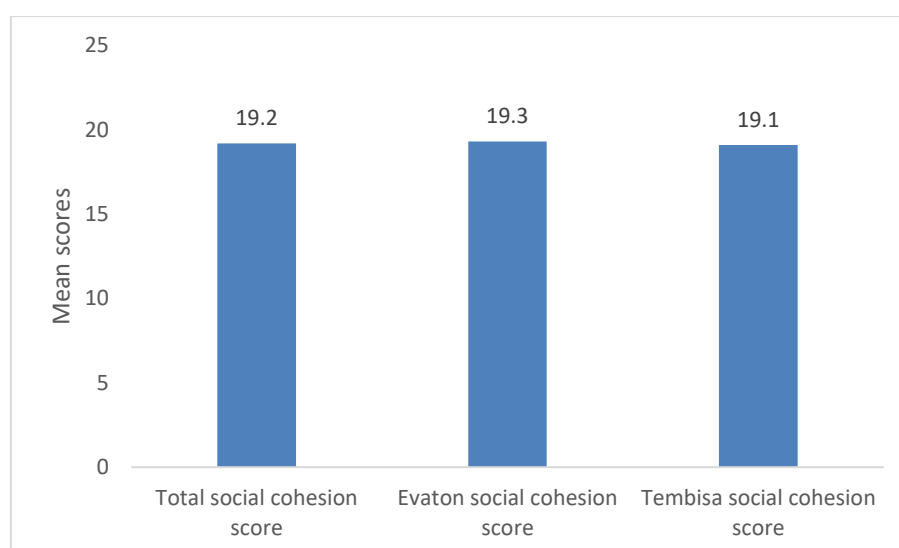
Figure 30: Community and social cohesion (n=522)



Fewer community members – though still the majority – agreed that in general, people in their community can be trusted, would keep an eye on their homes if they had to travel outside of the community for a period of time, and would not take advantage of each other if given the chance.

A composite score for social cohesion was compiled. Possible scores ranged from seven to 28; with a score of seven indicating that the community members strongly disagreed with all seven statements and a score of 28 indicating that the community members strongly agreed with all seven statements posed. Thus, the higher the score, the higher the level of social cohesion, and the lower the score, the lower the level of social cohesion in the community. Overall, a fairly high level of social cohesion was observed in the community sample ( $M=19.2$ ;  $SD=2.67$ ). The average scores for social cohesion was slightly higher in Evaton ( $M=19.3$ ;  $SD=2.33$ ) when compared to Tembisa ( $M=19.1$ ;  $SD=2.80$ ).

*Figure 31: Social cohesion scores, by area (n=522)*



Even though the Tembisa and Evaton communities are fairly cohesive, there is still some room for improvement. Particularly, in relation to fostering a sense of trust among community members. More than a third of the community participants – a total of 38.6% - felt that generally speaking, people in their community could not be trusted. Fostering a sense of trust amongst community members is a lengthy process. However, having open and honest dialogues as a collective to discuss for example major issues affecting the community including sexual violence and possible solutions to these problems may promote an overarching sense of identity amongst residents in these two communities and foster joint responsibility and accountability for the safety and well-being of the communities' women and girls.

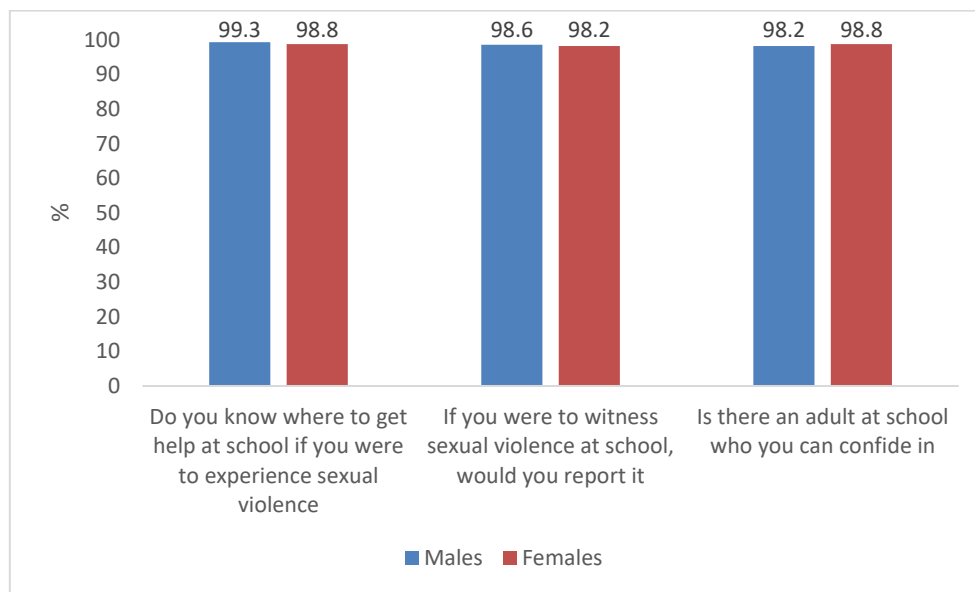
## **Learners as advocates for sexual violence prevention at school**

Since the Teenz Alliance Project is aiming to provide leadership training to girls and boys to equip them to advocate for sexual violence prevention in their schools and communities, it was important to get an initial sense of how confident male and female learners would feel doing so at their schools.

Almost all the learners surveyed, stressed that they knew where to get help at their school if a friend or they themselves experienced sexual violence (99%) and would, in fact, report sexual violence to the school authorities if they were to bear witness to such an incident (98.3%). Nine out of ten (98.5%) learners confirmed that there was an adult at their school who they could confide in about something that was important to them. There were no significant differences between males and females regarding this. See Figure 32.



Figure 32: Learners who would report sexual violence at school (n=602)



When asked how confident they are that they could help a learner who they saw being physically hurt or sexually assaulted, 89.2% of all learners expressed their confidence in doing so. Specifically, 55.5% - one in every two learners – claimed that they would be very confident in doing so, while a further 33.7% - a third of the sample – reported that they would be fairly confident to do so. Just over a tenth of the learners were not very confident (3.3%) or not confident at all (7.5%) doing so. Even so, close to a tenth of learners (8.5%) reported that they had in the past assisted someone at their school who was being physically hurt or sexually assaulted by other learners. These findings suggest there is thus a real opportunity to involve male and female learners at the 12 participating high schools in the sexual violence prevention work of the Teenz Alliance Project.

## COMMUNITY'S ROLE IN PREVENTING SEXUAL VIOLENCE

Sexual violence against women and girls is a multi-faceted problem. As a result, a multi-sectoral approach is required to address this public health issue. Ordinary community members themselves are important role-players in the fight against sexual and other forms of gender-based violence. Community members were asked what they thought ordinary community members could do to prevent sexual violence against women and girls in the communities in which they lived. The open-ended responses provided centred around several themes which will be described individually below.

### **Prioritise community education about sexual violence and sexual violence-related issues**

The need for community members to share knowledge and information with one another to combat the misconceptions and myths associated with sexual violence and to foster an accurate understanding of what sexual violence is, the different ways in which it manifests itself, the various contexts in which it can occur, and how to prevent sexual violence was consistently highlighted by the community members.

*"There should be awareness in the community because people don't know about it, women stays in relationship regardless of it's good or bad because perpetrator put food on the table" (28-year-old male from Tembisa)*

*"... Let us not use culture to defend this dirty thing. People must be taught how to date, respect the women. (24-year-old male from Tembisa)*

*"Community should be more educated about sexual violence because most community members do not understand the word sexual violence or abuse" (29-year-old male from Tembisa)*

*"To educate the old and the young in the community. Have more gatherings and talk about sexual violence" (20-year-old male from Tembisa)*

*"Community should come together and discuss about it" (58-year-old male from Evaton)*

*"By educating women and girls about preventing sexual violence. Group sessions will help to make women and girls alert at all times" (41-year-old female from Tembisa)*

*"Fathers should be taken to public gatherings to educate them about sexual violence against women and girls" (42-year-old male from Tembisa)*

*"Community should come together to educate one another about it" (41-year-old male from Evaton)*

*"To educate more people about sexual violence because some of the people in community do not understand what sexual violence is" (18-year-old male from Tembisa)*

*"Open group discussions, talk open about problems and dangerous situations. Educate men to respect and protect girls and women and not allow women to drink alcohol with men" (27-year-old male from Evaton)*

*"Community should have more group discussions about the dos and don'ts to prevent sexual violence" (50-year-old male from Tembisa)*

*"Let us have workshops to educate males how to control themselves, real men do not abuse women and children" (38-year-old male from Tembisa)*

### **Work to change the attitudes and behaviours of women and girls**

Related to the need for education, was the community members' perception that the attitudes and behaviours of women and girls needed to change to decrease their risk for sexual violence. These recommendations seemed to highlight the prevalence of victim-blaming in these communities – with participants from all ages and both sexes - believing that women and girls can ward off sexual violence by acting and dressing more appropriately. The importance of parental supervision to safeguard girl children was also stressed by the adults in the community survey.

*"Teach our children not to wear revealing clothes must not be called by strangers and stop going out at night" (35-year-old male from Tembisa)*

*"Women must respect their husbands as much as husbands must respect their wives. Girls must wear proper clothes that will prevent them from being abused and raped" (29-year-old female from Tembisa)*

*"If women can stop attracting men by wearing short skirts. The community deal with the perpetrator" (56-year-old female from Evaton)*

*"Women must not have relationships with men they do not know. Do not be too friendly with males" (30-year-old female from Tembisa)*

*"Girls need to dress properly and must not demand any favour from men ... be careful about conversation they had with men and strangers, must not be romantic." (34-year-old male from Evaton)*

*"Young girls should stop wearing mini skirt and went into taverns and expect men to buy them alcohol, then that's where problem starts" (55-year-old male from Tembisa)"*

*"They must stop drinking and moving around at night. Not take money from strangers because when they are drunk men took advantage of them" (66-year-old male from Evaton)*

*"Parents must teach their girl children how to behave themselves and dress code, that will prevent girls from being raped. They must also teach their kids on how to speak out when they experience sexual violence" (47-year-old female from Tembisa)*

*"Girl children must prevent and stop wearing mini-skirts because they are the main cause of attracting men to do sexual violence against them" (39-year-old female from Tembisa)*

*"They must not roam around at night. Parents must be involved in keeping their children safe by watching their every move and their whereabouts all the time" (29-year-old male from Tembisa)*

*"Dress code, children must know what to wear and not to wear, because revealing their body parts lead to sexual violence. As parents, we must give our children money so that they cannot be victims of sexual violence that will end this thing of sugar daddies" (28-year-old male from Tembisa)*

*"Children must stay at home stop going to shebeens and taverns at night. Parents must be responsible for safety of their kids at all time" (44-year old male from Evaton)*

*"Girls should not expose their bodies by wearing short skirts and should not relieve themselves anywhere" (28-year-old male from Tembisa)*

*"The females in the community should also reduce on the drinking of alcohol and hanging around taverns till late. And educate each other about sexual violence against women" (32-year-old male from Tembisa)*

*"Stay indoors not attending parties because its dangerous out there and it's not a new problem. Police will not prevent rape and abuse but respond afterwards" (22-year-old male from Tembisa)*

*"Women should dress neatly to avoid attracting sex predators" (42-year-old male from Tembisa)*

*"Women should behave themselves" (39-year-old male from Tembisa)*

*"Women should not wear mini skirt and go to taverns ..." (26-year-old male from Tembisa)*

### **Speak out and report abuse**

An additional theme that emerged from the data was the community's realisation that in order to address sexual violence, it was important to break the silence and report such cases to the necessary authorities. From the extracts below, it is clear that reporting is viewed not only as the responsibility of the survivor, but also the community at large, who may be aware of the incident.

*"If we can stop hiding things. If something is happening, speak out. Make someone aware, speak out and say NO to sexual violence" (64-year-old female from Tembisa)*

*"Women must be open and speak out to resolve the sexual abuse issues" (19-year-old female from Tembisa)*

*"Report it to the police and prevent sexual violence in the community" (62-year-old male from Evaton)*

*"Community should report any form of abuse immediately" (57-year-old male from Evaton)*

*"If women can stand-out for themselves, speak-out and fight for their right. Make sure that the perpetrators go to jail" (22-year-old female from Tembisa)*

*"Women stop keeping quiet, report the perpetrator..." (49-year-old female from Tembisa)*

*"Report to the police make sure that the perpetrator is arrested" (37-year-old female from Evaton)*

*"Report to the police. Speak out to someone to get help. Women must stand up, fight sexual violence and deal with the perpetrators" (26-year-old female from Tembisa)*

*"The victim must open-up, stop keeping quiet. Community must report the perpetrator to the police" (54-year-old female from Tembisa)*

*"Women must stop keeping quiet about their abuse, report it to the police" (70-year-old female from Tembisa)*

## **Social crime prevention**

It was determined that many respondents saw unemployment, lack of opportunities for pro-social entertainment, the frequenting of taverns and substance abuse as factors that contributed to sexual violence in their community. For this reason, adults in the community suggested that greater access to job opportunities and fun activities like sports would certainly decrease violence against women and girls in the community.

*“All unemployed children who have finished school must be hired as CPF (Community Policing Forum members) to patrol the area for the safety of the community and assist them financially to prevent crime and sexual abuse in the area” (41-year-old female from Evaton)*

*“Hire unemployed people from the community to patrol the area for the safety of girls, women and grannies” (52-year-old female from Evaton)*

*“Create more jobs for unemployed people and workshop people who are poor on different skills to keep them busy so that they couldn't think of doing wrong things” (34-year-old female from Evaton)*

*“To create more jobs for the community to be safe and patrol at night in the streets” (40-year-old female from Evaton)*

*“When they can create all jobs for the men to prevent thinking about sexual violence against women and girls” (36-year-old female from Evaton)*

## **Better policing and harsher penalties for the perpetrators of sexual violence**

Another theme that was identified was the need for perpetrators to experience harsh and violent punishment for their crimes. In addition to this, improved police visibility was also viewed as an essential component to reducing the levels of sexual violence in these two communities.

*“Employ more police officials in order to prevent the situation of sexual violence” (33-year-old female from Evaton)*

*“Need to lock away rapists forever. So that they can learn their lesson, allow our women to wear what they want, there is no need for protection but respect is needed. Then there will be zero-crime rate” (35-year-old male from Evaton)*

*“Government must provide more police or securities to patrol in the area for girls, woman and grannies to be safe” (22-year-old female from Evaton)*

*“I think if the cops can patrol more at night and the taverns should close early and work hand in hand with the community” (54-year-old male from Evaton)*

*“Abuser must go to jail for long time and sentence must be long and harsh like life sentences” (26-year-old male from Evaton)*

*“They must bring back death penalty to all men who are doing sexual violence to their wives and children” (32-year-old female from Evaton)*

*"Police should patrol thoroughly at night because that's where sexual violence and crime takes place" (44-year-old male from Evaton)*

*"Patrollers must be plenty and street lights are required and refusal must be collected cause it ended up being target place for criminals" (34-year-old male from Evaton)*

*"It can be prevented if the law can bring back death penalty for the perpetrators" (65-year-old female from Evaton)*

*"Educate men about women abuse. Punishment must be harsh. Life sentence must be implemented again. Report sexual violence to the police" (32-year-old female from Evaton)*

## **Mob Justice**

The community's frustration with the ubiquitous nature of sexual violence and the perceived police inability to curb this problem, becomes apparent in their recommendations for the community to take the law into their own hands in order to reduce the levels of sexual violence plaguing their communities.

*"When man beating a wife must be beaten too, because you call the police, he is going to pay bribe and come out of prison" (44-year-old male from Tembisa)*

*"To prevent it, if we found the perpetrators you kill him because the police is not helping in the community. Make an example, it will never happen again" (30-year-old female from Evaton)*

*"Community must assault the perpetrator or mob justice should take its course" (30-year-old male from Tembisa)*

*"We as community should deal with perpetrators since police are helpless" (22-year-old male from Evaton)*

*"The community must cut the penis of the rapist and those who were raped must get counselling and therapy" (26-year-old female from Evaton)*

*"Let us protect the women. When seeing a man abusing a woman we must deal with that man immediately" (28-year-old male from Tembisa)*

*"Anyone who is caught raping a girl must lose his penis, those who bring nyaope in the community must be killed" (42-year-old female from Evaton)*

*"Beating the person is a good way to prevent sexual violence. If found, the person that did sexual violence must kill him" (50-year-old female from Tembisa)*

*"Anyone who is raping must be punished by cutting his penis. Create a safe place for the grannies who are being abused sexually" (36-year-old female from Evaton)*

*"The community deal with the perpetrators because the police are too lenient with them. Involve social workers" (32-year-old female from Tembisa)*

*“We as community should deal with perpetrators since police are helpless” (22-year-old male from Evaton)*

*“The perpetrators must be punished by cutting their private part. Involve the social workers to help the victim” (49-year-old female from Evaton)*

*“All rapist must be jailed and receive death penalty and the community must remove his penis” (40-year-old female from Evaton)*

### **Role of men in preventing sexual violence**

Other community members suggested that addressing men’s behaviour would be a solution, specifically educating men about why they should not sexually abuse women and encouraging men to form groups and stand up against abuse. From the citations below it is clear that community members view males as important role-models and mentors for other males in the community.

*“Let the men be together and tell one another to respect women and girls” (33-year-old male from Tembisa)*

*“We as men should be united at discussing issues concerning sexual violence” (34-year-old male from Tembisa)*

*“Let’s not accommodate criminals amongst ourselves. We need to take a stand and tell our brothers to stop this thing, not to laugh and cheer when they are abusing women” (55-year-old male from Tembisa)*

*“As men let us drop pride, let us accept that we are wrong (and) we need help. Anger will drop, let us know how to differentiate between right and wrong” (38-year-old male from Tembisa)*

*“Community should come together and protect their women” (43-year-old male from Tembisa)*

## CONCLUSIONS AND RECOMMENDATIONS

Ideas of how males and females are meant to think and behave are informed by socio-cultural norms and practices that are present from the moment an individual is born. Historically, gender stereotypical views have always emphasised the dominance, physical strength and superiority of males over women, while females were traditionally viewed as sexually passive. These ideologies have been found to render women more vulnerable to sexual violence because it serves to legitimise violence against women and girls.

The findings from this baseline study reveal the extent to which males and females in Tembisa and Evaton - both adults in the community survey as well as young people in the school survey - continue to support and adhere to gender inequitable norms and values. These notions often manifest as misconceptions regarding sexual violence that ultimately places the blame for sexual violence on the victims, and minimises the severity of the crime and the responsibility of the perpetrator – all barriers to disclosing sexual violence. Throughout this report, the need for education to combat these misconceptions has been underscored. **The Teenz Alliance Project should, therefore, prioritise education on sexual violence and sexual violence-related issues, at a school and community level. Addressing these deeply entrenched gender norms, and promoting more equitable social expectations for males and females, has consistently been identified as a key strategy for the prevention of sexual and other forms of violence against women and girls – an important consideration for the planned community dialogues facilitated by the Teenz Alliance Project.**

Although most of the baseline participants could correctly identify the different examples of penetrative and non-penetrative sexual violence, the forms of sexual violence, that both community members and learners were least likely to identify correctly, were sexually violent acts that infringe on the rights of young girls to access contraception and other measures to protect themselves against unplanned pregnancies and sexually transmitted infections. **There is thus a need to educate residents in Tembisa and Evaton that sexual violence encompasses a broad range of unwanted sexual acts – that may or may not involve physical contact between the individuals involved – and can take place in many different settings** – even when young girls are making use of public transportation or are being denied the right to use contraception. This will ensure that survivors of sexual violence will be provided with the necessary care and support to deal with their trauma and related deleterious effects.

The experience of sexual violence was common among the learners surveyed. Although female and male learners are both vulnerable to sexual violence at school, the baseline study revealed that they may be vulnerable to different forms of sexual violence. The study found that while females are more likely to experience forced and penetrative sexual abuse and other forms of sexual abuse that involves contact with an abuser, males on the other hand, were more likely to report forced exposure to sexual acts and materials and other forms of non-contact sexual abuse. This suggests that **along with the focus on girls, sexual violence prevention and intervention activities of the Teenz Alliance Project should also ensure a focus on boys - and in particular, the differential emotional, physical and social impact of sexual violence on boys - in the design and implementation of activities aimed at male learners in this intervention project.** This will also be important to ensure the appropriate provision of psycho-social, health and other legal services to young males (and females) who may experience sexual violence.

**The Teenz Alliance Project could work alongside the police in the Tembisa and Evaton to embark on concerted efforts to improve their image within the communities they serve, and to improve the levels of trust that exist between SAPS and community members.** This process needs to go beyond the realm of community policing forums, as these may themselves become politicised. Liaison and



communication were identified as areas of concern by community members, and this can easily be remedied through more effective community communication strategies and events. This will then also go a long way in addressing the low reporting rates of sexual violence within these communities since a lack of trust in the police were cited as one of the principal reasons for failing to report criminal experiences to the local authorities in these communities.

A large part of the sexual violence occurring at these schools is unreported to the school authorities. Given that the main reasons for learners not reporting their experiences of sexual violence at school is fear and the belief that it was not important to do so, **there is a need for the Teenz Alliance Project, to work with the 12 participating high schools to establish a school environment that encourages the reporting of sexual violence or the threat thereof by learners and ensure the provision of safe spaces where learners can report such experiences confidentially.** In addition to this, one of the most promising strategies that are being used to prevent sexual assault and encourage reporting is bystander intervention training. In this baseline study, it became apparent that learners – if they are not themselves experiencing sexual violence – are acutely aware of other learners who may be experiencing sexual violence at school. **Bystander intervention training can help to create a school culture where sexual violence prevention is everyone's responsibility and everyone understands their role in its prevention.**

**The Teenz Alliance Project should also work with the 12 participating high schools to review and update their disciplinary processes and to involve service providers from outside of the school to ensure a survivor-centred approach to responding to the cases of sexual assault and rape that are brought to the schools' attention.** The baseline results show that when sexual violence is reported to the school authorities, very rarely are the learners referred to counselling and other psycho-social support services. In addition, the baseline study revealed a **need for educator training on classroom management – given that sexual violence is most likely to occur in their classrooms (34.8%) – and on sexual violence including how to identify the signs of sexual violence, and how to deal appropriately with such cases when they are brought to the school's attention.**

Regarding learner feelings of safety, learners felt the least safe when at places of public transport or while using public transport in their community. **These findings underscore the need for the Teenz Alliance Project to collaborate with community policing forums (CPFs) to develop safety protocols to prevent the harassment of school girls at places of public transport, or while making use of public transport in their community.**

## Endnotes

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