Responses to Gender-Based Violence: The Situation with Special Schools Catering for Learners with Intellectual Disabilities in Johannesburg, South Africa

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DECLARATION

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I, Samuel Satuku, declare that the thesis titled **Responses to Gender-Based Violence: The Situation with Special Schools Catering for Learners with Intellectual Disabilities in Johannesburg, South Africa** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of a complete references.

SIGNATURE:  DATE: 31 October 2019

(Mr Samuel Satuku)

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Andrea Abrahams for helping with the pilot, interview guides and the actual interviews.

The district officials and school managers for giving me permission to carry out the study in their schools.

DEDICATION

This work is dedicated to my father, Ephraim Makunda Satuku, and my mother, Winnie Satuku, for sending me to school and for your blessings in my life. I dedicate this thesis to Josephine, Takunda and Kuziwakwashe for allowing me to study and for your love, support and patience during this academic endeavour.

ABSTRACT

This study investigated the responses to gender-based violence by special schools catering for learners with intellectual disabilities in Johannesburg, South Africa. Despite efforts to implement strategies to respond to gender-based violence, special schools still grapple with this problem. This study undertook the qualitative approach and was entrenched in the transformative worldview consistent with the critical theory, feminist and human rights perspectives. This was a multisite case study design based on two special schools. Data were drawn from 15 female learners with mild intellectual disabilities and nine staff members. The researcher selected the female learners by purposeful and network sampling methods. In addition, the researcher used multi-method data collection techniques to collect data. Data were collected from school documents and in-depth interviews with the staff and female learners. All the data collected was about female learners' issues, voices and lived experiences in the two special schools. Prior to each in-depth interview with individual participants, the researcher engaged the participants by showing them a video and news articles.

The researcher used the thematic analysis method to analyse the data. Data analysis was categorised into five themes: the nature of gender-based violence; factors that encourage gender-based violence to thrive; school's responses to gender-based violence; challenges in responding to gender-based violence in the schools; and strategies for responding to gender-based violence in special schools. Findings suggested that the basic inherent features and nature of gender-based violence in special schools has remained consistent over the years. This indicated the failure of the response strategies that special schools are using to curb the scourge. The study showed that gender-based violence continues to occur in special schools with little restraint. Inequalities between men and women came out as the root and major cause of this scourge. Findings also indicated that gender-based violence is motivated by the desire to intimidate, diminish, punish and humiliate girls because of their gender. Furthermore, findings suggested that special schools are not using the most effective gender-sensitive strategies to deal with gender-based violence. The study recommended gender sensitive strategies rooted on the suggestions put forward by the participants, for special schools to ensure the effectiveness of the strategies implemented to deal with gender-based violence.

Key words: gender-based violence; intellectual disability; special school; gender-sensitive; perpetrators; intervention strategy; survivor; responses

"Calling gender violence, a women's issue is part of the problem. It gives a lot of men an excuse not to pay attention. It's clear, right? It is everyone's job to fight for a society where no woman is subjected to the violence of a man."

Jackson Katz (*American educator, filmmaker and author)*

"Violence against women is a men's problem. As South African men let us take responsibility for our actions. We must treat the women and girls of our country with care and respect."

President Cyril Ramaphosa

TABLE OF CONTENTS

DECLARATION ..... **i**
ACKNOWLEDGEMENTS ..... **ii**
DEDICATION ..... **iii**
ABSTRACT ..... **iv**
LIST OF TABLES ..... **x**
ABBREVATIONS AND ACRONYMS ..... **xi**
CHAPTER 1: INTRODUCTION **1**
1.1 Background 1
1.2 The Problem Statement 7
1.3 Rationale 8
1.4 The aims and objectives of the study 10
1.5 Contribution and significance of study 11
1.6 Theoretical framework 13
1.7 Research methodology 14
1.7.1 Research paradigm 14
1.7.2 Research Approach 14
1.7.3 Research design 15
1.7.4 Population 15
1.7.5 Sampling 16
1.7.6 Data Collection 16
1.7.7 Data Analysis 16
1.7.8 Trustworthiness 17
1.7.9 Ethical Considerations 17
1.8 Definition of terms used in this study 18
1.9 Organization of the research program 19
1.10 Summary 20
CHAPTER 2: CONCEPTUAL FRAMEWORK **21**
2.1 Introduction 21
2.2 An overview of gender-based violence 21
2.3 Prevalence of gender-based violence, globally 23
2.4 Prevalence of gender-based violence in South Africa 25
2.5 Forms and nature of gender-based violence in schools 27
2.6 Implications of gender-based violence in schools 30
2.7 Factors behind women with disabilities' vulnerability to gender-based violence 32
2.8 Overview of school related gender-based violence 35
2.9 School related gender-based violence internationally 35
2.10 Gender-based violence in South African schools 36
2.11 Gender-based violence in special schools 37
2.12 Overview of responses to gender-based violence 38
2.13 Responses to gender-based violence internationally 40

2.14 Responses to gender-based violence in South Africa....42
2.15 Responses to gender-based violence in special schools....45
2.16 Factors that affect the responses of special schools to gender-based violence....47
2.17 Recommendations and promising responses to gender-based violence....49
2.18 Summary....55
CHAPTER 3: THEORETICAL FRAMEWORK....56
3.1 Introduction....56
3.2 Feminist Theory....56
3.3 The human rights perspective....60
3.4 Summary....62
CHAPTER 4: RESEARCH METHODOLOGY....63
4.1 Introduction....63
4.2 Sensitivity of research topic and population....63
4.3 Research paradigm....64
4.4 Research approach....66
4.5 Research design....68
4.6 Population....69
4.6.1 Participants....69
4.6.2 Recruitment of participants....70
4.6.3 Sampling of participants....71
4.6.4 Description of research sites....73
4.7 Methods used for data collection....74
4.7.1 School documents....76
4.7.2 In-depth interviews....78
4.8 Pilot study....81
4.8.1 Participants of the pilot study....83
4.8.2 Pilot study findings....83
4.9 Data analysis and interpretation....84
4.10 Trustworthiness....87
4.10.1 Credibility....87
4.10.2 Transferability....87
4.10.3 Dependability....87
4.10.4 Conformability....88
4.11 Ethical considerations....88
4.12 Challenges faced during data collection....90
4.13 Summary....92
CHAPTER 5: RESEARCH FINDINGS....93
5.1 Introduction....93
5.2 Section A: School-based sexual violence....93
5.2.1 Understandings of gender-based violence in special schools....93
5.2.2 Existence of Gender-based Violence in Schools for Learners with Intellectual Disabilities....95
5.2.3 The nature of gender-based violence in special schools....96
5.2.4 Reported forms of gender-based violence in special schools....96

5.2.5 Gender-based violence outside the school 104
5.2.6 Causes of gender-based violence in special schools 105
5.2.7 Causes of gender-based violence from staff perspectives 107
5.2.8 Causes of gender-based violence from learners' perspectives 111
5.2.9 Victims of school gender-based violence 113
5.2.10 Perpetrators of school gender-based violence 113
5.3 SECTION B: RESPONDING TO GENDER-BASED VIOLENCE 115
5.3.1 Policy Guidelines 115
5.3.2 Curriculum: Teaching and learning 118
5.3.3 Special Support Programmes 119
5.3.4 Involvement of Stakeholders 122
5.3.5 Handling of Reported Gender-Based Violence 123
5.3.6 Recording of gender-based violence 124
5.3.7 Challenges related to schools' responses toward gender-based violence 126
5.3.8 Proposed strategies for responding to gender-based violence 135
5.3.9 Summary 140
CHAPTER 6: DISCUSSION 141
6.1 Introduction 141
6.2 Nature of gender-based violence in special schools 141
6.3 Forms of gender-based violence in special schools 145
6.4 Factors that encourage gender-based violence to thrive in special schools 151
6.5 Victims and perpetrators of gender-based violence in special schools 155
6.6 Responding to gender-based violence in special schools 156
6.6.1 Department of Education initiated strategies 156
6.6.2 School initiated strategies 157
6.6.3 Community initiated strategies 160
6.7 Handling of reported gender-based violence 161
6.7.1 Government initiated strategies 161
6.7.2 School initiated strategies 162
6.8 Challenges related to schools' responses toward gender-based violence 163
6.9 Proposed strategies for responding to gender-based violence 167
6.10 Summary 172
CHAPTER 7: GENDER SENSITIVE STRATEGIES FOR ADDRESSING GENDER-BASED VIOLENCE IN SPECIAL SCHOOLS CATERING FOR LEARNERS WITH INTELLECTUAL DISABILITIES 173
7.1 Introduction 173
7.2 Defining Gender Sensitive Strategies 174
7.3 Why Gender Sensitive Strategies? 174
7.4 Guidelines for Gender Sensitive Strategies 175
7.5 Measures to achieve Gender Sensitivity 176
7.5.1 Advocacy and Awareness Campaigns in Special Schools 176
7.5.2 Partnering with Stakeholders to Fight Gender-based Violence 178
7.5.3 Training on Handling Gender-Based Violence 179

7.5.4 Strengthening the Life Orientation Curriculum 180
7.5.5 Empowerment of Female Learners 182
7.5.6 Programmes that Address Boys 183
7.5.7 Safe Reporting Systems....183
7.5.8 Legislation and Policies....184
7.6 Summary....185
CHAPTER 8: SUMMARY, CONCLUSION AND RECOMMENDATIONS....187
8.1 Introduction....187
8.2 Review Summary of the Research Problem 187
8.3 Summary of the findings 188
8.3.1 What is the nature of gender-based violence in schools for learners with intellectual disabilities?....189
8.3.2 Which forms of responses aimed at combating gender-based violence are in special schools catering for learners with intellectual disabilities?....190
8.3.3 What are the factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence? 191
8.3.4 Which gender sensitive strategies can special schools catering for learners with intellectual disabilities use to prevent the problem of abuse of their learners?....191
8.4 Limitations....192
8.5 Summary....193
8.6 Recommendations....194
8.6.1 The nature of gender-based violence in schools for learners with intellectual disabilities....194
8.6.2 Special schools' responses to gender-based violence against learners with intellectual disabilities....194
8.6.3 Parental involvement....195
8.6.4 Factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence....195
REFERENCES....196
Annexure A: Approval Letter from Gauteng Department of Education....232
Annexure B: Letter of Ethics....234
Annexure C: Approval Letters from GDE District Offices....235
Annexure D: Code of Conduct Sizanani School....238
Annexure E: Code of Conduct Mphendulo School....242
Annexure F: Demerit System Sizanani School....243
Annexure G: Life Orientation Book....245
Annexure H: Special Programmes....247
Annexure I: Sample letters....249
Annexure J: Learner Consent Form....255
Annexure K: Participants in the study....256
Annexure L: Editor's letter....259
Annexure M: Turnitin report....260

LIST OF TABLES

Table 5.1: Reported Contact Forms of Gender-based Violence 97
Table 5.2: Reported non-contact forms of gender-based violence 100
Table 5.3: Causes of gender-based violence staff.....105
Table 5.4: Causes of Gender-based Violence on Female Learners 106

ABBREVATIONS AND ACRONYMS

AAIDD	American Association on Intellectual and Developmental Disabilities
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CIET	Community Information, Empowerment and Transparency
CRC	Convention on the Rights of the Child Protocol to the African Convention on the Rights of the Child
CSE	Comprehensive Sexuality Education
DBE	Department of Basic Education
DFID	Department for International Development
DOE	Department of Education
EFA	Education for All
GBV	Gender-based Violence
GEACs	Girls' Education Advisory Committees
GEM	Girls' Education Movement
GEU	Gender Equity Unit
GL	Gender Links
HIV/AIDS	Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome
HSRC	Human Sciences Research Council
ID	Intellectual disability
INWWD	International Network of Women with Disabilities
ISS	Inclusion and Schools Support
KZN	KwaZulu-Natal
LGBTI	Lesbian, Gay, Bisexual, Transgender/Transsexual and Intersex
LO	Life Orientation
MDGs	Millennium Developmental Goals
MEC	Ministry of Education and Culture
NGOs	Non-Governmental Organisations

NPA	National Prosecuting Authority
OECD	Organization for Economic Cooperation and Development
PEASS	Plans Promoting Equality and Safety in Schools
RCT	Randomized control trials
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SAHRC	South African Human Rights Commission
SAIRR	South African Institute of Race Relations
SAMRC	South African Medical Research Council
SAPS	South African Police Services
SBST	School Based Support Team
SGB	School Governing Body
SMT	School Management Team
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
USA	United States of America
USAID	United States Agency for International Development
WHO	World Health Organisation

CHAPTER 1: INTRODUCTION

This chapter presents the background to the study, statement of the problem, rationale for the study, aim of the study, objectives of the study, main research question, research sub-questions, contribution and significance of the study, theoretical framework, research methodology and design, population, sampling, trustworthiness, ethical considerations, definition of terms used in the study, and organisation of the research programme.

1.1 Background

Gender-based violence is one of the most chronic violations of human rights of global concern (United Nations Population Fund [UNFPA], 2015). The problem, also regarded as the worst manifestation of gender discrimination, violates a wide range of the victims' rights (being adults or children) (UNESCO, 2015:1b). The World Health Organization (WHO, 2013) estimates that, globally, 35% of women experience gender-based violence in their lifetime. Gender-based violence is defined as any acts or threats intended to hurt or make an individual suffer physically, sexually or psychologically (UN, 1993). This term is often used interchangeably with the term "violence against women", denoting a form of violence rooted in inequality between women and men, including any form of violence or abuse that is based on gendered stereotypes or that targets people on the basis of their sex (Krantz & Garcia-Moreno, 2005:818). Gender-based violence is largely motivated by the desire to punish or humiliate people because of their sex or sexuality, or by sexual interest and bravado. It serves to intimidate and diminish them (UNICEF, 2006:118). The underlying intent of gender-based violence is to reinforce gender roles, where masculine roles are usually associated with strength, aggression and dominance while feminine roles are associated with passivity, nurturing and subordination. Globally, it has been observed that most acts of gender-based violence are perpetrated by men on women and girls. For this reason, gender-based violence is largely viewed as violence against women (UNESCO, 2015b).

In Western developed countries, Plan International's report of (2008), titled "The Global Campaign to end Violence in Schools", cites evidence of unacceptable levels of sexual violence against girls in schools in Switzerland, Spain, Germany, Belgium and Canada. The report reveals that 27% of learners in the Netherlands reported being sexually harassed by school personnel. In Sweden, among 17- and 18-year-old learners, 49% felt that sexual harassment at

school was a significant problem. In France, 3.3% of all sexual attacks take place within the school environment (Plan International, 2008).

In developing countries, Phasha and Nyokang'i (2014:117) assert that, generally, women and girls tend to experience higher levels of sexual violence than in developed countries. Their risk can be explained by community, social, economic, cultural, psychological and environmental factors, among others (WHO, 2013). Developing countries, such as Uganda, Zambia, Botswana, Ghana, Malawi, Zimbabwe, Ecuador, Thailand and Nepal, are on record as having significantly high levels of sexual violence against girls in schools by other learners and staff (Plan International, 2008:22). The UNICEF report (2014) confirms that girls from the Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua and Panama also regularly experience sexual harassment in schools and sexual blackmail related to grades.

Violence in South African schools is rampant and it's not a new phenomenon (Mgijima, 2014). Johannesburg special school are not an exception as violent incidents continue making news headlines. Recently, the *Sun* newspaper (2019) reported about a 13-year-old boy with down's syndrome who was allegedly raped in the classroom of his special needs school by a member of staff, east of Johannesburg. There are over 400 public special needs schools in South Africa (Human Rights Watch, 2015). South Africa has a long history of trying to address the special needs of learners to some extent. The reality is that most special needs children are neglected. Only very few have seen their needs met (Japari School, 2019). During apartheid in South Africa, special needs provisions were only available for white children with special needs. Unfortunately, since the end of apartheid, special needs education for non-white children is still at the margins of educational concern (Japari School, 2019).

In South Africa, gender-based violence is a major problem and its prevalence is high. Child protection services estimate that more than 40 children are raped every day in South Africa and that one in three girls and one in five boys will suffer sexual exploitation in one form or another (Gender Links, 2008:1). A study titled, "Gender-Based Violence Indicators" (2011), conducted in Gauteng, South Africa by Gender Links (GL) and the South African Medical Research Council (SAMRC), indicates that over half the women interviewed in Gauteng, 51.3%, had experienced some form of psychological, emotional, economic, physical or sexual violence in their lifetime. From the same study, 75.5% of men interviewed in Gauteng admitted to perpetrating some form of violence against women at some point in their lifetime

(Gender Links, 2011:13). A quantitative study conducted by the SAMRC (2002) for the Department of Health titled, "The 1st South African National Youth Risk Behaviour Survey", provided statistical data of violence in schools. The study revealed that 15% of the learners involved in the study had been forced to have sex (Gender Links, 2008:16). The study consisted of 23 schools across provinces and a total of 14,776 learners from these schools.

Research suggests that schools are the prime sites where gender-based violence, sexual harassment, sexual abuse and sexual violence are major and habitual problems for girls from their peers or from their teachers (Leach & Mitchell, 2006:7; Shumba, 2011:169; Nyokang'i, 2012:7; Phasha & Nyokang'i, 2014:117; Chikwiri & Lemmer, 2014:10; Mpiana, 2011; 1992). USAID (2010) reported that almost half of the reports of sexual violence that involved females occurred within an educational context. Girls with intellectual disabilities in special schools are not spared from gender-based violence, sexual coercion and harassment. In fact, the presence of disabilities has been shown to increase vulnerability to abuse (Sobsey, Randall & Parrila, 1997:707). According to the International Network of Women with Disabilities (INWWD, 2010:8) and Human Rights Watch (2014), people with mental or behavioural disabilities are among the most vulnerable and are likely to experience personal victimisation four times more than people without disabilities. In India, a Human Rights Watch report (2015) documented cases of abuse against women and girls with disabilities, including 54 cases of verbal, physical and sexual abuse against women and girls with psychosocial or intellectual disabilities at the hands of caretakers in institutions. The report further revealed that women and girls with disabilities were forced into mental hospitals and institutions, where they faced unsanitary conditions, risked physical and sexual violence and experienced involuntary treatment, including electroshock therapy (Human Rights Watch, 2015). According to the UN Secretary-General's In-Depth Study on All Forms of Violence against Women (WHO, 2006), surveys conducted in Europe, North America and Australia showed that over 50% of women with disabilities had experienced physical abuse, compared to one-third of non-disabled women (UNFPA, 2009).

According to Pinhero (2006), violence in schools is a global phenomenon which both affects and is perpetuated by schools through continued exposure of learners to violence. Together with other forms of violence, gender-based violence continues to flourish unabated in schools, rendering them unsafe environments and ultimately threatening learners' educational

outcomes, their health status and seriously compromising the achievement of quality, inclusive and equitable education for all children (UNESCO, 2010; UNESCO, 2015b:1). Gender-based violence in and around schools militates against the principles of inclusive education that address and respond to the diversity of the learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusive education seeks to address the learning needs of all children, young people and adults, with a specific focus on those who are vulnerable to marginalisation and exclusion (UNESCO, 2005). Manifestation of gender-based violence in educational institutions impedes girls' rights to education (Amnesty International, 2008:1). It sabotages Education for All (EFA) and Millennium Developmental Goals (MDGs) for universal access to education and gender equality at all levels of education (Leach & Mitchell, 2006:5; Badri, 2014:10). Gender-based violence also reinforces gender inequalities and perpetuates gender gaps in education. Consequently, girls have less generous facilities, lower expectations and a narrower range of subjects (UNICEF, 2015). They have limited access to secondary education and are less likely to choose scientific and technological fields of study (Beninger, 2013:288). Sexual assault and other forms of gender-based violence in schools are significant factors that cause low enrolment and high drop-out rates for girls (UNESCO, 2013). Failure to prevent and redress persistent gender-based violence in all its forms operates as a *de facto* discriminatory deprivation of the right to education for girl children (Beninger, 2013:288).

Measures against gender-based violence in schools do exist. However, in most cases, they are too often limited and irrelevant (UNESCO, 2010). South Africa has a progressive legislature to prevent gender-based violence. Efforts to promote gender equality, equity in education and equal opportunities for all learners are in the form of legislation, such as the South African Constitution (RSA, 1996a) which provides for the rights of children to be respected (DOE, 2014:3). The Children's Act 38 of 2005 gives effect to the rights of children as contained in the Constitution, setting out principles relating to the care and protection of children, defining parental responsibilities and the rights to make further provision regarding children's courts, among others. The Criminal Law Amendment (Sexual Offences and Related Matters) Act 32 of 2007 protects women and children by, *inter alia*, criminalising a wide range of acts of sexual abuse and exploitation. The Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 defines discrimination on the grounds of gender to include gender-based violence. The South African Schools Act (RSA, 1996b) advances the democratic

transformation of society, combats racism and sexism and all other forms of unfair discrimination and intolerance. It contributes to the eradication of poverty and the economic wellbeing of society. It also protects and advances diverse cultures and languages, and upholds the rights of all learners (RSA, 1996b). The South African Department of Education, responding to sexual violence in schools, introduced policy recommendations and guidelines in 2000 that contributed to the Employment of Educators Act (Jewkes, 2000). These regulations mandate the dismissal of educators found guilty of sexual or physical assault, or of having sexual relationships with students. They also define penalties for failing to report abuse. After the act was passed, Human Rights Watch (2001) noted that the South African government needed to do more to increase awareness of the law among school principals and to strengthen enforcement. In 2008, the Department of Education of South Africa developed guidelines for the prevention and management of sexual violence and harassment in public schools. The guidelines were developed to support schools and school communities in responding to cases of sexual harassment and sexual violence that are perpetrated against learners. The Department of Education set out the appropriate responses to allegations by learners of incidents of sexual violence and harassment, whether they are perpetrated by fellow learners, by educators or by any other person on school premises. Against this background, Morrison, Ellsberg and Bott (2007) warn that the implementation of legislation reforms is a major challenge, and, in most cases, legislation has been implemented poorly or not at all. At the same time, the South African Human Rights Commission's (SAHRC, 2006) report titled, "The Public Hearing on School-Based Violence", reveals that there is a significant lack of awareness among educators of the processes that are meant to deal with sexual violence. The report further states that local branches of the Department of Education plead ignorance on how to respond to sexual violence in schools.

For women and girls with disabilities Article 6 of the 2007 Convention on the Rights of Persons with Disabilities which has been ratified by South Africa acknowledges that women and girls with disabilities face multiple discrimination. The Convention provides for measures to ensure that this community completely and fairly enjoy all human rights and fundamental freedoms. Furthermore, the convection requires that States Parties take appropriate measures to ensure the full development, advancement and empowerment of women in order to guarantee human rights and fundamental freedoms (Convention on the Rights of Persons with Disabilities, 2007)

Programmes cited in literature aimed at responding to gender-based violence in South African

schools include the "Opening our Eyes" programme by the Department of Education (DOE, 2001), an in-service training manual, which is being used to heighten awareness of school-based, gender-based violence among teachers. *Isolabantwana*, "Eye on the Child", is a community-based child protection programme that advocates the collaboration of communities and formal resources when protecting children against abuse, neglect and exploitation. The programme further seeks to educate and enlighten communities about various social problems (Gender Links, 2008). The "Stepping Stones" programme attempts to target gender inequalities in violence prevention and HIV work. The programme is highly recommended and remains faithful to addressing gendered-based irregularities (Bhana, 2013:44). Community Information, Empowerment and Transparency (CIET) Africa, a non-governmental organisation (NGO), developed a strategy that aims at developing safer schools through the use of a Gender and Conflict model. The model addresses gender-based violence in regular primary schools. "Love Life", a youth campaign programme in South Africa, has positively influenced adolescent lifestyles and motivated them to act against negative behaviour (Phasha & Nyokang'i, 2012b:174). UNICEF, in collaboration with the National Department of Education, initiated a programme in South African schools called the "Girls' Education Movement" (GEM), which is a school and community intervention model created to make schools safer environments conducive to learning, with a particular focus on the extent to which GEM is able to combat violence against girls in schools. Although gender equity is a national priority, the Gender Equity Unit of the South African Department of Education, which is the lead implementer of the programme, does not have the resources or funds to roll out GEM in every province (Gender Links, 2008).

The programmes cited above seem to be suitable for learners in regular schools, thus ignoring schools that serve learners with disabilities (Phasha & Nyokang'i, 2012b:174). Literature shows that girls with disabilities are often excluded from prevention programmes, support services and access to legal redress due to stereotypical views about their sexuality barriers (Human Rights Watch, 2015; Human Rights Watch, 2014; Human Rights Watch, 2001; Phasha & Nyokang'i, 2012b; Phasha, 2009). Literature further demonstrates that, in most cases, there are no existing responses in special schools, programmes and campaigns about sexual and reproductive issues that specifically consider people with intellectual disabilities as a target group that are aimed at combating gender-based violence (Human Rights Watch, 2015; Human Rights Watch, 2014; Human Rights Watch, 2001; Phasha & Nyokang'i, 2012b; Phasha, 2009).

Ideally, special schools catering for learners with intellectual disabilities need to have appropriate, tailor-made, clear and well-resourced strategies supported by research that are effective in combating gender-based violence (Human Rights Watch, 2001:6). Abrahams, Jewkes, Martin, Mathews and Lombard (2012:4) contend that gender-based violence prevention is failing, and they recommend that South Africa needs a comprehensive, scientific evidence-based approach to the prevention of gender-based violence. For example, it was reported by South Africa Council for Educators (SACE, 2011), in a report titled, "An Overview of School-Based Violence in South African Schools", that more than 30% of girls are raped at school. The report provides a comprehensive summary of the extent of the problem of school-based violence in South Africa. It is in this light that greater mobilisation against gender-based violence is necessary in schools for learners with intellectual disabilities. No form of violence is justified because violence is preventable (UNESCO, 2010).

1.2 The Problem Statement

Gender based violence continues to thrive in most South African schools, rendering learning environments unsafe and reducing the quality of education for learners, especially females.

This form of violence occurs in various forms. It happens in the classrooms and other areas around the school premises. Perpetrators tend to be peers, staff and some members of the community. Although research points to a range of initiatives that have been developed and put in place to address the issue, the reality is that safety is not fully guaranteed in some special schools that care for learners with intellectual disabilities.

Media continue to report horrific incidents of different forms of school violence amongst learners with intellectual disabilities; therefore, raising a concern regarding schools' responses towards such reports or incidents. Existing South African literature, though limited points to various responses to gender-based violence. These include, school's unpreparedness or lack of interest and commitment in addressing such a problem.

According to Human Rights Watch (2015), worldwide, children with disabilities are often excluded from school where they can receive sexuality education. In many countries, information about gender-based violence is not provided in braille, large print, simplified formats or sign language. Even when children with disabilities are able to attend school, they are often not included in programmes providing HIV prevention and life skills instruction

(Human Rights Watch, 2015). Phasha (2009:191) asserts that school programmes offer learners with disabilities less instruction about sexuality matters and that teachers often feel unprepared to handle such issues. As a result, there is a sense that service providers may fail to connect intellectual disability and sexual violence and therefore such problems are not taken seriously by them (Phasha 2009:88).

Like ordinary schools, special schools are obliged by international human rights and national legislation to create safe learning environments for all learners. A girl child, in particular, has to be protected from any form of abuse and discrimination (Amnesty International, 2008:1) however there seems to be a perennial direct violation of girls' rights in schools. Media reports continue to report incidents of different forms of violence, including gender-based violence that occurs in schools.

1.3 Rationale

This study was prompted by widespread gender-based violence in and around schools, which seriously compromises the achievement of quality, inclusive and equitable education for all children, especially girls (UNESCO, 2015a:1). Gender-based violence in schools does not only violates girls' fundamental rights to dignity and equality, but also undermines their rights to education, particularly when, as is often the case, schools fail to take measures to protect girls (Amnesty International, 2008). It impedes the ability to attain the educational goals set out in various international conventions, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC) and global initiatives such as the Millennium Development Goals (MDGs) and Education for All (EFA) goals. Like all forms of schools, special schools are obliged by international human rights agreements and national legislation to create a safe environment for all learners to realise inclusivity in education.

As a teacher in a special school and now an inclusive education lecturer in Johannesburg, I am concerned about the prevalence of gender-based violence and the implication it may have on the education of the victimised learner. The South African Police Service statistics reported 64,514 sexual offences for the 2012 financial year, which is 176 cases per day (SAPS, 2012:13). SAMRC found that 28% of men surveyed had raped a woman or a girl, and one in 25 said they had raped a woman or girl in the past year. Seven rape cases are reported to the

police every hour (SAMRC, 2012:3). Although this statistical information is inclusive of all women and girls with or without disabilities, it is still disturbing and leaves me fearing for girls with intellectual disabilities. Violence against women with disabilities shares common characteristics with violence against women in general. However, women with disabilities also experience forms of abuse that women without disabilities do not experience (INWWD, 2010:11).

Women and girls with disabilities often confront additional disadvantages in comparison to men with disabilities and women without disabilities. They are three times more likely to experience gender-based violence compared to non-disabled women (UN, 2006:152). The confluence of these two factors results in an extremely high risk of violence against women with disabilities (Nixon, 2009:7).

The world cannot stand and watch whilst the gains of inclusive education are being reversed by gender-based violence.

Through this study, I intend to encourage special schools to be more inclusive in their role by responding appropriately to gender-based violence. Burton and Leoschut (2013:5) connote that the role of the school should be to create and maintain a safe school environment by responding appropriately to gender-based violence. School safety programmes and interventions can address a wide range of issues that reinforce non-violence both in the school and in the community, including behaviours, attitudes, patterns and forms of communication, policies and norms. In the fight against gender-based violence, schools should be inclusive in practice and accommodate all children, regardless of their physical, intellectual, social, emotional, and linguistic or gender status (Rieser, 2008:24). Education is crucial for children's development because it enables them to cultivate their creative talents and critical thinking skills, gain life skills, make friends, develop social relations and grow as individuals with dignity, confidence and positive self-esteem (Pais, 2011; UNESCO, 2015b). Burton (2008) contends that schools are important environments in which children not only gain knowledge but also learn about themselves, how to behave, as well as how to interact with other children. Burton (2008) warns that schools have the potential of being a negative or positive reinforcing agent and children who are exposed to violence in schools will tend to model this behaviour. Sadly, UNESCO (2013) alerts us that it is in educational settings where many children are exposed to sexual violence based on their gender. SACE (2011:4) argues that the high level of violence and crime

taking place within South African schools is robbing learners of the opportunities to reach their optimal academic and educational potential.

During my school days in the 80s and the 90s, gender-based violence was rife and flourished unabated in schools. As a young male teacher, the scourge continued and appeared to be almost acceptable as a normalised school culture. Through this study, I wish to become part of the great mobilisation to prevent gender-based violence in special schools. As cited earlier, no form of violence is justified and violence is preventable (UNESCO, 2010). The Human Rights Watch report of 2001 documented widespread forms of gender violence, sexual coercion and harassment of South African girls by teachers and boys in schools (Human Rights Watch, 2001). Phasha and Nyokang'i (2014:117) note that sexual violence permeates into schools, including special schools, for intellectually disabled learners, and renders them unsafe learning environments. For girl learners with intellectual disabilities, gender-based violence can continue in silence because they may fear revenge attacks, they may also have ineffective reporting procedures and systems, as well as a lack of caregivers to confide in (Burton, 2008). It is with this realisation that I intend to give girl learners with intellectual disabilities a voice through this study. The SAHRC in 2002 conducted an evaluation of the capacities of South African institutions to respond to gender-based violence and found that schools and education authorities were not adequately protecting children in schools. They were not able to adequately address cases of abuse in and outside the school even when these cases were disclosed to educators. Based on this evaluation, the SAHRC therefore concluded that South African schools were poorly situated to respond to child abuse of any nature due to the educators' limited capacity to understand the intricacies of child abuse. Educators failed to comply with the requirements of mandatory reporting and there was a lack of confidentiality among educators (SAHRC, 2002:55). In view of these sentiments, I am concerned about how well educators understand their obligations towards these children. This study intends to fill this gap by suggesting alternative gender-sensitive strategies which can be used to prevent the problem.

1.4 The aims and objectives of the study

The following were the aim and objectives of the study**:**

Aim: To investigate the responses towards gender-based violence by special schools catering

for learners with intellectual disabilities

Objectives:

1. To describe the nature of gender-based violence in schools for learners with intellectual disabilities.
2. To interrogate special schools' responses to gender-based violence against learners with intellectual disabilities.
3. To explore the factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence.
4. To suggest gender sensitive strategies which special schools catering for learners with intellectual disabilities can use to prevent the problem of gender-based violence.

Research Questions:

The main research question is:

> How do special schools catering for learners with intellectual disabilities respond to gender-based violence?

Sub-research questions:

To clarify the main research question, four sub-questions were considered as follows:

1. What is the nature of gender-based violence in schools for learners with intellectual disabilities?
2. Which forms of responses aimed at combating gender-based violence are in special schools catering for learners with intellectual disabilities?
3. What are the factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence?
4. Which gender sensitive strategies can special schools catering for learners with intellectual disabilities use to prevent the problem of abuse of their learners?

1.5 Contribution and significance of study

This study will contribute to scholarship, practice and policy. There is gap in the literature on gender-based violence amongst learners with intellectual disabilities. This creates an

impression that gender-based violence is not perceived as a serious issue. This study will add to the existing knowledge about intellectual disabilities and gender-based violence in special schools in South Africa. Paramount to the study is the way special schools are responding to the problem. Through this study, female learners and staff will have a platform to share their experiences and dissatisfactions. They will also have an opportunity to suggest strategies to reduce or eliminate gender-based violence in their schools. This will be an opportunity for participants to contribute the solutions to the problem.

It is hoped that the study will benefit policy makers, teachers and Department of Education officials to reflect on their practices with regards to providing Inclusive Education. Inclusive Education should facilitate the presence, participation and achievement of all learners in the same education system (Deluca, Tramontano & Kett, 2014). However, this does not seem to be the case with many female learners with intellectual disabilities. Their lives are fraught with stigma, exploitation, discrimination, cultural practices, misperceptions and invisibility (UN, 2011). Additionally, universities and colleges that train teachers will be able to use some of the information from this research to strengthen curriculum of initial teacher education in order to furnish student teachers with knowledge and skills to address gender-based violence in schools. Student teachers must learn how to engage with gender issues and to address the inequitable treatment of girls and boys.

In practice, the findings of this study can help special schools to mirror their practices and reflect on what they can improve. Special schools can also benefit from the gender-sensitive strategies that have been put forward. Special schools catering for learners with intellectual disabilities can use the gender-sensitive strategies in this study to prevent the abuse of their learners. Strategies to respond to gender-based violence do exist in special schools for learners with intellectual disabilities. Therefore, it is envisaged that the gender sensitive strategies suggested in this study can be used to reinforce and strengthen the strategies that are currently being used to address gender-based violence in special schools.

The study aims to provoke thought and discussion amongst scholars and academics through sharing the information in conferences, seminars and workshops. It is anticipated that such engagements will influence policy and practice of how learners with intellectual disabilities can be protected and their education enhanced in special schools. Finally, researchers can also use data and information gathered in this study as well as findings and recommendations for

future studies to further studies in this field. This will help in filling the void in literature and knowledge about gender-based and intellectual disabilities.

1.6 Theoretical framework

To provide a theoretical framework for the response to gender-based violence in special schools catering for learners with intellectual disabilities schools, this study drew from the feminist and human rights perspectives with reference to the critical theory. The feminist and human rights perspectives have been preferred as the theoretical framework for this study on the grounds that they are perfectly allied with the critical theory paradigm. Theoretical framework relates to the philosophical basis on which the entire study takes place and forms a link between theoretical and practical aspects of the inquiry. It serves as a guide on which to build and support the study by providing the structure and relying on formal theory (Eisenhart 1991: 205). The critical theory, feminist and human rights perspectives suit this study because they focus on the same issues as this study. Response to gender-based violence in special schools catering for learners with intellectual disabilities schools is an issue of justice, system of power, control, privileged, inequality, dominance, exploitation, gender, discrimination and attempt to uncover and understand the forces that cause and sustain oppression (Glesne 2011:11). The feminist perspective was found to be relevant for this study because gender- based violence is about girls facing harassment and sexual abuse from their peers or from their teachers in schools (UNESCO 2003:143). Feminist research acknowledges that there is inequality in society constructed along gender lines. Thus, it highlights the experiences and plight of women allowing their voices to be heard and encouraging action to redress these oppressive practices (Grbich 2013:69). The human rights perspective was deemed relevant for this study because as earlier on cited gender-based violence in schools violates girls' fundamental rights to dignity, equality, free from violence and undermines their rights to education (Amnesty International (2008:1). Gender-based violence is a direct violation of International and African regional human rights treaties that specifically protect women and children such as the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), UN Convention on the Rights of the Child (CRC), Protocol to the African Charter on Human, Peoples' Rights on the Rights of Women in Africa (African Women's Protocol), African Charter on the Rights and Welfare of the Child (African Children's Charter) (Beninger 2013:288). Beninger (2013:288) further reveals that sub regional bodies have introduced

relevant binding instruments pertaining to women's rights and sexual violence, such as the South African Development Community's binding Protocol on Gender and Development (SADC Protocol). It is noted that the right to equality and non-discrimination on the basis of sex is a fundamental right protected in all human rights instruments (Beninger 2013:289).

1.7 Research methodology

This section presents a summary of the overall strategy chosen to integrate the different components of the study into the research question. The components presented include the research paradigm and its principles, research approach, research design, population and sampling, data collection, data analysis and research ethics. Furthermore, a pilot study was conducted to refine the methodology.

1.7.1 Research paradigm

This research uses the critical theory paradigm that is often aligned with a revolutionary world view. Critical theory thinking was born out of postmodernism and formed mainly in Europe and Latin America (Hesse-Biber 2014: 53). My choice of the critical paradigm was influenced by my belief that gender-based violence in special schools catering for learners with intellectual disabilities is an issue of violation of rights, injustice, exploitation, power, dominance, discrimination, victimisation perpetrated against a vulnerable group of people. Informed by the critical theory this study drived the agenda for reform that may change the lives of researched, the institution in which they live as well as the work and life of the researcher (Creswell 2014:9). This critical theory research with its transformative element aims to be inclusive of the voices of girls with intellectual disability and their views on strategies that aim to prevent the problem that affects them.

1.7.2 Research Approach

The approach to this study was be qualitative. Qualitative methods of the critical theory, feminist and human rights perspectives were used to critically enquire aspects of special school's response to gender-based violence. The qualitative approach was appropriate for this study because it is part of a transformative world view that embraces critical theories, feminists and human rights perspectives. The existence and features of the qualitative method of analysis have a positive impact on this report, since the methodology is sensitive to the subject and helps

the researcher to critically examine issues related to the exploitation of learners with intellectual disabilities (Creswell 2014:190). It enables the researcher to ask a diverse range of critical questions (Hesse-Biber 2014: 54). The qualitative approach was deemed suitable for this critical study on the premise that reality is interactive, shared social experiences that are interpreted by individuals in their natural settings in this case special schools catering for learners with intellectual disabilities identified for the study (Glesne 2011:46).

1.7.3 Research design

This was a multisite case study design based on Sizanani and Mphendulo special schools in Johannesburg. Multisite studies provide large, diverse samples with sufficient statistical power (Flynn 2009). Preference of a multi-site case study approach over a single case study was inspired by the assumption that the design of a single case study is prone to limitations of generalizability and several possible prejudices. The findings are more generalizable than studies in a single institution and, therefore, more likely to influence practices and policies. Multiple case studies are renowned for increasing external validity to detect significant associations between nursing systems, care processes and outcomes. Multisite studies, however, present a number of challenges, including establishing trust and collaboration among participating institutions, assuring data integrity, and reaching consensus regarding authorship and dissemination of findings (Flynn, 2009).

1.7.4 Population

The population for this study comprised female learners with intellectually disabilities (15) from two special schools from Johannesburg West and Johannesburg East education district of South Africa. Participating staff population comprised the principal (1), deputy principals (2), Life Orientation teachers (3) and therapists (3). Population refers to all individuals or entities of interest in a study. It is a set of individuals or other groups to which the findings of the study are generalized. Population conform to a set of specification or criteria and to which the researcher intends to generalise the results of the research. It is a well-defined collection of individuals known to have similar characteristics or traits (McMillan & Schumacher 2010:143; Check & Schutt 2012).

1.7.5 Sampling

Purposeful and snowball sampling also known as network sampling were used to generate participants for this study. The two sampling strategies where found to be satisfactory for use in this study due to the sensitivity of the topic (gender-based violence), and the assumed invisibility of individuals with such experiences as warned by Phasha and Nyokang'i (2012:175). The choice of snowball sampling was because, it is useful for getting started when there is no way to find participants (Glesne 2011:45). However, Glesne (2011:4) warns that snowballing is not always a sufficient strategy in itself for participant selection. Hence, in this study snowball sampling was be complemented by purposeful sampling. Purposeful sampling is renowned for leading to the selection of information rich cases for in depth studies (Patton 2002:46). Purposeful sampling is less costly, less time consuming, easy to administer and usually has high participation rate (McMillan & Schumacher 2014:345). Furthermore, purposeful sampling assurer receipt of needed information and it is possible that results obtained can be generalised to similar subjects.

1.7.6 Data Collection

Data was collected from school documents and through semi-structured interviews with the staff. Visual participatory action research tool in the form of a video and newspaper extracts were used to engage participants for in-depth interviews. The use of more than one method of data collection is referred to as multi-method or multi-methodology. The choice of this data collection technique was based on the fact that critical studies usually use all means of data collection methods, focusing on whatever documents clearly the way in which participants are marginalized (McMillan & Schumacher 2014:375). The use of a multi-method data collection technique enhances confidence in the overall conclusions and compensates for the bias or shortcomings of any single data collection method (Grbich 2013:61). Additionally, a pilot study was conducted to refine the tools used to collect data.

1.7.7 Data Analysis

Thematic analysis method was be used to analyse data collected in this study. The selection of this analysis method was because it is a major data analytic option in qualitative research. It is consistent with the critical theory and the theoretical framework that has been preferred for this study (Grbich 2013:61). Thematic analysis is a process of data reduction into manageable

segments. Data analysis was done simultaneously with data collection and writing up of findings to enhance focus and shaping of the study as it proceeded. This minimised the chances of collecting unfocused data that does not reveal anything new (Creswell 2014:195; Glesne 2011:22). The process of data analysis ensued by the organising and preparation of data for analysis. This involved transcribing, cataloguing, sorting, arranging and 'winnowing' the data by focussing on some parts of data and getting rid of some parts of data (Creswell 2014:197).

1.7.8 Trustworthiness

In the context of qualitative research, reliability and validity are also referred to as trustworthiness. In order to build trustworthiness into the research, focus should be on four issues credibility, transferability, dependability and conformability. These four issues were incorporated in the study to make the work plausible and credible (Glesne 2011:49). Credibility ensures that the work is believable. Transferability guarantees that the results can be transferred or be generalised to other settings. Dependability is accuracy of the truth or meaning expressed in the study. Confirmability assures that the results of the study are based on the research purpose and not altered due to researcher bias.

1.7.9 Ethical Considerations

This research dealt with a sensitive topic and a special group of learners, namely gender-based violence and learners with intellectual disability respectively. Therefore, to avoid misconceptions, misunderstandings and to ensure adherence to research ethics it was essential that the researcher sort for the appropriate formal research ethics clearance from the institutional ethics board. Social research maintains high ethical standards. It respects and upholds principles of justice. Therefore, it is important that people involved in social research are protected from harm, (Neale, 2015). The researcher had to acquire ethical clearance from the University of South Africa (UNISA) and approval to conduct the study from the Department of Education in South Africa, before making any attempt to visit the schools. Further, the researcher ensured that parents gave consent for their children's participation and that learners have a clear understanding of what they were being asked to do. Among other things, the researcher stressed that participation is purely voluntary and not to be connected to benefits, services or conditions of study. The researcher clarified the participant's right to withdraw from the study at any time for any reason without negative consequences. The

researcher assured all participants that the information they gave would be treated confidentially. Pseudonyms would be used to keep their schools and themselves anonymous.

1.8 Definition of terms used in this study

Gender refers to the social qualities and opportunities associated with being female and male, and the relationships between female and male as well as the relationships between female and female, male and male. These characteristics, possibilities and interactions are built socially and learned through the process of socialisation (UNFPA, 2018; UNESCO & UN Women, 2016). While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and workplaces. When individuals or groups do not "fit" established gender norms, they often face stigma, discriminatory practices or social exclusion. Gender also refers to norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed.

Gender-based violence is violence that results in, or may result in physical, emotional or psychological damage or pain to someone resulting from gender discrimination, perceptions of gender roles and gender stereotypes, or differential sex power status (UNESCO & UN Women, 2016). It also includes threats of such acts, coercion or arbitrary deprivation of freedom, whether in the state of public life or in the state of private life.

School-related gender-based violence is defined as acts or threats of physical, sexual or psychological violence or abuse emanating from gender stereotypes or targeting learners on the grounds of their gender, sexuality or gender identity (USAID, 2016). School-related gender-based violence reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse such as verbal harassment or exploitative labour in schools (USAID, 2016). Unequal power relations between adults and children and males and females contribute to this violence, which can take place in formal and informal schools, on school grounds, going to and from school, in school dormitories, in cyberspace or through cell phone technology. School-related gender-based violence may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators (USAID, 2016).

Intellectual disability is a disability characterised by substantial constraints in both academic functioning (reasoning, learning, problem solving) and in adaptive behaviour and covers a range of everyday social and practical skills (Schalock & Luckasson, 2004; AAIDD, 2010). This disability shows before the age of 18. Learners with intellectual disabilities may have limited language or impaired speech and may not perform well academically. Learners with intellectual disabilities have impairments to learning that are wide-ranging and more substantial. Learners with intellectual disabilities score poorly on standardised tests of intelligence. They struggle in everyday tasks that most people take for granted, such as getting dressed or eating a meal, and may take more time and effort than usual to achieve them. Intellectual disability encompasses the "cognitive" part of this definition, that is, a disability that is broadly related to thought processes (AAIDD, 2010).

Gender sensitive strategies refer to guidelines and mediations that take into account the special needs of females by virtue of their gender (Van Wormer, 2010). Gender-sensitive strategies promote equity and equality. The strategies are welcoming, nurturing and accessible to families and children in need of special protection measures, including those affected by abuse, disability, discrimination, orphaning, poverty and HIV. Gender-sensitive strategies promote gender equality and redress gender imbalances (UNICEF & Commonwealth of Learning, 2008).

Sexual violence is defined as any behaviour that acts to shape and police the boundaries of the traditional gender norms of heterosexual masculinity and femininity, including sexual harassment, sexual orientation harassment and gender nonconformity harassment (Meyer, 2008). Some forms of this type of behaviour include comments, gestures, leers, or invitations of a sexual nature. The literature reflects a range of behaviours considered sexual harassment. These can be voiced such as comments about a student's body, spreading sexual rumours, sexual remarks or accusations, dirty jokes or stories. Sexual harassment can also be bodily contact, for example, grabbing, rubbing or showing a body part, buttocks, touching, pinching in a sexual way, sexual assault or visual such as displaying naked pictures or sex-related objects or obscene gestures (Meyer, 2008).

1.9 Organization of the research program

Chapter 1 presented the background to the study, the problem statement, the rationale for the study, the aim of the study, the objectives of the study, the main research question, the research

sub-questions, the contribution and significance of the study and the definition of the terms used in the study. Chapter 2 addresses foreign, regional and local research on gender-based abuse and how it works in special schools for learners with intellectual disabilities. This chapter explores the effective approaches that schools can use to react to gender-based abuse. Chapter 3 lays out the theoretical framework for the study. The theoretical framework has an influence on the research methodology and design. Chapter 4 deals with research sites, pilot study, data collection tools, population and sampling, data analysis, reliability, ethical issues and challenges experienced in the study. Chapter 5 presents the findings of the use of the processes and methods outlined in Chapter 3. Chapter 6 presents a discussion of the findings of this study, taking into account the literature reviewed in Chapters 2 and 3. It also explains the new insights that emerged from the analysis. Chapter 7 presents gender-sensitive strategies that special schools catering to learners with intellectual disabilities may use to prevent the abuse of their learners. Chapter 8 is the last chapter, it presents summary, conclusions and recommendations.

1.10 Summary

Chapter 1 presented the background to the study, statement of the problem, rationale for the study, aim of the study, objectives of the study, main research question, research sub-questions, contribution and significance of the study, theoretical framework, research methodology and design, population, sampling, trustworthiness, ethical considerations, definition of terms used in the study, and organisation of the research programme. The next chapter, Chapter 2 presents both international and local literature on gender-based violence.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter reviews international and local literature on gender-based violence. The chapter starts by presenting an overview of the literature. The nature and how gender-based violence operates in special schools for learners with intellectual disabilities is examined. Factors contributing to the scourge and implications thereof are discussed. Furthermore, forms of responses to fighting gender-based violence in schools, including special schools for learners with intellectual disabilities, are explored. Lastly, promising strategies that schools can use to respond to gender-based violence are reviewed.

2.2 An overview of gender-based violence

Gender-based violence is a worldwide and inhumane violation of human rights, a public health threat, and an obstacle to cultural, educational, political and economic participation (USAID, 2019b). It threatens not only the protection, dignity, overall health status, and human rights of the millions of people experiencing it, but also the nation's public health, economic stability, and security. Gender-based violence can occur in any society irrespective of geographical, cultural, social, economic or ethnic confinements. It transcends gender, sex, age, faith, level of education and international borders. (USAID, 2019b; UNESCO & UN Women, 2016). Although gender-based violence is one of the worst forms of gender discrimination, it is often encouraged in schools where children are supposed to be safe (Leach, Dunne & Salvi, 2013). Tragically, it seems that the full effects of gender-based violence in schools are not fully known hence the scourge continues mostly unchallenged. The reason is that gender-based violence is difficult to detect in schools as it is rooted in unequal gender relations, gendered social norms and discriminatory practices (UNESCO, 2015b). Notably, worldwide attempts to gauge gender-based violence continue to increase. This is seen as a critical starting point to deal with the problem (Dartnall & Jewkes, 2013). Information accrued is used by policy makers and advocates to develop policies and advocate for resources to fight the scourge. The information also helps them to direct prevention efforts as well as formulation of appropriate responses and prevention strategies (UNESCO, 2015b; Dartnall & Jewkes, 2013).

The reason that gender-based violence remains under-researched and under-reported in schools

can be traced to the shame felt by the victims and non-responsive reporting mechanisms which do not guarantee action against the perpetrators (United Nations Girls' Education Initiative [UNGEI], 2012; Plan International, 2008). It is difficult for learners to disclose rape and sexual assault in a school (Dartnall & Jewkes, 2013). This is even more difficult when sexual violence happens in the school and the school fails to deal with it appropriately or when a staff member is guilty of the act (SADC Protocol on Gender and Development, 2016). Generally, staff who are implicated in sexual abuse do not face harsh penalties. They are not properly held to account for their actions. This immunity encourages abuse to continue unchecked (Brock et al., 2014). For example, in Latin America, Plan International found that, because of the shame attached to early loss of virginity, expulsion from school due to early pregnancy and discrimination against girls living with HIV, violence against girls is a silent crime (Plan International, 2008). I will further review the literature of how gender-based violence plays out in schools in detail in the coming sections.

Worldwide, both policy and programming responses are used to address school related gender-based violence (UNESCO, 2013). Despite increasing information indicating that sexual harassment and other forms of gender-based violence are prevalent in educational settings, earlier literature shows that the education sector cannot adequately respond to gender-based violence (Leach & Dunne, 2003; Mirsky, 2003 cited in Morrison et al., 2007). Progressive legal and policy frameworks for addressing gender-based violence in schools are poorly implemented especially if teachers are part of problem (Brock et al., 2014). Notably, in South Africa, important laws and policies to address gender-based violence in schools are there, yet sexual violence continues to increase (Brock et al., 2014). Notably, the Criminal Law (Sexual Offences and Related Matters) Amendment Act (Sexual Offences Act) of 2007 mandates state institutions to address sexual offences. The South African Schools Act of 1996 provides for the schools to prevent and respond to sexual violence in schools (RSA, 1996b). Under the Employment of Educators Act of 1998, teachers may be dismissed for committing sexual violence. The South African Council for Educators Act states that a teacher can be deregistered for perpetrating a sexual offence (SACE, 2011). Furthermore, the Children's Act of 2005 provides for the National Child Protection Register (NCPR) where records of abuse or deliberate neglect inflicted on specific children and the implicated perpetrators of such violence are kept. The Gauteng School Education Act of 1995 has the provision for combating sexual harassment in centres of learning (Brock et al., 2014).

Resources are needed to strengthen interventions against gender-based violence in schools, especially primary prevention (Rieser, 2008). Interventions specifically developed for specific situations and circumstances of schools are preferred to counter gender-based violence (Plan International, 2008). Inclusive education should be central to the achievement of high-quality education for all learners and the development of more inclusive societies. Ideally, schools should have an approach to education that is deliberately inclusive and aims for the development of rights-based, child-friendly education systems and schools (UNICEF, 2013b).

2.3 Prevalence of gender-based violence, globally

Statistics from studies by WHO (2002) approximate that 150 million girls and 73 million boys under the age of 18 have been sexually abused and violated (Plan International, 2008). Current global statistics show that around 120 million girls (one in 10) under the age of 20 years have suffered some form of gender-based violence (UNESCO & UN Women, 2016). An approximate one in three women around the world has been raped, forced into sex or otherwise violated during her life (USAID, 2019b). Over 800 million women worldwide experience physical and/or sexual violence by an intimate partner or sexual violence by any perpetrator. Many more also experience psychological abuse (WHO, 2019).
Anagnostopoulos, Buchanan, Pereira and Lichty, (2009) reveal that, in the United States, gender-based bullying is the most frequently found form of violence in schools. This notion is supported by National surveys in the United States which indicate that more than half of the juveniles will not leave high school without encountering gender-based bullying.

Similarly, in the Netherlands, slightly less than half of students in the schools have been sexually harassed by staff (Mncube & Harber, 2013). In the UK, approximately one out of three adolescents have encountered abuse in the form of unwanted touching (EWAN, 2015). A BBC News report (Savage, 2015), based on freedom of information requests, showed that information from police forces between 2011 and 2014 documented that 5,500 sexual violations, 4,000 being physical sexual assaults and more than 600 rapes occurred in UK schools. Some of these violations were perpetrated by children on children. These data are a clear sign that, while precautions are often higher in nations of the Organization for Economic Cooperation and Development (OECD), school sexual violence is still a significant issue (Plan International, 2008).

Farther afield, teenage girls from the Dominican Republic, Guatemala, Honduras, Mexico,

Nicaragua and Panama encounter regular sexual harassment in schools and "grade-related sexual blackmail" (UN Women/UNICEF/ÚNETE, 2014). Studies on a small-scale in Bangladesh, India, Nepal and Pakistan report sexualised behaviour by teachers towards girls (UNESCO, 2015b). A study also found an elevated prevalence of sexual and psychological violence in schools in Indonesia (Jones, Moore, Villar-Marquez & Broadbent, 2008). In the same country, teenager boys and girls reported experiencing sexual violence in the previous six months (Bhatla, Achyut, Khan & Walia, 2014). A "Save the Children" research in Yemen schools in 2011 divulged that 31% of learners were subjected to sexual violence. A similar study in Lebanon schools in 2008 revealed that 16% of learners reported sexual violations (UNGEI, 2012). A 2014 study for Plans Promoting Equality and Safety in Schools (PEASS) programme conducted in five countries in Asia reported gender-based violence against both boys and girls.

In the Middle East, the most widely reported types of school-related gender-based violence were psychological and physical violence (UNESCO, 2012). For rape or other inappropriate behaviour alone, in 2007, 169 teachers were recorded to be implicated in Peru (UNGEI, 2012). In Indonesia, 84% of learners reported the highest levels of school related gender-based violence while, in Pakistan, learners reported the lowest levels of school related gender-based violence at 43% (Plan International, 2015). Cambodia also has a low prevalence of sexual violence that might be attributed to under-reporting due to fear of repercussions. Additionally, the number of girls and boys reporting sexual violence in these countries is almost the same (Plan International, 2015).

Phasha and Nyokang'i (2014:117) report that, in developing countries in Africa, females experience greater rates of sexual violence than in developed countries. Community, social, financial, cultural, psychological and environmental factors, among others, can explain their danger (WHO, 2013). Statistical proof from various African developing countries shows that gender-based violence is widespread, especially in high schools. Most studies done on gender-based violence in Africa have been done in high schools. However, some statistics are also available for primary schools. For instance, according to studies from the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) (cited in UNESCO, 2015b), two out of five school head teachers recognised sexual harassment between learners in their primary schools.

Two-thirds of the girls surveyed in Sierra Leone reported experiencing at least one or more types of sexual violence. The most prevalent types of sexual violence are touching or pinching breasts, buttocks or genitals. Forty-two percent of female learners reported such abuse (ACPF, 2011). Approximately 10% of women reported experiencing the most serious types of sexual abuse in which they were compelled to have sex and another 8% were raped after being physically attacked by armed assailants (ACPF, 2011). Approximately 10% of women said someone tried to insert items into their genitals. Indecent sexual remarks and genital exposure before teenagers are the other prevalent types of sexual abuse. A 2010 study, conducted by Côte d'Ivoire's Ministry of National Education, discovered that 47% of staff members had sexual relations with pupils (Dedy, 2010). The study also discovered that about 50% of educators reported having sex with pupils, with numbers as elevated as high as 70% in one area (UNGEI, 2012). Similarly, over 40% of school principal revealed in Kenya, Uganda and Zambia that sexual harassment between learners happened either "sometimes" or "often".

A study of 1,082 female learners in Ghana, Kenya and Mozambique by ActionAid/Institute of Education (Parkes & Heslop, 2013) revealed that sexual relations between learners and teachers were frequently mentioned. Zambian teenagers at school experienced at least one form of sexual violence and, in Kenya, 5% of female learners reported being pressured to have sex with teachers. This literature demonstrates how gender-based violence is also rife in developing countries. Although the prevalence of gender-based violence statistics varies, the magnitude is enormous, the reach is broad and the effects are catastrophic for people, families, societies and nations (USAID, 2019b).

2.4 Prevalence of gender-based violence in South Africa

Gender-based violence is a profound and widespread problem in South Africa, affecting almost every aspect of life. Gender-based abuse is pervasive and profoundly ingrained in South Africa's institutions, communities and practices (Safer Space Org, 2020). In reported events of sexual violence, South Africa ranks exceptionally high globally (Jefthas & Artz, 2007). Seedat, Van Niekerk, Jewkes, Suffla and Ratele (2009) discovered that over a third of South African females had experienced sexual abuse before age 18. Additionally, the Teddy Bear Clinic dealt with 1,979 sexual abuse cases in 2010 in Johannesburg (Teddy Bear Clinic, 2012). South Africa's elevated rates of violence can be blamed on the history of the country. Apartheid left South Africa with an ingrained "culture of abuse" (The Violence and Reconciliation Study

Centre, 2009). The apartheid society used violence as a legitimate means of attaining its objectives by those in authority (Hamber, 1999). Post-apartheid, abuse and violence have intensified significantly.

Limpopo Province is leading in the prevalence of gender-based violence. There, more than half of the women professed to have been sexually harassed in school (SADC Protocol on Gender and Development, 2016). Reports of all sexual offences in South Africa between 2011 and 2012 show that a large number of girls under the age of 18 were abused. In most of the reported cases, girls were the victims and males the perpetrators of gender-based violence (SAPS, 2013). Again, because of low disclosure rates, these statistics are often regarded as underestimations (Jewkes, Dunkle, Nduna & Shai, 2010). Additionally, in South Africa three quarters of men admitted having raped adolescent females. This shows how big the problem of gender-based violence and vulnerability of female learners is in the country (Jewkes, Sikweyiya, Morrell & Dunkle, 2011).

Child protection services estimate that, in South Africa, more than 40 children are abused every day – one in three female teenagers and one in five boys will be sexually exploited in one form or another (Gender Links, 2008:1). A research undertaken by Gender Links (GL) and the SAMRC in Gauteng, South Africa, shows that over half of the females surveyed in Gauteng had encountered some type of psychological, mental, financial, physical or sexual violations (Gender Links, 2011:13).

A quantitative research, in 2002, undertaken for the Department of Health by the SAMRC disclosed that 15% of the study's participating learners were compelled to have sex (Gender Links, 2008:16). In each province, the research consisted of 23 schools. The latest domestic study in South Africa discovered that 8% of secondary school female learners had suffered serious sexual assault or rape within the school premises in the past year (Burton & Leoschut, 2013).

Teachers continue to sexually harass and abuse learners in their care in many South African schools. This severe breach of human rights is well recognised and common (Brock et al., 2014) despite progressive strategies, policies and legislation that the country has put in place (Mncube & Harber, 2013). For example, the Bill of Rights promises the right to human dignity, equality, liberty and safety for every citizen. The National Education Policy Act (Act 27 of 1996) stipulates that no one person shall subject a student to psychological or physical abuse

at any educational institution. According to the South African Schools Act (RSA, 1996b), the school principal is primarily responsible for ensuring that learners are not subjected to bullying, abuse and degradation, among other things. Staff have a care obligation and must defend learners from violence because of their parenting status *in loco parentis* (Act 84 of 1996; Government Gazette 20844). Similarly, the Employment of Educators Act (76 of 1998) prescribes that teachers should exercise self-discipline and refrain from improper physical contact. Gender-based violence has continued unabated despite these legislations and regulations, inviting a closer look to find out how violence is manifesting within schools (Mgijima, 2014).

South Africa is not the worst as far as abuse of learners in school is concerned. According to the 2007 SACMEQ III study, which offers information on sexual harassment in primary schools, compared to other nations in sub-Saharan Africa, Zimbabwe and Zambia lead in learner abuse at school (UNGEI, 2012). Seychelles tops the list in Africa whilst Mauritius experiences the lowest learner abuse in schools.

2.5 Forms and nature of gender-based violence in schools

Children worldwide have testified to the mistreatment, intimidation, psychological abuse and sexual harassment in and around their schools in numerous researches (UNESCO & UN Women, 2016). School-based gender-based violence appears as sexual assault, rape, coercion, exploitation and discrimination in and around the school (UNESCO, 2015b). School physical abuse includes hitting, slapping, caning, punching, shaking, choking, painful body postures, excessive exercise drilling, preventing toilet use, exploitative work, school duties that have a negative effect on student learning or health and work as punishment (UNESCO, 2012). Furthermore, violence can take many forms, including physical discipline at the hands of caregivers, the forced sterilisation of girls, or violence in the guise of treatment, such as electric shock ‘aversion therapy’ to control behaviour. In some cases, children are deliberately harmed to inflict disabilities to make them more sympathetic as beggars in the street (Committee on the Rights of the Child, 2011). In addition, “cyber-bullying” via mobile phones, computers, websites and social networking sites is the new form of violence currently affecting children (UN, 2011).

Gender-based violence in schools is a complex phenomenon because it manifests itself

differently in different cultural and geographical environments (Plan International, 2013). However, in all cases, it refers to acts of sexual, physical or psychological abuse inflicted on learners in and around schools due to stereotypes and roles or norms ascribed to them or expected of them due to their sex or gender identity (Plan International, 2013). Notably, teachers may also describe learners as "lazy" or "dumb" depending on whether they are boys or girls and this amounts to abuse as well (UNESCO, 2015b).

Additionally, in schools, gender-based violence may include acts such as "teasing" or insinuation, sexual acts in return for good grades, non-consensual touching or sexual assault, as well as seduction or sexual harassment of learners by teachers, and tolerance (or encouragement) of masculine dominance or aggression in the classroom setting (Plan International, 2013). Gender-based violence can also be seen as threatening and harassing behaviours based on gender or enforcing gender-role expectations (Anagnostopoulos et al., 2009).

Gender-based violence also includes unwanted sexual attention and sexual coercion and insults, bullying and sexual orientation-based attacks. The word gender-based violence depicts a variety of behaviours through which traditional gender roles and sexual identities and behaviours are imposed and strengthened (Anagnostopoulos et al., 2009). Associated problems include homophobic bullying, bullying based on true or perceived sexual orientation and gender identity, and fear of violence itself (UNESCO, 2012). Currently, there is also an increase in infringement of the rights of people who do not conform to the mainstream definitions of masculinity and femininity.

Juveniles are also victims of targeted acts of violence because of their true or perceived sexual orientation or sex identity (UNESCO, 2015b). Moreover, lesbian, homosexual, bisexual, transgendered and intersex individuals are often victimised based on their sexual preferences that diverge from dominant gender-based positions. Pregnant learners also experience ongoing gender-based violence in the form of harassment and verbal abuse by colleagues and teachers if they stay in school or return to school after childbirth (UNESCO, 2014).

Children with disabilities are exposed to a broad range of violence perpetrated by parents, peers, educators, service providers, and others, including dating partners (Sullivan, 2009). Gender-based violence perpetrated by educators on learners can be widely divided into two overlapping classifications (UNICEF, 2010). The first category involves explicit gender

(sexual) violence, including sexual harassment, intimidation, abuse, assault and rape. The second category involves implicit gender violence, which involves corporal punishment, intimidation, verbal and emotional abuse. It also involves teachers' informal use of learners for free labour and other violent types of aggressive or unauthorised behaviour.

It is not unusual in sub-Saharan Africa to discover teachers promising better grades or decreased school charges or supplies in return for sex with female learners (UNICEF, 2010). It has also been revealed that teachers blackmail or force girls to have sex with them, for instance, by withholding their certificates. Furthermore, owing to the low wages of teachers, sexual favours are sometimes seen as a type of compensation for their labour (UNICEF, 2010).

Emerging studies also highlight the more complicated nature of gender-based violence in schools of learners (generally male) against educators (generally young and female), as well as female teachers perpetrating violence against male learners (UNESCO, 2012). The psychological abuse of both girls and boys by their colleagues and staff involves verbal abuse linked to puberty, mental manipulation and exploitation (UNESCO, 2015b). Punishment and discipline are extremely gendered in practice and are crucial in implementing gender roles and anticipated behaviour at school (Humphreys, 2008).

Both girls and boys may be victims or perpetrators of school-related gender-based violence, but the magnitude and types vary. A research conducted in Kenya with 1206 in-school youth discovered that slightly more than half of the children who participated in the survey reported sexual harassment from their peers (Ruto, 2009). Girls are at a higher danger of sexual abuse, abuse and exploitation, while boys are more likely to experience frequent and serious physical violence (UNESCO, 2015b). Similarly, when a boy becomes a victim of gender-based violence, this can cause shame as it is commonly deemed a taboo topic hence, boys normally would not report it (UN, 2011). None reporting of gender-based violence is exacerbated if the victimised boy has a disability. A 2011 population-based study in the United States concluded that men with disabilities are more than four times more likely to report both lifetime and past-year victimisation than are men without disabilities (13.9 per cent compared to 3.7 per cent, respectively (Mitra, Mouradian & Diamond, 2011).

Structural circumstances, such as race and class inequalities in South Africa, continue to generate vulnerabilities to gender-based violence, especially for females in disadvantaged African townships (Bhana, 2012). Incidences of school-related gender-based violence can

happen in classrooms, teacher residences, bathrooms, dormitories and regions close to schools, among others. It also unfolds on the playground or on the way to and from school (UNESCO & UN Women, 2016). According to a nationally representative research in Swaziland, young females reported being assaulted, some of which occurred in the community or on the way to school (Pereznieto, Harper, Clench & Coarasa, 2010).

In South Africa, a qualitative study by Nyokang'i (2012) on school-based sexual violence confirmed that gender and sexual violence occurs in the school buses as learners travel to school (Nyokang'i, 2012). Additionally, it is noted that violence in schools is generally both fanned by violence in society. Unfortunately, when gender-based violence is tolerated and condoned at school, there are wider societal implications for gender equality (UNESCO, 2013).

2.6 Implications of gender-based violence in schools

Tragically, school staff are not informed about the short- and long-term health and educational repercussions of allowing gender-based violence to flourish in their schools. That is the reason why some teachers do not take the gender-based violence seriously (Badri, 2014).

Reproductive health manifestations include mental health issues, risk-taking behaviours, unintended pregnancy, abortion and sexually transmitted diseases (STIs), including human immunodeficiency virus (HIV), all of which have an adverse impact on education advancement and well-being (UNESCO, 2015b). Rape can result in exposure to unwanted conception, high-risk adolescent pregnancy and childbirth, and unsafe abortion (UNESCO, 2013). Additionally, equally damaging are the psychological results of gender-based violence, ranging from symptoms of anxiety and depression to attempted suicide (UN, 2011).

Persistent teasing and harassment have a negative impact on the confidence, mental health and feeling of belonging of the learners. This reinforces their loneliness and leaves them socially and emotionally fragile (Robinson & McGovern, 2014). In addition, gender-based violence impacts on the capacity of female learners to learn to their full potential. They are unable to focus, achieve low grades and may lose interest in school (UN, 2011). It is also noted that when teachers demand sex from female learners and "reward" them for sex with elevated grades in tests and exams, the concept is perpetuated that academic achievement is linked to girls' gender rather than their intellect. Such concepts have a profound effect on the perception of women as learners and cast academic endeavours in an improperly sexualised light (UNESCO, 2013).

The future of female learners impacted by gender-based violence is at stake (Leach, Dunne & Salvi, 2013).

Gender-based violence impacts on the right to leisure, play and recreation of female learners as they easily lose interest in such activities (UN, 2011). It is also noted that elevated incidents of emotional violence at schools make learners feel unsafe and boost the probability of perpetrating abuse (Plan International, 2015). Tolerating and condoning gender-based violence at school has wider societal implications for gender equality. It results in victims feeling less willing to act, and the offenders feeling immune. This adds to the perpetuation of inequality and gender-based violence in society (UNESCO, 2013).

In addition, female learners who have been abused or bullied often have low self-esteem and depression, which can lead to self-harm and risk-taking, resulting in bad results and school disengagement. Bullying may boost absenteeism, as shown in research in Brazil, Ghana, and the United States (Dunne, Sabates, Bosumtwi-Sam & Owusu, 2013; Kosciw, Palmer, Kull & Greytak, 2013). Cyberbullying is also associated with adverse school experiences, such as reduced academic performance and school attachment. A study in the United States discovered that learners performing poorly were likely to report being victims of both cyberbullying and school intimidation (Schneider, O'Donnell, Stueve & Coulter, 2012).

Bad treatment by teachers has been related to learners dropping out of school. Experience of sexual violence is known to prevent the growth of social skills and undermine self-esteem that may lead to eating disorders, depression, insomnia, emotions of guilt, anxiety and suicidal tendencies, among other negatives (UNESCO, 2013). Gender-based violence reduces possibilities and opportunities for young females (Bhana, 2012:358). It perpetuates the gender gap in education and hinders the right to education of female learners. Gender-based violence impedes female learners' full access to educational rights. It perpetuates gender discrimination and inequality in the classroom and young females may experience the spectre of early marriage or forced marriage (Beninger, 2013:294).

Gender-based violence may result in expenses related to medical and legal facilities. It undermines public health, financial stability and national safety (USAID, 2014). Financial effects may include direct costs, such as therapy, hospital/doctor visits and other health facilities, and indirect costs, such as loss of productivity, reduced employability (as a consequence of reduced schooling), disability, decreased quality of life and premature death.

Other economic implications include expenses in apprehending and prosecuting offenders borne by the criminal justice system, as well as expenses for social welfare organisations connected with foster care and costs for the education sector through the loss of teaching (Pinheiro, 2006; UNICEF, 2014).

Finally, gender-based violence can have long-term and far-reaching implications for the future, with young individuals growing up to repeat the behaviour they have "learned" and consider acceptable (UNESCO & UN Women, 2016). Therefore, it is vital to promote the rights of all individuals and reduce gender-based violence while at the same time attenuating its harmful effects on individuals and communities. Unless women, girls, men and boys fully enjoy their human rights and are free from violence, progress towards development will be limited (USAID, 2019b).

2.7 Factors behind women with disabilities' vulnerability to gender-based violence

Gender-based violence against females with disabilities shares prevalent features with violence against females (International Network of Women with Disabilities [INWWD], 2010:11). Whilst gender-based violence can take many different forms, its foundations in unequal power relations that contribute to the subordination, especially of women and girls, and discriminatory norms and attitudes about gender that shape social, economic, political, and cultural structures (UNFPA, 2018). However, females and girls with disabilities face greater levels of gender-based violence than females and girls without disabilities (United Nations Development Programme [UNDP], 2012). This is due to social stereotypes which often serve to decrease their agency by infantilising, dehumanising and isolating them, making them susceptible to multiple types of violence, including institutional violence (Ortoleva & Lewis, 2012).

Gendered discrimination against girls and young women with disabilities begins at a very early age. Girls with disabilities are less likely to receive care and food in the home and are more likely to be excluded from family interactions and activities (UNICEF, 2013c).

Worldwide, violence against children with disabilities is also widely tolerated, in part as a way of controlling or disciplining behaviour. A 2017 study by the United Nations Children's Fund (UNICEF) found that worldwide, 1 in 4 caregivers admit to believing that physical violence is necessary to punish or control unwanted behaviour (UNICEF, 2017).

Largely, people with disabilities are vulnerable to discrimination based on their age, their gender, and their disability, among other factors. Multiple forms of discrimination intersect and compound existing disadvantages, increasing the vulnerability of people with disabilities to being denied human rights (UNFPA, 2018).

Generally, people with disabilities are faced with enduring social disadvantages worldwide as a result of discrimination, stigma and prejudice, and daily failure to integrate disability into building policy and program design. Physical, socio-economic, socio-cultural and legal barriers continue to restrict access to education, health care, including SRH, employment, leisure and family life for millions of people with disabilities around the world, and violence against young people with disabilities is widespread (Gordon, Poder & Burckhart, 2017).

Similarly, lives of females with disabilities are dominated by stigma, discrimination, cultural practices, misperceptions and invisibility. Their ability and positive potentials are often ignored, and their existence is marked by violence, negligence, injury and exploitation. These dangers also exist in schools (UN, 2011). Tragically, female learners with disabilities who often have the biggest need for assistance, recognition and dignified treatment are those who are most readily and frequently targeted as victims by their colleagues and school employees.

The other problems of gender-based violence emanate from systemic school systems and administration. For instance, female learners may also struggle to have their condition taken seriously if they try to report violence (Hoskin, 2010; UN, 2011; MacArthur 2012; Salmon, 2013).

Gender-based violence against females with disabilities is an intersectional category of gender-based violence and disability-based violence. The convergence of these two variables results in an exceptionally elevated danger of violence to females with disabilities (International Women with Disabilities Network, 2010:7). This is especially true for females and girls in Africa, for whom disability is usually seen as a death sentence (Nkuepo, 2011). In addition, females with disabilities are disadvantaged compared to males with disabilities and females without disabilities (UNDP, 2012). They are disadvantaged firstly, as females in a patriarchal society and therefore considered inferior to males, and secondly, as females with disabilities discriminated against by other females (Nkuepo, 2011). Females and girls with disabilities are also considered invisible in disability rights by disability rights advocates and this has greatly increased their vulnerability (UNDP, 2012). Notably, many professionals, even within the

disability industry, do not show a clear knowledge of intellectual disability. Some of them have common misconceptions and this affects support and help that females with these disabilities are given (Combrinck & Meer, 2013).

Females with disabilities are also susceptible to gender-based violence because of their comparatively weak place in society together with their lack of education about sexuality and domestic violence. They are also viewed as asexual, sexually incompetent or having uncontrollable libido and perverted sexual habits, rendering them objects for sexual abuse. Additionally, the suffering of women can easily be kept confidential by the offenders, sometimes with the assistance of the victims. This can go on for a long time and may only emerge when the perpetrators fail to keep their promises (Calitz, 2011:66). Women with disabilities are vulnerable to gender-based violence because they may have communication problems in disclosing the abuse particularly when the woman with intellectual disabilities, as the victim of sexual abuse, is the only witness against the accused (Calitz, 2011:66; Combrinck & Meer, 2013).

Historically, the judicial system and the criminal justice system have considered individuals with intellectual disabilities to be unreliable witnesses because their memories were thought to be inherently faulty and remembering facts can often be hard for them (Calitz, 2011:66). Social stereotypes also decrease the agency of women and girls with disabilities making them even more susceptible to multiple secondary types of violence, including institutional violence (Ortoleva & Lewis, 2012).

Children with disabilities seem like simple victims, because it difficult for them to defend themselves (Plan International, 2008). Developmental delays across a wide spectrum of private functioning domains make children with intellectual disabilities vulnerable to sexual abuse (Phasha & Nyokang'i, 2012a). Additionally, cognitive delays may discourage a child with intellectual disabilities from discerning care abuse whereas delays in language functioning may restrict a child with intellectual disabilities from reporting abuse or rejecting improper advances (Phasha & Myaka, 2014). In addition, females with intellectual disabilities from indigenous or rural groups have an increased vulnerability due to their lack of information on preventing the scourge (WHO, 2009).

In developing nations, girls' vulnerability can be exacerbated by poverty. Girls can engage in transactional sex to help their education or family financially (UNICEF, 2010). Female learners

with disabilities may also be, in some instances, more likely to endure violence and abuse from their colleagues to gain access to social groups (UNICEF, 2009). Furthermore, in countries with poor access to sanitation the practice of open defecation poses a particular risk for women and girls with disabilities. Similarly, long distances to fetch water, or to and from school, exposes women and girls to the dangers of sexual violence. Impairment-specific difficulties in recognising and avoiding danger make disabled women and girls an easy target

2.8 Overview of school related gender-based violence

School related gender-based violence takes place on school premises perpetrated by school staff, learners or members of society. Gender-based violence at school may be an ordinary aspect of school life by staff and therefore they may not put strategies in place to address it (UN, 2011). Both girls and boys can be victims as well as perpetrators of gender-based violence at school (Plan International, 2015).

At school, female learners may struggle to report gender-based violence. Sometimes their situation is not taken seriously hence they may simply choose not to report even severe violence, including sexual abuse, for fear of drawing attention to themselves (UN, 2011). In addition, it is also disturbing that few perpetrators are held responsible (Shumba, 2001). Staff are generally not willing to report violence by peers and, in some cases, school officials and even parents may not necessarily disapprove of sexual relations (Leach et al., 2003).

Although a lot of gender-based violence has been cited in studies in secondary schools, primary schools are also placing where femininity and masculinity are generated (Bhana, 2005; Bhana, Nzimakwe & Nzimakwe, 2011). Whilst school provides opportunities to create friendships, these are also highly gendered and sexualised. Children fight, tease and mock one another and sexuality is present at a tender age as young children make sense of their femininity and masculinity. Children's disputes range from demanding a slice of bread to fighting for an ancient pencil. Boys also engage in violent behaviour and use their power to attain material reward (Bhana et al., 2011).

2.9 School related gender-based violence internationally

School-based sexual abuse is a serious challenge worldwide and the consequences are complex (African School Violence Review, 2009). Tragically, gender-based violence is perpetuated and

perpetrated by the schools too (Plan International, 2008) as they are prime locations where gender and sexual violence are significant and common issues for women (Leach & Mitchell, 2006:7; Nyokang'i, 2012:7).

Approximately 246 million boys and girls experiencing school-related violence each year. This information is based on the number of children impacted by verbal bullying, a prevalent type of school violence (Plan International, 2013). At school, girls are at a higher danger of sexual violence than boys, although many boys are also abused (UNESCO, 2014). Research in Uganda discovered that 8% of teenage boys and girls surveyed had sex with their teachers and 12% had sex with ancillary employees (Blaya & Debarbieux, 2008). Contemporary studies show that there is also a heightened danger of sexual violence for lesbian learners too (Plan International, 2008).

Data from the US, Bangladesh, India, Nepal, Pakistan, Sri Lanka and Latin America indicate elevated rates of sexual harassment in schools. It is so prevalent in Togo that a whole vocabulary has developed to define sexual harassment (Plan International, 2008). In Botswana, Ghana, Malawi and Zimbabwe sexual aggression by boys and male staff members has been recorded (Leach et al., 2003; Dunne, 2007 cited in Plan International, 2008). Research in West and Central Africa discovered that teachers justified the sexual exploitation of female learners at school. They blamed the clothes and behaviour of learners that, they believed, were provocative and said that teachers, who were far from their wives, were in sexual need (UN, 2006).

Notably, just 5 per cent of children with disabilities complete their primary school educations (UNESCO, 2007). This result in their exclusion from school-based sexual education and awareness programmes. Furthermore, when children with disabilities are enrolled in school, they are often in special education classes where sexual education is not included in the curriculum (Löfgren-Mårtenson, 2012).

2.10 Gender-based violence in South African schools

Violence in South African schools is endemic and initiatives to deal with it have only started to surface over the past ten years (Burton & Leoschut, 2012:1). Most reports are about teachers abusing learners although learner-to-learner abuse is also highly prevalent and a cause for concern. Latest studies of sexual violence perpetrated by teachers in South African Schools

reveal that there were 126 sexual misconduct complaints in South African schools between 2010 and 2012 that include rape (Brock et al., 2014). This severe breach of human rights by teachers in schools is common and well-known. Tragically, it is hard to establish the number of cases of learner abuse by teachers as many of them are never recorded, consequently, offending teachers are not punished accordingly (Brock et al., 2014). Many South African schools can therefore be described as unsafe spaces where learners have been assaulted and raped.

2.11 Gender-based violence in special schools

It is hard to assess with precision the incidents of gender-based and sexual violence encountered by learners with intellectual disabilities (Stalker & McArthur, 2012; Dartnall & Jewkes, 2013). However, for learners with disabilities, life is fraught with stigma, exploitation, discrimination and invisibility (UN, 2011).

In-depth studies done in Europe, North America and Australia by the UN Secretary-General (2006) reveal that more than half of females with disabilities suffered physical abuse compared with one fifth of females without disabilities (UNFPA, 2009). Regrettably, whilst learners with intellectual disabilities seem to be at the greatest risk of gender-based violence, they choose not to report the abuse due to the reasons stated above (Humphrey & Symes, 2010; Kloosterman et al., 2013; Rowley et al., 2012; Turner et al., 2011).

Abuse and disregard for learners with intellectual disabilities is an enduring and widespread social problem. Learners with intellectual disabilities are three times more susceptible to gender-based abuse than their non-disabled counterparts (Caldas & Bensy, 2014; Jones et al., 2012; Stalker & McArthur, 2012). Unfortunately, sexual violence against this population does not get much attention by researchers and sometimes it is neglected totally (Combrinck & Meer, 2013:3) therefore it is a challenge to address gender-based violence in these schools because it is usually concealed and socially unrecognised (Chikwiri & Lemmer, 2014:104).

According to Phasha and Nyokang'i (2014), it is frequently presumed that gender-based violence perpetrated on female learners with intellectual disabilities in special schools does not impact the victims. Ferres, Jesús, Megías and Expósito (2013:67) confirm that gender-based violence from peers or teachers can prevent female learners from attending school. This limits the participation of girls, perpetuates the gender gap in education and impedes their right to

fully access education (Beninger, 2013:294). Unnoticed and unpunished gender-based violence in a special school elevates gender discrimination and inequalities. Consequently, female learners may experience premature or compulsory marriages and parents may choose to stop them from continuing their schooling (UNICEF, 2013b).

A study involving 3,706 learners in Uganda shows that 24% of female learners with disabilities had experienced sexual abuse at school opposed to 12% of women with no disabilities (Devries et al., 2014). Recent research of sexual violence in schools for learners with intellectual disabilities in Gauteng, South Africa, undertaken by Phasha and Nyokang'i (2012) also reveals the presence of sexual violence in schools for learners with intellectual disabilities. The study discovered that female learners were often victimised by boys in various ways in school. These include, among others, pornography, sexual intimidation, coercive sex and rape, name calling, sexual touching and kissing, grabbing of private parts and sexually clear behaviour (Phasha & Nyokang'i, 2012). A similar qualitative study by Phasha (2014) in six special schools in South Africa also found a high prevalence of gender-based violence and the many different ways in which it manifests.

2.12 Overview of responses to gender-based violence

Responses to gender-based violence are intentional actions, policies and strategies aimed to decrease or eradicate gender-based violence. The responses to gender-based violence employ a range of intervention policies and reaction tactics to address gender-based violence (USAID, 2010). Eliminating gender-based violence against people with disabilities, requires comprehensive and long-term strategies that focus on prevention of violence and on appropriate and supportive responses to it. Such strategies may begin but should not end with the adoption and implementation of strong and comprehensive legal and policy frameworks that recognise and prohibit all forms of violence against all women and girls, including explicitly women and girls with disabilities (UNFPA, 2018).

Strategies to respond to gender-based violence should include the commitment of enough resources to ensure adequate support for implementing programmes and a recognition that prevention and responses to violence should be integrated within multiple policy frameworks, including health and education programmes, justice and policing policies, and national development plans, among others (UNFPA, 2018). Tragically, convicting and punishing

offenders, which is the most appropriate response, is unlikely to stop such violence from happening although it might reduce the number of incidents (Gevers, Jama-Shai & Sikweyiya, 2013).

A variety of global studies have attempted to provide solutions to address violence against females. The findings from the studies indicate that there is need for extensive comprehensive, multi-sectoral, long-term cooperation at all stages of society to fight gender-based violence (Heise, 2011). Notably, a public health strategy which seeks to improve the health and safety of all by addressing underlying risk factors of gender-based violence has been introduced by the WHO (2010). Additionally, other efforts have also concentrated on enhancing legislation and policies. Modifying the law is appropriate as the first move to address gender-based violence. Unfortunately, despite legislative developments, the law has been poorly enforced in many countries (Morrison et al., 2007). In addition, there is little knowledge among school staff and learners of the legislation and a lack of willingness on the part of the schools to enforce it. Education is far behind the health industry in responding to violence against females (Morrison et al., 2007). Clearly, no single action will alleviate all gender-based violence and decrease the effects of gender-based abuse (Morrison et al., 2007) partly due to the lack of mechanisms for preventing and addressing gender-based violence in schools (Badri, 2014).

In the battle against gender-based violence, various projects have been carried out, such as initiatives directed at influencing young people's understanding and behaviours through life-skills programmes in low-income nations or classroom-based abuse avoidance programmes, such as those in the United States, where some programmes have demonstrated effectiveness in reducing perpetration (Cornelius, 2007; WHO, 2009). A variety of approaches have been used. Some school-based programmes address both girls and boys together; others address only girls or only boys. Other interventions are aimed at increasing consciousness among staff and providing abilities to deal with the issue, but parent and community programmes are less prevalent (Terry & Hoare, 2007:112). Other interventions include creating holistic and comprehensive school strategies in partnership with all stakeholders to fight the scourge (Pais, 2011).

Promising strategies include policy and awareness promotion as well as community-based knowledge building accompanying school-based initiatives (Plan International, 2015). Other effective approaches for preventing violence include programmes for and with the learners. In

these programmes, the learners are given the opportunity to contribute to the solution (UNICEF, 2006). It can also be noted that the impact of the legal prohibition of gender-violence should not be underestimated. Legal prohibition sends out a powerful signal to perpetrators and society that gender-violence is unacceptable (UN, 2011). Ideally, a comprehensive strategy addressing violence against people with disabilities must ensure that laws, policies, and programmes designed to respond to GBV include and are supportive of the rights and needs of young persons with disabilities on the same basis as include their peers without disabilities (UNFPA, 2018).

2.13 Responses to gender-based violence internationally

The elimination of all forms of gender-based violence is widely recognised as a global priority. Not only do multiple international instruments call on states to end discriminatory violence, but also specific targets have been included within the 2030 Agenda for Sustainable Development (UNFPA, 2018). However, there are currently very few programmes that have been demonstrated to be effective in responding to gender-based violence in schools. This is mainly due to resource shortages. More funds need to be invested into developing effective programmes, including primary prevention, evaluation and assessment of the effectiveness of programmes in different settings (Rieser, 2008). School-based programmes have demonstrated that they are able to prevent violence in high-income countries within dating relationships among teenagers (Rieser, 2008).

The Organisation for Economic Co-operation and Development (OECD) countries in Europe, Australasia and North America are leading in formulating binding laws and guidelines and Moore, Jones and Broadbent (2008:4) explain that Korea, Norway, the UK and the USA have provided situation specific legislation in a bid to protect children. In France, graduating teachers receive training on addressing violence in schools and training materials are also made available to them. There is also, in France, a tool for teaching parents how to address violence (Pias, 2011).

Some developing countries have technologies in place to record school violence incidents. UN organisations and NGOs have been active in gauging the international reaction to gender-based violence and UNICEF and USAID also lead the fight against school violence (UNGEI-UNESCO, 2013). Plan International has improved the school landscape environment in many

countries. In five Asian nations (Cambodia, Indonesia, Nepal, Pakistan and Vietnam), Plan International has carried out work as part of its pioneering programme to promote equality and security at school (Plan International, 2015). Each of the five countries has a unique programme. In Colombia, government agencies are collectively establishing a data collection system which will record incidents of school violence and related issues (Plan International, 2015). Kenya is also setting out a comparable project (Bazan, 2009). Plan International Paraguay has established a common dedication to the "Learn without Fear" campaign in the region (Bazan, 2009). The organisation has pledged appropriate funds for particular initiatives, both economic and technical, and set up teams to address legal problems and other issues (Bazan, 2009).

Plan International's "Learn without Fear" campaign is in 66 nations. It attempts to address a variety of problems related to violence, including sexual abuse, negligence, mental and emotional abuse, corporal punishment, intimidation, peer-to-peer violence, youth gangs, school harassment and the use of guns in and around schools. The initiative seeks to increase government awareness of these problems and to convince governments to act (Plan International, 2008)

Another approach by Plan International is to assist, develop or implement school rules of behaviour through enforcing the code of conduct. In Ecuador, Plan International and partners developed a ministerial contract making it compulsory for every school to embrace the school code of conduct to avoid school violence. A similar approach has been used by Plan International to address violence in Ghana, Benin, Malawi, Mali, Niger, Sri Lanka, Zambia and Tanzania.

Plan International has also worked to transform curricula in some countries. In Cambodia, children's rights, sexuality and dispute resolution have been incorporated into teacher training curricula (Bazan, 2009). Civil society has been used to assist in including human freedoms in civic schooling in secondary colleges through Plan International projects. This has been complemented by running training courses and developing manuals for learners and staff to use (Bazan, 2009). A similar approach has been used in Tanzania, Uganda, Colombia, Ecuador, India, the Philippines and Germany. Manuals containing practical exercises and perspectives from around the world about identifying and tackling gender-based violence were collectively developed and used (Bazan, 2009).

Other efforts include the Girls' Education Advisory Committees (GEACs) supported by USAID in Ethiopia which is proving to be an effective community-level effort to address gender-based violence in schools (USAID, 2010). The USAID-supported Safe Schools Programmes in Ghana and Malawi are geared at the person, society and organisational level (USAID, 2010). Stepping Stones is another programme which does not show immediate change aimed at fostering gender equality in schools (Jewkes, Wood & Duvvury, 2010). Stepping Stones is gender-sensitive approach that views gender as a social construct (Bhana, 2013). The programme has been positive in increasing women's assertiveness and challenging males to give women power (Bhana, 2013).

Another active organisation fighting gender-based violence is the WHO. Together with its partners, the WHO is establishing the magnitude and extent of violence against females worldwide. It is promoting attempts by different countries to record and assess this violence and its implications. This initiative by WHO is the basis for initiating action against sexual violence (Rieser, 2008). The objective of the WHO is to heighten the ability of studies to evaluate measures to tackle violence against females. It seeks to disseminate data and support domestic initiatives to promote the freedoms of females and to prevent and respond to violence against females

The WHO uses a public health strategy to prevent and fight gender-based violence. In fighting gender-based violence, the WHO enhances the health and safety of all. Unfortunately, WHO programmes and facilities are aimed mainly at adults, not teenagers (Gevers, Shai & Sikweyiya, 2013).

Lastly, another active international organisation in fighting gender-based violence is the International Rescue Committee. In Guinea and Sierra Leone, in refugee schools where most teachers are males, the International Rescue Committee hired and trained woman to work alongside male staff. This decreased learner pregnancies and dropouts and increased participation and academic achievement of female learners (UNICEF, 2009). International organisations have therefore contributed in the fight against gender-based violence.

2.14 Responses to gender-based violence in South Africa

In South Africa, early studies by the South African Commission on Human Rights (SAHRC) in 2002, discovered that teachers did not properly protect children from violence (Brookes &

Higson-Smith, 2004:110). The research was performed to assess the capacity to react to gender-based violence in South African institutions (Brookes & Higson-Smith, 2004:110). The Human Sciences Research Council (HSRC) also researched the capacity of schools to respond adequately to gender-based violence and found that only one of the study's 12 schools had specific rules and processes for reporting this. In the face of problems of gender-based violence, teachers professed helplessness (Brookes & Higson-Smith, 2004:110).

However, efforts to address gender-based violence in South Africa are available and plausible. The South African government has made important efforts to provide guidance for schools on preventing and responding to sexual violence. Unfortunately, these efforts are restricted and unconnected to the purpose they intend to serve (UNESCO, 2010). South Africa has a progressive legislature to avoid gender-based violence, but liability gaps exist in the system that jeopardise its efforts (Brock et al., 2014).

The Constitution of South Africa (RSA, 1996a) respects the freedoms of children (DOE, 2014:3). It also provides a framework for school security standards. The Children's Act 38 of 2005 provides a framework for the freedoms of children, laying out values pertaining to their care and safety, among other things. The Criminal Law Amendment Act 32 of 2007 protects women and children by criminalising a broad variety of acts of abuse and exploitation. Additionally, the 1996 South African Schools Act promotes democratic transformation of society by fighting racism, sexism and all other types of unfair discrimination and intolerance and upholds all freedoms of children (RSA, 1996b).

In response to sexual violence in the schools, the South African Department of Education launched policy guidelines that added to the Employment of Educators Act (Jewkes, 2000). These rules provide for the removal of teachers guilty of sexual or physical attacks or sexual intercourse with learners. Penalties were also laid out for not reporting this type of violence. Unfortunately, some of the legislation are inconsistent and cannot be enforced.

Guidelines for the prevention and management of sexual violence and harassment in public schools were created in May 2008 to assist schools and communities in addressing these acts against learners (DOE, 2008). "Genderations", a guide to respond to gender-based violence is a collection of documents to help teachers. It was launched in 2008 and in 2009, the DBE provided training to teachers on Genderations' guidelines (Brock et al., 2014). Furthermore, the Department of Education introduced a new learning area, Life Orientation (LO), with the

aim to equip learners with life-skills. LO responds to gender-based violence and aims to empower learners to achieve their full physical, intellectual, personal, emotional and social potential (Depalma & Francis, 2014). Unfortunately, in most cases, the teaching of Life Orientation classes has not been very successful as some teachers feel ill-equipped to teach Life Orientation classes. A qualitative research by Phasha and Mcgogo (2012) in South Africa also discovered that some Life Orientation teachers outsourced their Life Orientation classes to non-teaching practitioners, selected the content and postponed the material to be learned (Phasha & Mcgogo, 2012).

"Speak Out", a guide for learners and staff, was released by the DBE in 2010. It focuses on teaching learners how to cope with sexual abuse cases. It utilises colourful designs to catch the attention of learners and shows significant elements of school phenomena related to sexual abuse (Brock et al., 2014). Other programmes mentioned in literature to address gender-based abuse in South African schools include the "Open our Eyes" programme, an in-service teaching handbook used by the Department of Education to raise consciousness of gender-based abuse at schools (DOE, 2001). The programme has also been used to inform staff on how to handle sexual violence. "Eye on the Child", *Isolabantwana*, is a community-based child protection programme that helps the community and officials to protect children from violence, disregard and exploitation (Gender Links, 2008).

"Love Life," is a South African youth advocacy programme which has positively impacted the behaviour of adolescents (Phasha & Nyokang'i, 2012b:174). In addition, UNICEF, in collaboration with the National Department of Education, launched "Girls' Education Movement" (GEM), a programme in South African schools designed to make schools safe environments conducive to learning for girls. Although GEM was a great success, lack of funding did not allow for its full roll out into all schools (DBE, 2013).

The "Adopt a Cop" (1996) programme, in partnership with SAPS, was introduced to address all types of violence, including gender-based violence in schools. In this programme, a volunteer police officer was allocated to each school to address violence (Brock et al., 2014).

In 2011, a protocol on "prevention of crime and violence in all schools" was developed by the DBE and SAPS to create safer schools. The SAPS Crime Prevention Component (Visible Policing Division) and the DBE Directorate of School Safety and Enrichment Programs (Branch, Social Mobilisation and Support Services) of the DBE worked through this protocol.

This programme connected more than 18,000 schools with police stations in its second stage (DBE, 2011).

Unfortunately, fighting gender-based violence and other types of school violence has been challenging for the DBE (Brock et al., 2014). The challenges include a lack of support and buy-in from stakeholders (Brock et al., 2014). Secondly, most schools do not have functional and trained School Management Teams (SMTs) and School-Based Support Teams (SBSTs) to respond to gender-based violence. These teams should be addressing gender-based violence in schools but most SBST and SMT members do not know how to handle gender-based violence.

Lastly, teachers are significantly lacking in knowledge of the procedures intended to cope with sexual violence. The Department of Education's local offices also claim ignorance about how to react to sexual violence (Gender Link, 2008).

2.15 Responses to gender-based violence in special schools

As can be seen from the discussion above, efforts to prevent sexual abuse are aimed at learners without disabilities in mainstream schools, but not schools serving learners with disabilities (Phasha & Nyokang'i, 2012:174).

Historically, people with disabilities have often been perceived as either asexual or sexually uninhibited, and sex education has generally been considered unnecessary or even harmful (UNESCO, 2018).

Special school programmes give education about sexuality, but teachers often feel unprepared to deal with such issues. This gives the impression that service providers are not connecting intellectual disability and sexual abuse, as well as the idea that such issues are not severe among these learners (Phasha, 2009:88).

Notably, people with disabilities receive too little information about puberty, sexuality, and healthy relationships, introducing new vulnerabilities to sexual exploitation and denying them the rights to live satisfying sexual lives, choose to be married, and have children (UNFPA, 2018).

Female learners with disabilities are often not included in gender-based violence prevention and support programmes (Human Rights Watch, 2015; Human Rights Watch, 2014; Human

Rights Watch, 2001; Phasha & Nyokang'i, 2012b; Phasha, 2009). In most instances, there are no programmes on sexuality, reproductive issues and activities that specifically target individuals with intellectual disabilities and aim to combat gender-based abuse (Human Rights Watch, 2015; Human Rights Watch, 2014; Human Rights Watch, 2001; Phasha & Nyokang'i, 2012b).

Ideally, schools catering for learners with intellectual disabilities need to have unique approaches for addressing gender-based violence (Human Rights Watch, 2001:6). Overall, fighting gender-based violence is problematic and is failing in both mainstream schools and special schools in South Africa (Abrahams et al., 2012:40). In a study entitled "An Overview of School-based Violence in South African Schools", SACE (2011) revealed that over 30% of female learners are abused at school (SACE, 2011). This shows that schools are failing to address the issue.

Learners with disabilities indicate that they are not believed when reporting bullying at school. They are told to disregard the bullying or they are just ignored (Bourke & Burgman, 2010; Disabled Children's Council, 2010; Children's Schools and Families Department, 2008; Ferster, 2008). In such circumstances, it is probable that the learners being bullied will not reveal bullying in the future. There are also claims that learners with disabilities are taken out of classes to ensure their safety or that learners request to remain home for a short time (MacArthur, 2012).

Unfortunately, maltreatment of learners with disabilities, especially children with autism and Aspergers, is sometimes seen as an acceptable and appropriate reaction to constraints in their personal abilities (Cappadocia et al., 2012; Carter, 2009). In some cases, learners with cognitive or behavioural disabilities are asked to leave the class by the teacher if they feel extremely agitated (MacArthur, 2012).

Clearly, in addressing gender-based abuse, consistent laws that prohibit all types of child abuse, including school abuse, are fundamental in tackling the scourge. Additionally, the legal banning of child abuse in schools and all other environments is essential to addressing gender-based violence. This also serves to send a clear message that violence against children is unacceptable by all (UN, 2011).

To conclude this part, it is important to note that many of the discriminatory barriers faced by

people with disabilities are the product of negative or paternalistic attitudes and stereotypes about what it means to be a disabled person. All too often, the barriers faced by young people with disabilities to full inclusion are simply the result of the failure of planners, policy makers, legislators, activists and others to take disability into account in all its diversity (UNFPA, 2018).

2.16 Factors that affect the responses of special schools to gender-based violence

This section presents nine factors that affect the responses of special schools to gender-based violence.

Firstly, addressing gender-based violence in special schools is impacted by limited knowledge and awareness, and how it operates in a school environment (UNESCO & UN Women, 2016). The report of the SAHRC (2006) reveals that there is a substantial lack of awareness among teachers of the processes intended to address sexual violence. The study also states that the Department of Education claims ignorance about how to react to school-based sexual abuse (SAHRC, 2006). It is also true that, in many cases, staff are not aware of the extent and impact of the problem on the health, education and wellbeing of the affected learners (Badri, 2014) as information on the vulnerability of children to sexual violence in and around the school environment is restricted as victims are hesitant to report it (UN, 2011). The lack of data on the abuse of girls and females with disabilities demonstrates the ongoing unwillingness of special schools and society to admit that there may be violence against learners with disabilities (Curry et al., 2009).

Secondly, there is shortage of capacity at special schools to identify and address incidents of gender-based violence or to prevent them from happening (UNESCO & UN Women, 2016). There are limitations in the education system which can derail efforts to fight gender-based violence, for instance, teachers are already overburdened by the school curriculum hence their efforts to fight gender-based violence are compromised (UNESCO & UN Women, 2016). Additionally, teachers are not sure about their role in addressing gender-based violence. While the role of the teacher is to report violence to appropriate agencies and support the learners, the teacher is not to investigate the situation, which is the role of the police (Davies, 2011). In addition, teachers are also not fully trained in the law and procedures on handling gender-based violence and how to effectively teach learners about gender-based violence as part of the school

curriculum (Brock et al., 2014).

Special schools do not have efficient monitoring systems and therefore teachers can perpetrate aggression or abuse on learners. Furthermore, there is an absence of processes for governance and accountability in the education system. Tougher measures, appropriate investigation and penalties for offenders need to be put in place to deter teachers from practising gender-based violence (UNESCO & UN Women, 2016).

Addressing gender-based violence is impacted by the lack of safe and secure physical environments in schools (UNESCO & UN Women, 2016). Research by the South African Institute of Race Relations (SAIRR, 2008) found that only 23% of South African learners felt safe and secure at school. The study ranked South African schools to be among the highest most hazardous schools in the world (Serrao, 2008). Consequently, many schools in South Africa can be defined as unsafe due to accounts of assaults, rapes and abuse of learners.

When violence is normalised in the school system, structures become inherently fragile and often will not be able to recognise it and respond to it accordingly. If learners report gender-based violence in such circumstances, they would face ridicule and this may increase the violence (Plan International, 2015).

The absence or malfunction of reporting and referral systems in special schools often encourages gender-based abuse (UNESCO & UN Women, 2016). Many schools lack a clear system to respond to unbecoming behaviours on the school premises (Badri, 2014). Haffejee's (2006) study in South Africa revealed that there were no systems in place to protect or educate girls about gender-based violence. For learners with intellectual disabilities, it is even more difficult because they may not have the words to name their experiences. Reporting mechanisms are critical for holding perpetrators to account for their actions and ensuring that the perpetrators can do no more harm to students or the community (USAID, 2009a).

A lack of funds also impedes the addressing of gender-based violence in schools, especially in developing countries where schools are under-resourced. The schools need funding to develop and implement preventive mechanisms and well-designed studies (Pereznieto et al., 2010; Rieser, 2008). It is also important to fund the monitoring and evaluation of programmes to ensure their effectiveness (UN, 2011).

Some strategies for teaching and learning as well as disciplinary techniques can strengthen gender-based violence in schools. These have a negative influence on strategies to curb gender-based violence (UNESCO & UN Women, 2016). Notably, corporal punishment and discipline often occur in gendered and biased ways. Punishment and discipline are extremely gendered and are crucial in the enforcement of gender roles and anticipated behaviour (Humphreys, 2008). Other school-related explicit acts of gender-based violence are the result of everyday school activities that strengthen stereotyping and gender inequality and promote unsafe environments in the school (UNESCO, 2015b).

Lastly, curricula and learning techniques may fail to provide learners with information, life skills and behaviours which foster good relationships and contribute to preventing gender-based violence. This encourages gender-based violence to thrive in schools (UNESCO & UN Women, 2016). Ideally, schools should equip learners with life skills and information. Furthermore, learners should be provided with a safe and stimulating environment in which they can develop their potential (UNICEF, 2013a). The most efficient local approaches to addressing sexual violence and intimidation are those that focus, for instance, on altering the strategies in class as well as encouraging clear rules that learners have to follow (Plan International, 2008).

2.17 Recommendations and promising responses to gender-based violence

The nature, character and effects of gender-based violence in special schools for learners with intellectual disabilities show that urgent measures are needed to address it. The intervention should constitute a multifaceted approach (Pereznieto et al., 2010). Effective prevention of gender-based violence requires prompt action that should be developmentally suitable, extensive and long-term. It should impart social skills to the learners, be participatory in nature and take into consideration the effect and impacts of the violence. Worldwide, there have been many attempts to understand and address gender violence in and around schools. None of these studies have translated into policy developments that put gender as the focus of educational programmes (Bhana, 2013) therefore school violence has proven to be a complex issue.

Passing legislation is regarded as a good initial step in responding to gender-based violence. This is the act or process of making laws and implementing them. Legislative frameworks are the first indication of assurance that the government is committed to addressing the problem

(UNESCO & UN Women, 2016). Policy frameworks guide the creation of policies and programmes, strategic directions, protocols and other processes. Bad law enforcement and lack of information about processes by teachers and learners hinders effective use of legislation to address gender-based violence. Simple, unambiguous legislation should be in place to respond effectively to gender-based violence. It is important therefore that adequate budgetary resources be allocated to complement the enforcement of law and awareness campaigns (UN, 2011). Notably, laws are most likely to be implemented effectively when they are integrated with a national strategy or action plan and comprehensive policy framework (UNFPA, 2019). Effective policies can originate in many places and take different forms. They include and depend on political ownership within government institutions, partnerships, support for research, and the development of and reliance on practical and policy expertise and evidence-based analysis (UN Women, 2012).

A comprehensive, multi-sectoral, long-term collaboration and context-sensitive response involving many and varied stakeholders is best to address gender-based violence (Heise, 2011; Mahlangu, Gevers & De Lannoy, 2014). This initiative should involve creating partnerships between stakeholders involved in education, health, justice and gender equality to strengthen local systems of support. Involvement of partners encourages the creation of a gender-friendly workplace and facilitates the teaching and learning of learners in a safe space (Badri, 2014).

Gender-based violence responses can be reinforced by creating evidence-based studies that can identify violence and improve educational programmes to suit the needs of the learners. Similarly, the government needs to conduct studies to determine the scale and severity of violence in schools (Badri, 2014). Researchers need to formulate practical solutions informed by intensive studies. Formative studies, also known as situation analysis, evaluation or exploratory research, can be used to gather data for use to design strategy and programmes (UNESCO & UN Women, 2016).

The child centred, “Whole School” approaches are the most successful efforts that have been used to address violence in schools (UNICEF, 2010; Plan International, 2008). The “Whole School” strategy involves input from numerous stakeholders in the local society and government. They collaborate to create safe schools (UNESCO & UN Women, 2016). Whole-school methods have been especially effective because they combine teacher training, school programmes, curricula, mediation training, individual counselling and the development of

materials for parents in addressing gender-based violence (Limber, Olweus & Luxenberg, 2013). The whole school approaches resolve bureaucratic and administrative gaps by concurrently discussing problems of abuse at various stages and levels (Plan International, 2015; UNICEF, 2010; Plan International, 2008). Whole-school strategies help to create secure and welcoming environments in schools. They strengthen the fight against gender-based violence by sending a clear message that gender-based violence is not acceptable through enforcing the code of conduct (UNESCO & UN Women, 2016).

Responses that are effective in addressing gender-based violence start with teacher training on how gender-based violence manifests. The responses also cover issues about gender-based violence, such as possible prevention activities, how to do referrals and response frameworks. Gender-based violence training for teachers can be done through pre-service practice, at teacher training schools, as well as in-service training and professional development sessions (UNESCO & Women, 2016). Teacher training should look at the gendered life of teachers themselves and how this affects the way they do their jobs.

The teacher training curriculum should look widely at gender discrimination and how it can be stopped. Teachers should be trained about the code of conduct and how to assist learners who are victims or those who witness or perpetrate violence. Teachers should be trained to be gender-sensitive, support inclusivity schools and create beneficial types of discipline in schools (Devers, Henry, Hofmann & Benabdallah, 2012).

Similarly, DBE should ensure that all teachers, support staff, parents, School-based Support Teams, and School Governing Bodies undergo regular training on identifying abuse within the school structure, its management, and its referral system. In addition, SAPS should provide intensive training to all its members on how to handle sexual violence issues in schools. The South African National Prosecuting Authority (NPA) should consider extending the same training to prosecutors. The NPA should establish a system to hold prosecutors to account for the way they handle sexual violence issues (Brock et al., 2014).

The works of Bhana have alerted us to the importance of involving boys as critical partners in fighting gender-based violence (Bhana, 2013). Promising programmes in fighting gender-based violence recognise girls and boys as critical players in fighting gender-based violence in schools (Plan International, 2015; Badri, 2014). The teaching of life skills engages girls and boys in collective, critical self-reflection and enables them to recognise and challenge

inequitable gender norms and the use of violence in their everyday lives. Programmes that promote non-violence amongst men, such as Repro Salud in Peru, show beneficial changes in attitudes towards violence and sex equality (OECD, 2012). Additionally, in Brazil, India and the Balkans, Instituto Promundo and its partners have started promising programmes that use trained teachers and student facilitators to work with boys and young men from secondary schools to promote non-violence and reflect on gender norms (Barker et al., 2012).

A key characteristic of this strategy is that it is effective in changing attitudes because it extends beyond providing understanding to generating dialogue and challenging entrenched views and behaviours (Plan International, 2015). Fostering friendly and equitable interactions among young people is critical to strengthening relationships, communication and conflict resolution (Russell et al., 2014). To address abuse and aggressive behaviours among teenagers, programmes aimed at improving social skills (such as communication, interaction, problem-solving and dispute resolution) have yielded very good results (Russell et al., 2014).

Monitoring and evaluation are essential to gauge the effectiveness of programmes as they ascertain the effectiveness of programmes, offer higher accountability and transparency. This is required to attract funding. Monitoring and evaluation allow stakeholders to define the measures and procedures that are most promising or effective. It promotes data exchange about what is working and what is not working (UNESCO & UN Women, 2016). This is a basis on which to strengthen the programmes (Mahlangu et al., 2014). Allocation of appropriate budgetary funds is required to efficiently disseminate, implement, monitor and evaluate programmes (UN, 2011). A study published by Plan International from the Overseas Development Institute in 2013 recognised gaps in reacting to gender. The differences include policy and programme execution and tracking (UNGEI-UNESCO, 2013). Implementation, monitoring and evaluation of policies and programmes has been lacking in many of the programmes that respond to gender-based violence (UNGEI-UNESCO, 2013).

Inclusive education is another promising strategy that can be used to address gender-based violence. For all learners, inclusive education is essential to achieve high-quality education. Inclusive education guarantees that special attention is given to their learning requirements. Schools cultivate inclusive principles and tolerance of all learners from different backgrounds and abilities (UN, 2011). Inclusive schools react to each learner's distinctive features, particularly those in danger of marginalisation and underachievement. Inclusive curricula,

pedagogic strategies, physical facilities and services are all part of this inclusive strategy. Inclusiveness is an essential component of and prerequisite for equity (UNICEF, 2013a). Inclusive education provides an equity focused approach to education that genuinely aims to reach children through the development of rights-based, child-friendly education systems and schools (UNICEF, 2013b).

Furthermore, sexuality and education in reproductive health can give boys and girls the ability to create good and supportive interactions and discourage unwanted and unsafe sex. Existing education for young people with disabilities often depicts sex as dangerous, echoing past constructions of disabled people's sexuality as problematic (Rohleder & Swartz, 2012). Curricula that incorporate discussions on gender issues, including gender-based violence, freedoms and dynamics of authority, can be particularly effective in empowering women. For example, in Mumbai, India, the initiative "Gender Equity Movement in Schools" is an add-on curriculum that contains material on gender roles, gender-based violence and sexual and reproductive health (Miske, 2013). Graduates of this programme have shown increased self-confidence, consciousness and better behaviour (Achyut, Bhatla, Khandekar, Maitra & Verma, 2011). All human beings are born with the capacity to enjoy their sexuality throughout their life. Like everyone else, people living with mental, physical or emotional disabilities are all sexual beings and have the same right to enjoy their sexuality within the highest attainable standard of health, including pleasurable and safe sexual experiences that are free of coercion and violence; and to access quality sexuality education (UNESCO, 2018).

Civil society organisations have been in the fore in tackling homophobic bullying. In Ireland, the "Belong To", a non-government organisation, is collaborating with the state and student unions to educate teachers. It has incorporated the problem of homophobic bullying into the curriculum (UNESCO, 2012). In South Africa, better coordination should be established between the DBE, the South African Council for Educators and the Department of Social Development to ensure that teachers are made to account for their actions. The names of offending teachers must be forwarded to the National Child Protection register so that the teacher cannot be allowed to practise (Brock et al., 2014). Teachers' trade unions should not tolerate sexual violence by member teachers against learners. They should alert affiliated teachers to the laws and practices regulating sexual violence in classrooms (Brock et al., 2014).

Another promising response to gender-based violence in special schools is to develop reporting

and referral mechanisms for children affected and advocate for the establishment or expansion of confidential child hotlines (Badri, 2014). Reporting gender-based violence is often difficult for learners for a variety of reasons. They may feel ashamed or lack the confidence that something will be done (Plan International, 2008). There has been a general absence of studies on the reasons why learners do not report these practices (UNESCO, 2015b). Safe, easily accessible, secret reporting processes are essential in resolving gender-based violence in order to enable all learners to report it. It is clear that reporting mechanisms are essential to hold perpetrators to account for their actions and ensure that the perpetrator cannot continue harming the students and the community (USAID, 2009a).

When gender-based violence occurs, transparent, secure, clear, safe and accessible procedures and mechanisms must be in place for reporting incidents, assisting victims and referring cases to relevant officials. The delivery of services to young persons with disabilities who are survivors of violence must be created and maintained to ensure none are subjected to discrimination no matter where they might be located, including remote and rural areas, and that even the most marginalised receive necessary care (UNFPA, 2018). When it comes to reporting, schools should guarantee easily accessible, child friendly, child-sensitive and private reporting systems, health care facilities, including counselling and assistance, and speedy law enforcement referral consistent with the Convention on the Rights of the Child (Plan International, 2015). Reporting processes that are safe and reliable safeguard freedoms and welfare of the learners who have experienced violence at school (Reilly, 2014). There are several options for different types of reporting mechanisms that the learners can be provided with. These include telephone helplines, chat rooms and online reporting, “happiness and sadness” boxes, as well as school-based focal points, such as teachers. Mechanisms for reporting should be available to all learners and should take into consideration the specific obstacles that learners with special needs may encounter in reporting abuse (UNESCO & UN Women, 2016).

Predominantly, people with disabilities are too often denied the agency by stigma and prejudice that assume that they are less capable than they are, by laws and norms that legalize discrimination against people with disabilities, and by physical barriers and lack of attention to the rights of people with disabilities to access public spaces and information. When people with disabilities are denied an agency, they are less able to access services they need, such as health care, including sexual and reproductive health services, education, IT and employment, which

have significant developmental consequences (UNFP, 2018).

2.18 Summary

This chapter presented an overview of literature on gender-based violence in schools. The chapter reviewed international and local literature on the prevalence of gender-based violence, the nature of gender-based violence and how it operates in special schools for learners with intellectual disabilities. Factors contributing to gender-based violence in special schools, learners with intellectual disabilities and the implications were discussed. Additionally, various responses from literature aimed at fighting gender-based violence in schools, including special schools for learners with intellectual disabilities, were explored. To conclude Chapter 2, various promising strategies that schools can use to respond to gender-based violence were reviewed. The next chapter, Chapter 3 will present the theoretical framework for the study.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Introduction

This chapter will present the theoretical framework for the study. The theoretical framework influences the research methodology and design. It informs and shapes the conducting and writing of investigations. The theoretical framework is made up of the philosophical assumptions, paradigms and an interpretive community (Creswell, 2014:15). To provide a theoretical framework for this study, I drew from the feminist and human rights perspectives allied with the critical theory paradigm. This study views the responses to gender-based violence in schools for learners with intellectual disabilities through two lenses, gender and human rights. Through gender, the feminist researcher focuses on social issues while activists focus on the human rights lens. Below I discuss the gender and human rights perspectives and how they explain gender-based violence in special schools and the response of special schools to the scourge.

3.2 Feminist Theory

Feminism is a theory or a movement that supports the rights of women. Feminism is used to understand and express the engagement of women in the fight against oppression (Moloi, 2015:4). Through feminism, commitment is translated into practices for the emancipation of woman from oppression due to their gender. The feminist argues that all known societies have been patriarchal, and that patriarchy is the system in which males dominate females. Patriarchy is how society is organised. It is created, sustained and strengthened by various institutions that are strongly connected and agree that women and their functions are lower in importance than men's (Facio, 2013). Institutions in society are interconnected to reinforce the construction of men's dominance over females. They also connect with systems of exclusion, oppression or domination centred on actual or perceived human distinctions. This prioritises the needs and wants of men. Sexual violence is therefore situated in cultural and material contexts where masculine power expressions are reflected in masculine vulnerabilities and weaknesses. Feminists argue that there is masculine dominance in all institutions, including schools that are linked to cultures responsible for producing sexual violence (Bhana, 2012).

Feminism does not favour females in any particular category over males. It is about awareness

and a new way of looking at issues that challenge social, cultural, political and religious traditions. Feminism call for changes in these traditions (Moloi, 2015:4).

The basic principles of the feminist perspective are that the relationship between men and women has almost always been unequal and oppressive, although the scale of inequality and oppressiveness varies. Similarly, gender-based violence in schools happens because of unequal dynamics of authority (UNESCO, 2015b). For example, coerced sex at school can result in the perpetrator's sexual gratification but the underlying purpose is often the expression of the victim's power and dominance (WHO, 2002).

The experience of some female learners at school has been extremely traumatic. They are often subjected to forms of gender-based violence in and around their schools (UNESCO & UN Women, 2016). A ground-breaking study conducted in 2001 by the Medical Research Council on the sexual harassment of girls in South African schools showed that female learners aged 15 and below are coerced or persuaded to have sex against their will (Prinsloo, 2006). In a study by South African Demographic and Health (1998) of the women who admitted having been sexually abused as a child, 32.8% said they were raped by their teachers (Human Rights Watch, 2001). Another research study, "Scared at school" (Human Rights Watch, 2001), which looked directly at the incidents of sexual violence against girls in South African schools, also confirmed that female learners experience violence in schools. They are raped, sexually abused, harassed and assaulted at school by male learners and teachers (Human Rights Watch, 2001:6). This confirms that teachers, school administrators and fellow pupils commit sexual assault and harassment in schools (Ruto, 2009). Similarly, poverty has caused many female learners to engage in sexual relationships where they get paid by teachers (UNICEF, 2010).

Sexual favours are sometimes seen as a type of reward for the teachers because of their low wages (UNICEF, 2010). Teachers who engage in sexual abuse believe that their position provides them with a degree of immunity (UNICEF, 2010). Therefore, teachers need to be trained about gender and power issues. Failure to train teachers on these issues may result in teachers modelling behaviour that is often profoundly unequal and violent (Plan International, 2008).

Feminists locate gender-based stereotyping and prejudice in masculine and feminine gender discourses. Gender-based violence and discrimination is perpetrated and enforced by unequal power dynamics coupled with behaviours, gender norms, stereotypes, standards and attitudes

(UNESCO & UN Women, 2016). Power hierarchies, social norms and violence are interwoven. In society, violence is an instrument that individuals use for maintaining power over others (Plan International, 2015).

Feminist research focuses on inequalities and economic injustices that affect the lives of women (Hesse-Biber, 2014:42). School gender-based violence shapes the lives of female learners. It leads to bad performance, uneven attendance, dropout, truancy and low self-esteem. Gender-based violence can also have severe health and psychological consequences with long-lasting repercussions (Leach et al., 2013). These include risk-taking behaviours, unintended pregnancy, abortion and sexually borne diseases (STIs), including HIV. Psychological effects range from signs of anxiety and depression to attempted suicide (UN, 2011).

Gender is the lens through which feminist investigators view social issues. Feminists position gender at the centre of their inquiry and research processes (Hesse-Biber, 2014:42) and believe that children are socialised to become male or female. School gender-based violence targets learners because of their gender (Plan International, 2015). Mandatory masculinity is particularly oppressive as men use it to dominate females (Hesse-Biber, 2014:42). In feminist research, women's issues, voices and lived experiences are privileged. There is a social preference for boys over girls in some countries based on long-standing societal traditions that has resulted in women being neglected in these countries (Krantz & Garcia-Moreno, 2005). These practices have led to violence in primary schools (Review on African School Violence, 2009 cited in Badri, 2014).

Furthermore, incorporating gender lens within comprehensive sexuality education emphasises that all persons with disabilities, irrespective of their gender identity or sexual orientation, should be able to access and enjoy the same sexual and reproductive health and rights as individuals without disabilities (UNFPA, 2018). Comprehensive sexuality education can also expose young women and young men to gender-transformative programming. For example, lessons around challenging harmful masculinities that may socialise young men to believe that 'acting like a man' means not having or expressing emotions, acting 'tough', and being physically strong or controlling (UNFPA, 2018).

While all learners may be targets of gender-based violence in and around the school, female learners are at the greatest danger (Leach et al., 2013). A comparison of international studies supports the fact that there are greater levels of sexual violence against females than males

(WHO, 2005). As most acts of gender-based violence have been perpetrated on females and girls by males, gender-based violence is mainly regarded as violence against females (UNICEF, 2010).

Feminism counters the norms and beliefs in society that promote violence against females (WHO, 2012). Consistent with the movement of feminism, Human Rights Watch Women's Rights Division among other issues oppose convictions that males are socially superior and have authority over females (Human Rights Watch, 2019). They are also vehemently opposed to notions that men have the right to discipline a female physically because of "wrong" conduct. They are also against notions that there are times when female needs a beating, sexual activity is a sign of masculinity and that sexual desires of a man should be blamed on women (Human Rights Watch, 2019). In Cambodia, customary laws and codes of behaviour for males and females are taught in school at an early age. The code for men is aggressive and protective. The code for women assigns a lower status to females and expects them to be submissive (Plan International, 2015).

Feminist research supports social justice and the changing of beliefs that perpetuate gender-based violence, particularly at schools (SADC Protocol on Gender and Development, 2016) as they are highly gendered and sexualised (Bhana et al., 2011). For instance, in Latin America and the Caribbean, there is a culture that sanctions violence within the family and community which contributes to school-based violence (UNESCO, 2012).

In the hierarchy of gender-based power relations, female learners with intellectual disabilities occupy the lowest level. Their opportunities for self-development and self-sufficiency are limited (UNESCO, 2013) and this denies them equal access to education, healthcare and employment and places them at greater risk of abuse (UNFPA, 2005).

Response to gender-based violence in special schools catering for learners with intellectual disabilities is an issue of justice, power, control, privilege, inequality, dominance, exploitation, gender discrimination and an attempt to uncover and understand the forces that cause and fuel oppression (Glesne, 2011:11). Feminist researchers investigate the experiences of women who often find themselves in oppressive circumstances (Hesse-Biber, 2014:54). Feminist researchers concede that there is inequality in society built along gender lines and stress the experiences and difficulties of women while finding ways to end these oppressive practices (Grbich, 2013:69).

3.3 The human rights perspective

The human rights perspective was deemed relevant for this study because gender-based violence in schools violates girls' fundamental human rights and freedoms. It undermines their rights to education, equality and freedom from violence (Amnesty International, 2008:1). The Labour Relations Act 66 (1995:216) states that there should be equity of gender while section 9 of the Constitution of South Africa (RSA, 1996a: s 9) declares that all people are equal according to law and on the grounds of sexual orientation, colour, race and religion.

Whilst gender-based violence may be physical, sexual, psychological, economic or sociocultural, it is also a form of discrimination based on gender. Gender-based violence also involves the infringement of the rights of individuals who do not conform to mainstream definitions of masculinity and femininity in society. Lesbian, gay, bisexual, transgender and intersex people are often victimised based on their sexual preferences that diverge from dominant gender-based roles. Sexual violence is one of the worst manifestations of gender discrimination and a major obstacle to achieving gender equality (Leach et al., 2013). UNFPA (2015) confirms that gender-based violence against women and girls is one of the most widespread human rights violations in the world (UNFPA, 2015).

Schools need to remove gender-based violence to ensure that all learners enjoy human rights (UN, 2011). Violence in schools can jeopardise the rights of the learners to education and association with other learners. Gender bullying has psychologically and physical health risks. Learners may show signs of depression or have problems eating, sleeping or complain of physical symptoms such as headaches or stomach aches (UN, 2011). Unfortunately, teachers have also been implicated in sexually harassing and violating learners in their care in many South African schools (Brock et al., 2014). This is against legislation introduced in South Africa to tackle issues of human rights breaches (Brock et al., 2014).

The human rights perspective shows how gender-based violence continues to violate international and African regional human rights treaties that specifically protect women and children, such as the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), UN Convention on the Rights of the Child (CRC), Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (African Women's Protocol) and the African Charter on the Rights and Welfare of the Child (African

Children's Charter) (Beninger, 2013:288). Sub-regional bodies have also introduced relevant binding instruments pertaining to women's rights and sexual violence, such as the South African Development Community's binding Protocol on Gender and Development (SADC Protocol on Gender and Development, 2016). The right to equality and non-discrimination based on sex is a fundamental right protected in all human rights instruments (Beninger, 2013:289).

Gender-based violence in schools violates the Dakar Framework for Action (2000) which emphasises that "gender-based discrimination remains one of the most intractable constraints to realising the right to education". The human rights perspective believes that governments are obliged to respect girls' rights, to protect girls from abuse by others and to make girls' rights a reality. States need to meet their international obligations to respect, protect and fulfil the human rights of all people without discrimination **(**UNESCO & UN Women, 2016**)**. Teachers and school employees are agents of the state and share this responsibility. Parents, community leaders and NGOs can also support government and school efforts by participating in action plans, reporting violence and providing human rights-based training and services.

Stopping school-related violence requires challenging discrimination within schools and in the broader community by listening to the voices of girls and considering their daily experiences and needs (Amnesty International, 2008). Human rights activists caution that the inability to address gender-based violence is depriving female learners of their right to education. This is a breach of global and domestic legal commitments (Beninger, 2013:288).

According to the UN (2011), every child has a right to education that is designed to provide the child with life skills, to strengthen the child's capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal of education should be to empower all children by developing their skills, knowledge and other capacities, human dignity, self-esteem and self-confidence. While all human rights and development norms and standards apply to all females, including those with disabilities, they have not experienced complete rights on an equivalent ground with others (UN, 2015). In a secure classroom setting, a human rights culture can be developed (Squelch 2001:137-149).

A safe school is the one that is free of danger and where there is an absence of possible harm; a place in which all may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation or violence. Squelch (2001:137-149) states that safe schools are

characterised by good discipline, a culture conducive to teaching and learning, professional staff conduct, good governance and management practices and an absence or low level of crime and violence. The human right perspective has influenced the formulation of responses to gender-based violence using laws and policies. Despite universal declarations and public statements to stop violence against children, only a few countries have legislation to prevent school violence from occurring or to prosecute perpetrators of violence (Bazan, 2009).

In responding to gender-based violence, governments must develop programmes in compliance with human rights norms, and with reference to scientifically based evidence regarding their effectiveness (UNICEF, 2006). Gender-based violence can be reduced by implementing legislation, strategies and programmes which strengthen and support families, and that address the underlying community and societal factors that allow violence to thrive. Laws and policies are formulated on the human rights perspective. Some of the most difficult barriers to addressing school-based, gender-based violence include the lack of enough laws, regulations, and reporting systems and limited support in implementing or enforcing policies where they do exist.

3.4 Summary

This chapter presented the theoretical framework for the study. The study was viewed through the gender and human rights lenses. Gender is the lens through which the feminist researcher focuses on social issues and humanism focuses on social issues through the human rights lens. Chapter 4 presents a detailed description of the methods and processes to be followed to investigate the problem of this study. The research design, methodology, approach, data collection instruments, measures taken to ensure the building of trustworthiness into the research and ethical acceptability are presented.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

This chapter deals with the research sites, pilot study, data collection tools, population and sampling, data analysis, trustworthiness, ethical issues and challenges experienced in the study. This chapter also provides a detailed description of the methods and processes followed to investigate the study problem. This is a sensitive research topic. There can be complications in involving learners with intellectual disabilities in the study hence, precautions must be taken.

4.2 Sensitivity of research topic and population

A sensitive research can be defined as a study which has the possibility to cause negative repercussions on the wellbeing of participants if not well managed (Lee & Renzetti, 1990:512). The definition of a "sensitive" research topic is dependent on the situation, cultural norms and values. The possibility of any form of threat or any negative occurrences is seen as a challenge for the researcher and participants throughout the research process and should be avoided at all cost (Lee & Renzetti, 1990:512; Lee, 1993).

According to Lee (2003), a researcher has three issues concerning sensitivity. The first is private, stressful or sacred, such as sexuality or death. Secondly, issues that, if known, might result in stigmatisation or fear, for example, studies that reveal illegal behaviour. The third issues are related to the presence of a political threat. The sensitive nature of the research may not be obvious at the beginning of the research project but may come out as the study progresses. Similarly, an issue that was presumed to be of a sensitive nature may turn out not be (Lee, 1993).

Devine (2013) reveals that qualitative research methods are particularly suitable for research into sensitive issues. Qualitative researchers are generally regarded as having a caring ethic in their research because they can undertake "political" action conjointly with their participants as well as engaging in extensive dialogue with them. Personal responsibility in interactions with participants is often encouraged as a feature of qualitative research. These attributes emerge in feminist research (Denzin & Lincoln, 2011). According to Sexual Violence Research Initiative (SVRI, 2010), research is done on sensitive topics because researchers are concerned about them. Research findings from sensitive research may influence how society responds to

an issue. They can also be used to advocate for legislative change, policy improvements or to strengthen prevention efforts through achieving an understanding of the subject (SVRI, 2010). When considering a research study, researchers need to weigh the risk of participation against the overall benefits of the study (Baird & Mitchell, 2013).

Researchers undertaking qualitative research on sensitive topics should assess the impact of research on participants and themselves (SVRI, 2010). In order to gauge the potential impact, the research may have, the researcher should be alerted to possible issues associated with participating in the research (Dickinson-Swift, James, Kippen & Liamputtong, 2007:327). Topics can be emotionally challenging causing psychological distress and even physical health problems (SVRI, 2010).

Furthermore, a sensitive topic, disturbing information and upsetting stories can induce strong feelings that may result in distress and related symptoms for the researcher, resulting in vicarious trauma (SVRI, 2010). Interviewing circumstances may also place the researcher and participants under stress, especially if the researcher has not been trained to handle sensitive topics. For example, the researcher may not be able to note the respondent cues as to whether they might be experiencing a high level of stress and distress about the interview topic (Hesse-Biber & Leavy, 2011:115).

4.3 Research paradigm

This study adopts the critical theory paradigm which is often associated with a transformative world view. Critical theory emerged from postmodernist philosophy and primarily developed in Europe and Latin America (Hesse-Biber, 2014:53). It was created by the Frankfurt School, also recognised as the Institute of Social Research, founded in 1923 to develop Marxist studies in Germany (Frankfurt School, 2012). It varies from classical Marxism because of its willingness to explore a wide range of power relationships, including those involving gender and inequalities (Willis, 2007:81). After 1933, when the Nazis forced it to close, the Frankfurt School relocated to Columbia University in New York where it ultimately produced critical theory (Frankfurt School, 2012).

Similarly, critical educational research has its origins in critical theory, attributed to Georg Hegel (18th century) and Karl Marx (19th century), and critical pedagogy to Paulo Freire (20th century) (Mackenzie & Knipe, 2006). They both focused on eliminating injustice in society.

Critical researchers today also seek to change society in order to tackle inequality, especially regarding ethnicity, gender, sexual orientation, disability and other marginalised sections of society (Mackenzie & Knipe, 2006). Researchers need to recognise their own authority, participate in dialogues and use theory to perceive or enlighten personal interventions (Creswell, 2014:30). The current study, which is the responses to gender-based violence in special schools catering for learners with intellectual disabilities in Johannesburg, South Africa interprets issues of life, critiques society and envisions new possibilities.

Critical theory shows that distinctions and diversity are at best obscured and at worst marginalised or pathologized because of assumptions of universal behaviours and experiences contained within traditional research approaches (Hesse-Biber, 2014:53). The critical tradition embraces the plurality of experiences and is thus made up of many concepts (Kincheloe & McLaren, 2011). The critical theory notion is of a just community in which individuals regulate their life politically, economically and culturally (Aliakbari & Faraji, 2011). It focuses on how inequality and suppression affect people and how dominant ideologies play out (David & Sutton, 2011:77). Critical research focuses on systems of power and control, privilege, inequity, dominance and their impact on ethnicity, gender and socio-economic class-based organisations (McMillan & Schumacher, 2014:373).

Critical theorists believe that the objective of eliminating injustice and transforming society can only be achieved by empowering oppressed people and allowing them to transform their own lives. Critical theorists react to topics of marginalised people or organisations based on investigations (McMillan & Schumacher, 2014:373; Patton, 2002).

My choice of the critical paradigm was influenced by my belief that gender-based violence in special schools catering for learners with intellectual disabilities involves the violation of rights, injustice, exploitation, power, dominance, discrimination and victimisation perpetrated against a vulnerable group. Informed by critical theory, this study drives the agenda for reform that may change the lives of the research subjects, the institutions in which they live as well as the work and life of the researcher (Creswell, 2014:9). This is a critical theory research with a transformative element therefore the aim is to be inclusive of the voices of girls with intellectual disabilities and their views on strategies that can prevent the problem that affects them deeply. Critical theory encourages people to inspect their lives from a personal viewpoint (David & Sutton, 2011:77) and this includes girls with intellectual disabilities because their voices and

experiences have largely been overlooked in research focused on violence against women (Plummer & Findley, 2012). This lack of representation of girls with intellectual disabilities, as research participants, has affected the provision of services to address violence and abuse directed at them (Plummer & Findley, 2012).

Finally, critical theory is about empowering people to deal with their own limitations (Creswell, 2014:30). Thus, through critical theory, this study explores the meanings which emanate from gender-based violence towards girls with intellectual disabilities through the critical theory. I am interested in understanding the role of special schools in silencing and suppressing the voices of intellectually disabled learners and thus perpetuating hegemony (Gall, Gall & Borg, 2005:392). The information produced in this research is intended to contest the status quo to help underprivileged learners and contribute to school transformation (McMillan & Schumacher, 2014:373).

4.4 Research approach

This study was qualitative because it was the particularly suitable approach for research into sensitive issues (Devine, 2013). This study dealt with a group of people that are discriminated and looked down on by society. Qualitative researchers are often portrayed as having a caring ethic of personal responsibility in their research as they engage in extensive dialogue with participants. This is particularly evident in feminist research (Denzin & Lincoln, 2011).

The qualitative approach was considered suitable for this study because it is embedded in the transformative world view which involves critical theory, feminist and human rights perspectives. The nature and characteristics of the qualitative approach in research was suitable for this study because the approach is sensitive to the topic and allows the researcher to critically examine issues related to the oppression of learners with intellectual disabilities (Creswell, 2014:190). Furthermore, qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens and the study of the research problem by inquiring into the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014:190). Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the inquiry (Denzin & Lincoln, 2011).

To study the problem, qualitative researchers use a qualitative approach to inquire, collect data

in a natural setting sensitive to the people and place under study and inductive data analysis that establishes patterns or themes (Creswell, 2014:190). The final written report or presentation includes the voice of the participants, the reflectivity of the researcher and a complex description and interpretation of the problem (Creswell, 2014:190). Qualitative research seeks to understand a given research problem or topic from the perspectives of the population it involves. It enables the researcher to ask a diverse range of critical questions (Hesse-Biber, 2014:54). Qualitative researchers are often portrayed as having a caring ethic in their research and they may undertake "political" action conjointly with their participants as well as engaging in extensive dialogue with them. The sense of personal responsibility in their interactions with their research participants is often promoted as a feature of qualitative research. These features are particularly evident in feminist (action) research (Denzin & Lincoln, 2011).

The qualitative approach was deemed suitable for this critical study on the premise that reality is interactive, shared social experiences that are interpreted by individuals in their natural settings, in this case, special schools catering for learners with intellectual disabilities (Glesne, 2011:46). Qualitative research states that there is no objective reality, but rather multiple realities as experienced by human beings on a phenomenon of interest in their natural setting (Glesne, 2011:46). Qualitative researchers reject positivism and the use of post-modern perspectives. Though qualitative and quantitative researchers both rely on gathering empirical evidence, which is an important aspect of positivism, quantitative researchers believe that reality can be known despite the problems involved in knowing it (Denzin & Lincoln, 2011).

A qualitative approach in research permits the researcher to inquire about a human problem and to collect data in natural settings. The data analysis reveals patterns or themes while the final report presents the voices of participants, the reflectivity of the researcher and a complex description and interpretation of the problem (Creswell, 2007:37). Qualitative research is sensitive to context. Data are collected directly from source and produce rich detailed, in-depth, descriptive narratives (McMillan & Schumacher, 2014:344). Creswell (2014:18) adds that qualitative research allows validation for the accuracy of findings.

Qualitative methods emphasise the perspective of the individual and his/her individuality. The use of rich data gathering methods, such as the in-depth interviews and focus groups, encourage this emphasis on the individual's perspective. Quantitative researchers, on the other hand, to

the extent that they deal with individuals, tend to focus on comparisons of people on and abstract dimension such as a personality dimension (Denzin & Lincoln, 2011).

According to Mack, Woodsong, MacQueen, Guest and Namey (2005:1), the strength of qualitative research is its ability to provide complex verbatim descriptions of how people experience a given research issue. It provides information about the "human" side of an issue, that is, the often-contradictory behaviours, beliefs, opinions, emotions and relationships of individuals (Mack et al., 2005). Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity and religion, whose role in the research issue may not be readily apparent (Mack et al., 2005). Although findings from qualitative data can often be extended to people with characteristics like those in the study population, gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalised to other geographical areas or populations. In this sense, qualitative research differs slightly from scientific research (Mack et al., 2005). Qualitative research's postmodern sensibility reveals itself in the way that qualitative researchers are more likely to use methods which will get them close to the real-life experiences of people (Denzin & Lincoln, 2011).

4.5 Research design

This was a multisite case study design (McMillan & Schumacher, 2014:32) based on two special schools in Johannesburg. The term "multisite case study" will be used interchangeably with the term "multiple case study". My choice of a multisite case study design over a single case study was motivated by the fact that a single case study design is subject to limits in generalisability and potential biases, such as misjudging the representativeness of a single event (Tversky & Kahneman, 1986 cited in Leonard-Barton, 1990:250), exaggerating the salience of a datum because of its ready availability, or biasing estimates because of unconscious anchoring (Jaikumar & Bohn, 1986 cited in Leonard-Barton, 1990:250).

Multiple case studies are renowned for augmenting external validity and helping to guard against observer biases (Yin, 2014). The logic underlying this approach is like that guiding multiple experiments in that each case should be selected so that it predicts similar results or produces contrary results but for predictable reasons (Yin, 1984:48). Also known as multiple or collective case study design, the multisite case study investigates a contemporary

phenomenon found in two or more real-world or naturalistic settings (Stake, 2005). Typically, the research design is the same across both sites. This means that the same unit of analysis or phenomenon is studied considering the same key research questions. In addition, the same or similar data collection, analysis and reporting approaches are employed across the sites. The multisite case study design offers a means of understanding an individual, event, policy, programme or group through multiple representations of that phenomenon through richly illuminating the experiences, implications or effects of the phenomenon in different settings and producing data that shows within-site patterns and cross-site syntheses (Bishop, 2010). Stake (2005) recommends using the multisite case study design because it can lead to a better understanding and possibly a better theorising of the phenomenon under study.

4.6 Population

Population is an aggregate or totality of all the subjects or members that conform to a set of specifications or criteria to which the researcher intends to generalise the results of the research (McMillan & Schumacher, 2014:143). It is a well-defined collection of individuals known to have similar characteristics or traits. In this study, part of the population was 15 black learners with intellectual disabilities in two special schools of Johannesburg Metropolitan.

4.6.1 Participants

Participants were drawn from the population for this study that comprised female learners with intellectually disabilities (15) aged 13 to 19 years from the two schools. This was the age range of the bulk of intellectually disabled girl learners in the two schools preferred for this study. Participating staff comprised the principal (1), deputy principals (2), Life Orientation teachers (3) and therapists (3). All staff members interviewed were in the School Based Support Team (SBST). All staff members interviewed, except the Life Orientation teachers (3), were in the SMT. Inclusion of these participants was justified because they were deemed suitable for this study to provide the rich, deep data and thick descriptions that would answer the research questions. They are also directly responsible and accountable for the day-to-day running of the school and this includes all programmes that run in the school. The goal of intensive interviews was to gain rich and deep qualitative data on a subject from the perspective of selected individuals (Hesse-Biber & Leavy, 2011:95). Respondents had an opportunity to share, pass on their knowledge and provide their own perspectives on a range of topics (Hesse-Biber &

Leavy, 2011:95). Life Orientation teachers were preferred for this study because they are usually qualified as lay counsellors and they are likely to be the first recipients of reported forms of sexual violence at school. It was believed that this sample size of 15 participants from each of the participating two schools would provide adequate data for the intended purposes since the sample sizes used in qualitative research are usually small because generalisability is not the intent of such studies (Salkind, 2008:828).

4.6.2 Recruitment of participants

Agency of Health Care Research and Quality (AHRQ) (2016) states that participant recruitment is a major challenge in many research studies. Among other challenges, recruitment often takes longer than anticipated, projects incur higher costs than expected and scientists routinely overestimate the number of participants available for enrolment in their studies (AHRQ, 2016). Recruitment involves several activities, including identifying eligible participants, adequately explaining the study to the potential participants, recruiting an adequate sample based on study goals and design, obtaining informed consent and maintaining ethical standards, and retaining participants until the study is completed.

For purpose of this study, the researcher introduced himself as a UNISA doctoral student under the supervision of Prof T.N. Phasha to the targeted special schools and to the participants. The researcher provided the participants with the supervisor's contact details as well as of the university.

The recruitment of participants ensued immediately after the pilot study. Participants were recruited from the identified two special schools. The two schools were deemed suitable for this study to provide the rich, deep data and thick descriptions that would answer the research questions. The female learners with intellectual disabilities involved in this study were those enrolled in the special school and had documented cases and a history of gender-based violence. This was a personal and sensitive matter hence the researcher involved gate keepers in identifying participants.

Due to the sensitivity and personal nature of this study, participants were not easy to find. Therefore, in line with ethics guidelines, I identified the participants with the help of the School Based Support Team (SBST) and the Inclusion and Schools Support unit (ISS) at the district office as gatekeepers. These were the people with "inside information" who I formally

consulted to be able to identify the possible participants (Creswell, 2014:188; McMillan & Schumacher, 2014:377). I used my introductory letter and had a meeting with gatekeepers (Lee, 2005). That way most of the reasons for denial were minimised or eliminated (Lee, 2005).

Gatekeeping, as part of a research project, is a complex ongoing process (Lee, 2005). It requires the researcher to have strong interpersonal skills, a sound understanding of ethical principles and knowledge of who can be approached for advice and when to do so (Lee, 2005). The use of gate keepers enhanced stakeholder involvement in this study. The reason for the involvement of the ISS and SBST members as gatekeepers was because they are responsible for handling school related problems and, as a result, they are usually familiar with learners who could provide appropriate information for the study. In fact, functional SBSTs and ISS units keep a register of such cases. The SBST works together with the ISS unit and they are usually the first line of support in responding to issues such as abuse and gender-based violence. The remaining female learners were nominated by chain referrals as in snowballing which is discussed later in detail. This was done until enough participants were reached. In each case, the participant's case history was confirmed by the authorities concerned.

Letters explaining the study and its objectives were presented to the authorities of the institutions to seek permission to recruit participants. Invitations to take part in the study were through personal interviews with the participants during which all ethical considerations were explained. Then formal consent forms were presented to the participants after mutual agreements and signed by guardians. In all these dealings, confidentiality, anonymity and privacy were respected.

4.6.3 Sampling of participants

The participants were chosen for this study by purposeful and snowball sampling also known as network sampling or chain referral (McMillan & Schumacher, 2014:351). Combining sampling strategies was appropriate for strategies to complement each other consistent with recent developments in sampling (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2013). Glesne (2011:4) warns that snowballing is not always a sufficient strategy in itself for participant selection. For instance, in snowball sampling, the researcher does not have much control over the sampling method. The previous subjects determine the following subjects that the researcher will work with. Hence, in this study, snowball sampling was complemented by purposeful sampling. These two sampling strategies were found to be appropriate due to the

sensitivity of the topic (gender-based violence) and the assumed invisibility of individuals with such experiences. This approach to sampling was also successfully used to obtain participants by Phasha and Nyokang'i (2012:175) who did a similar multiple case study on addressing gender-based violence at schools for learners with intellectual disabilities in Gauteng, South Africa.

A snowball sample was relevant to this study because it was a non-probability sampling technique that was appropriate to use in research because the members of a population are difficult to locate (Crossman, 2016). Girls with intellectual disabilities who have a history of gender-based violence are difficult to locate just like underground sub-cultures, or any population that might want to keep their identity hidden, such as undocumented immigrants or ex-convicts. This study touches on sensitive and personal issues of girls with intellectual disabilities in special schools hence participants for the study are not readily available. A snowballing sampling strategy was used to overcome the problems associated with sampling concealed populations (Faugier & Sargeant, 1997). The sampling process assumed that a "bond" or "link" exists between the initial sample and others in the same target population, allowing a series of referrals to be made within a circle of acquaintance (Berg, 1988).

The researcher collects data on the few members of the target population that he or she can locate. The researcher then asks those individuals to provide information needed to locate other members of that population whom they know (Crossman, 2016). One subject gives the researcher the name of another subject who, in turn, provides the name of a third, and so on. Participant referral is the basis for choosing the sample in snowballing (McMillan & Schumacher, 2014:345). It was used to obtain knowledge of potential cases from sources who knew people who meet the research criteria (Glesne, 2011:44).

The first participants were identified by purposeful sampling with the help of the School Based Support Team (SBST) and the Inclusion and Schools Support unit (ISS) at the district office as gatekeepers. The remaining participants were identified through snowballing until enough participants suitable to provide rich information was reached. Snowball sampling is hardly likely to lead to a representative sample but, for this study, it was the best method available (Crossman, 2016).

Snowball sampling is used most frequently to conduct qualitative research, largely through interviews (Atkinson & Flint, 2001). The main value of snowball sampling is as a method for

obtaining respondents where there are only a few or where some degree of trust is required to initiate contact as in this study (Atkinson & Flint, 2001). A range of advantages have been highlighted for snowball sampling. It allows access to communities earlier concealed. Trust may be developed as referrals are made by acquaintances or peers rather than other more formal methods of identification. Different studies have found snowball sampling to be economical, efficient and effective (Atkinson & Flint, 2001). Snowball sampling can also produce in-depth results relatively quickly (Atkinson & Flint, 2001).

Purposeful sampling is a technique commonly used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest for the most effective use of limited resources (Patton, 2002; Palinkas et al., 2013). Purposeful sampling is renowned for leading to the selection of information rich cases for in-depth studies (Patton, 2002:46). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011).

Purposeful sampling is not costly or time consuming; it is easy to administer and usually has a high participation rate (McMillan & Schumacher, 2014:345). Furthermore, purposeful sampling ensures the receipt of needed information that makes it possible to generalise results obtained to similar subjects.

Despite its wide use, there are numerous challenges in identifying and applying the appropriate purposeful sampling strategy in any study (Palinkas et al., 2013). For instance, the range of variation in a sample from which a purposive sample is to be taken is often not known at the outset of a study. To set as the goal, the sampling of information rich informants that cover the range of variations, assumes one knows that range of variation (Palinkas et al., 2013). There are differences in opinion about these approaches among qualitative researchers, with some resisting or refusing systematic sampling of any kind and rejecting the limiting nature of such realist, systematic or positivist approaches. This includes critics of interventions and “bottom up” case studies and critiques. Nevertheless, even those who equate purposeful sampling with systematic sampling must offer a rationale for selecting study participants that is linked with the aims of the investigation (Palinkas et al., 2013).

4.6.4 Description of research sites

The two special schools involved with this study cater for learners with intellectual disabilities. They are in Johannesburg Metropolitan. One school is in Johannesburg West GDE education district. The other school is in Johannesburg East GDE education district. Sizanani special school has a limited number of learners who reside at the school as boarders. The bulk of the learners travel to and from school daily using different forms of transport. Mphendulo special school caters for day learners who travel to and from school using different types of transports. Mphendulo School is found in a very popular old township. Sizanani School is located in an affluent suburb, but the bulk of its learners come from a popular old township.

Just outside the school gate at Mphendulo special school there is a big market and a big taxi rank with many travellers. There is a palisade fence around the school with one entrance but that does deter taxi drivers and other members of the community from entering the school. Just outside the gate at Sizanani Special School there is a big park where different types of people hang around. The school has a mesh fence around it with evidence of holes that have been fixed in the fence. This is evidence that people can easily gain access into the school via the old fence.

Both schools have workshop buildings where learners participate in different skills activities. However, Sizanani School is better resourced than Mphendulo Special School. Sizanani Special School has a therapy centre within the school. The therapy centre has a resident counsellor, social worker, occupational therapist and an educational psychologist. Sizanani School receives support services from Witwatersrand University and the University of Johannesburg's Departments of Psychology and Social Work. They also make use of Ububele, a team of therapists that work in their community. Mphendulo School does not have such support. They request psychological services from the district office. At the time of compiling this report, the district office had two educational psychologists for the whole district. A counsellor from a local non-governmental organisation (NGO) that works in the community visits the school sporadically.

4.7 Methods used for data collection

Multi-method or multi-methodology data collection techniques were used to collect data for this study. Multi-method is the use of more than one method for data collection. Data were collected from school documents and through in-depth interviews with staff and learners. These

two methods of data collection were deemed suitable for the collection of data that would give answers to the research questions. The harvested data provided insight into the responses to gender-based violence and the situation with special schools catering for learners with intellectual disabilities in Johannesburg. The choice of the multi-method data collection technique was made because critical studies usually use many data collection methods concentrating on whatever will document the way participants are marginalised (McMillan & Schumacher, 2014:375). Feminist research positions gender as the categorical inquiry and research process. It uses a variety of research methods to document women's issues, voices and lived experiences (Hesse-Biber & Leavy, 2014:3). The use of the multi-method data collection technique enhances confidence in overall conclusions and offsets the biases or shortcomings of any single data collection method (Grbich, 2013:61). Document analysis is often used in combination with other qualitative research methods as a means of triangulation. Developed by Denzin in the 1970s, data triangulation refers to the use of different sources of data (Flick, 2014). By triangulating data, the researcher attempts to provide a confluence of evidence that breeds credibility (Bowen, 2009). By examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study (Bowen, 2009).

4.7.1 School documents

In this study, the rationale for school document analysis lies in its role in methodological and data triangulation (Flick, 2014). In qualitative research, document analysis serves mostly as a complement to other research methods (Bowen, 2009). Document review is a way of collecting data by reviewing existing documents. The documents may be internal or external to an organisation. Documents may be hard copy or electronic and may include reports, meeting minutes and newsletters (Bowen, 2009). As a research method, document analysis is particularly applicable to qualitative case studies which are intensive studies producing rich descriptions of a single phenomenon, event, organisation or programme (Stake, 1995; Yin, 2014). Documents can serve a variety of purposes as part of a research undertaking. Documents can provide data on the context within which research participants operate. Bearing witness to past events, documents provide background information as well as historical insight. Such information and insight can help researchers understand the historical roots of specific issues and can indicate the conditions that impinge upon the phenomena currently under investigation (Bowen, 2009). Data drawn from documents can be used to contextualise data collected during interviews. The information contained in documents can suggest questions that need to be asked and situations that need to be observed as part of the research (Bowen, 2009). Document analysis enhances the understanding of substantive content to illuminate deeper meanings which may be revealed by their style and coverage (Gibson & Brown, 2009:65).

In this study, I analysed the school rules, codes of conduct, policies and school incident management guidelines. Due to the sensitivity and personal nature of this study, access to school documents was not easy due to the rule of confidentiality. All efforts to view the incident book documents were futile. I was sent from one office to the other in both schools until I gave up. The documents clearly were not available, just not there. Additionally, staff might not have been comfortable to allow me to see the incident book. Throughout the whole process, I guaranteed confidentiality which is an important consideration when collecting data (Bowen, 2009). Developing processes and guidelines around the issue of confidentiality may help the researcher in securing access to sensitive or confidential documents. Keeping with the ethical guidelines, I used the introductory letter to gatekeepers or had a meeting with the gatekeepers to negotiate access to school documents. Notably, I was able to make conclusions using the documents that the schools gave me (see Annexures D, E, F, G and H).

The analysis of documents shed more light on the school's efforts and visible responses aimed at combating gender-based violence. School documents are meant to provide data and insight into the school values, practices, functions and internal perspectives (McMillan & Schumacher, 2014:387).

During the document review process, I spoke to the people who were familiar with the documents to understand the context for which they were developed (Flick, 2014). I determined the accuracy of the documents by comparing the documents that contain similar information, checking the documents against other data collected, and speaking with people who were involved in the development of the documents (Bowen, 2009).

In relation to other qualitative research methods, document analysis has both advantages and limitations (Bowen, 2009). The advantages of document review are that it is relatively inexpensive. Documents provide supplementary research data. Information and insights derived from documents can be valuable additions to a knowledge base (Bowen, 2009). It is a good source of background information and might bring up issues not noted by other means. It is unobtrusive and provides a behind-the-scenes look at a programme that may not be directly observable. It is an efficient and less time-consuming method of collecting data. It requires data selection, instead of data collection (Bowen, 2009). As much as documents are readily available and user-friendly sources of data, the researcher is aware that documents can be incomplete and inaccurate as warned by Creswell (2014:192). Information may be inapplicable, disorganised, unavailable or out of date or have insufficient detail. Information can be biased because of a selective survival of information. It can be time consuming to collect, review and analyse many documents (Bowen, 2009). Although documents can be a rich source of data, researchers should look at documents with a critical eye and be cautious about using documents in their studies. Documents should not be treated as necessarily precise, accurate or complete recordings of events that have occurred. Researchers should not simply "lift" words and passages from available documents to be thrown into their research report. Rather, they should establish the meaning of the document and its contribution to the issues being explored (Bowen, 2009). The investigator should guard against over-reliance on documents (Bowen, 2009). Documents must be viewed sceptically in a search for the truth as they reveal the values and beliefs of participants in the setting. Document analysis should be taken as a method for describing and interpreting the artefacts of a society or social group (Marshall & Rossman, 2006).

4.7.2 In-depth interviews

This is a sensitive feminist inquiry with a qualitative approach hence in-depth interviews were used to collect data. In-depth interviews with school staff and intellectually disabled learners identified in each school enhanced in-depth probes into issues and the harvesting of rich and thick data. In-depth interviews, also known as intensive interviews, are a commonly used method of data collection employed by qualitative researchers (Hesse-Biber & Leavy, 2011:94). In-depth interviews remain as one of the most popular tools that feminist researchers employ to get subjugated knowledge (O'Shaughnessy & Krogman, 2012:516). This is mainly because they allow the voices of participants to be captured. Feminists are particularly concerned with experiences that are often hidden. In-depth interviewing allows the feminist researcher to access the voices of those who are marginalised (Hesse-Biber & Leavy, 2014:190). In-depth interviews are particularly appropriate for exploring sensitive topics with a personal nature, such as this study, where participants may not want to talk about such issues in a group environment (Gill, Stewart, Treasure & Chadwick, 2008). In-depth interviewing is a process of communication that involves asking, listening and talking (Hesse-Biber & Leavy, 2011:95). Respondents have an opportunity to share, pass on their knowledge and provide their own perspective on a range of topics (Hesse-Biber & Leavy, 2011:95).

Qualitative and feminist researchers are often portrayed as having a caring ethic in their research. They engage in extensive dialogue with their participants. The sense of personal responsibility in their interactions with their research participants is often promoted as a feature of qualitative research (Denzin & Lincoln, 2011). An in-depth interview is a kind of conversation between the researcher and the interviewee that requires active asking and listening. The process is a meaning-making endeavour embarked on as a partnership between the interviewer and his or her respondents (Hesse-Biber & Leavy, 2011:94). Qualitative research is concerned with the richness of description. Therefore, qualitative research tends to favour data collection methods which obtain detailed, descriptive data such as that produced by using in-depth interviewing methods, focus groups and the taking of detailed field notes (Denzin & Lincoln, 2011).

In-depth interviews are important to qualitative researchers because they use individuals as the point of departure for the research process and assume that individuals have unique and important knowledge about the social word that is ascertainable and that can be shared through

verbal communication (Hesse-Biber & Leavy, 2011:94). In-depth interviews are most appropriate where little is known about the study phenomenon or where detailed insights are required from individual participants (Gill et al., 2008). The reality about this study is that there is no or little literature about programmes and responses for combating gender-based violence targeting learners with intellectual disabilities as a specific group in special schools (Human Rights Watch, 2015). In-depth interviews are generally less time consuming than fieldwork, so when the topic under investigation is not linked to a particular setting but can be ascertained from individuals in a prearranged setting (as opposed to the individual's natural setting), in-depth interviews may be appealing and appropriate (Warren, 2002:85). In this vein, in-depth interviews yield large amounts of data in the form of interview transcripts, which are later reduced in the analytical and interpretive process (Hesse-Biber & Leavy, 2011:95).

In collecting qualitative data by means of in-depth interviews, an interview guide is an important tool in supporting the interviewer's ability to pose questions relevant to the topic of interest (Brinkmann & Kvale, 2015). The process of creating an interview guide, even if it remains unused, is an important tool that the researcher might use in preparing for the interview, for it often helps the researcher isolate key issues and consider the kinds of things he or she might like to ask participants. When designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible and be able to address the aims and objectives of the research (Gill et al., 2008). The interview guide supports consistency in the interviews and serves as a tool that links the research problem, research questions and former relevant literature (Brinkmann & Kvale, 2014). It is a series of questions and prompts for the facilitator to use. Typically, the facilitator will ask questions and allow time for participants to respond to each other's comments. Pilot interviews are an opportunity for researchers to test out the effectiveness of their research guide. Based on early experiences with an interview guide, the researcher can then modify the guide to better suit his/her needs (Hesse-Biber & Leavy, 2014:194). When conducting the actual interview, it is prudent for the interviewer to be familiar with the interview schedule so that the process appears more natural and less rehearsed (Gill et al., 2008).

The interview guide serves as a "road map" and memory aid for the facilitator. However, there is little flexibility in relating the interview to individuals and circumstances. To ensure consistency, the guide entails a thematic dimension that consists of broad questions related to the research questions and a dynamic dimension with specific questions that contribute to a

natural conversation in an everyday language during the interview (Brinkmann & Kvale, 2014). The questions vary in form; the first question is normally an opening or introductory question. This can put respondents at ease, build up confidence and rapport and often generates rich data that subsequently develops the interview further (Gill et al., 2008). Researchers help respondents to share their stories by building rapport (Hesse-Biber & Leavy, 2011:95). The following questions may be probing, specifying, direct or indirect, interpreting and contributing to structuring the interview (Brinkmann & Kvale, 2014). The questions arise from a familiarity with the topic grounded in the researcher's former experiences and pre-understandings as well as conceptual and theoretical knowledge about the topic. Familiarity may also be obtained from attending the environment and learning from the study population of interest by providing insight into, for example, the interviewees' language (Brinkmann & Kvale, 2014).

In-depth interviews are a meaning-making partnership between interviewers and their respondents. Interviews tend to occur in one session, although multiple follow-up sessions may occur to expand or develop the ideas from the initial session (Hesse-Biber & Leavy, 2011:95). These sessions provide an opportunity for researchers to learn about a social life through the perspective, experience and language of those living it. Qualitative interviews are thus a special kind of knowledge-producing conversations that occur between two parties. The relationship between the interviewer and respondent is critical to the process of constructing meaning (Hesse-Biber & Leavy, 2011:95). Throughout the process, the researcher will remain as neutral as possible in dress, tone, body language and avoid giving opinions, while moderating to avoid biased responses caused by his presence (Creswell, 2014:191). One of the most important skills is the ability to listen attentively to what is being said, so that participants can recount their experiences as fully as possible, without unnecessary interruptions (Gill et al., 2008). It is important that, before the researcher can begin an interview, respondents must be made aware of their confidentiality and role in the research and eventual publication of results (Hesse-Biber & Leavy, 2011:95). To begin, informed consent should be explained in advance and executed either before or at the time of the interview. Even though the study and the participant's informed and voluntary participation will have been discussed in advance, it is important to reiterate this prior to beginning the interview (Hesse-Biber & Leavy, 2011:95). Interviewees should be given every opportunity to ask questions; this shows the unique aspects of in-depth interviews.

4.8 Pilot study

A pilot study is a mini version of a full-scale study (Doody & Doody, 2015) conducted with a small group of participants like those to be recruited later in the larger scale study. It can also be called a "feasibility" study (Doody & Doody, 2015). Whilst the terms "pilot study" and "feasibility study" can be used interchangeably, there are differences between undertaking a pilot study and a feasibility study (LaGasse, 2013). Whilst a feasibility study tries out pieces of the study, the pilot study tries out the operation of all pieces as they will be implemented in the planned study (National Institute for Health Research, 2012). The aim of a pilot study is to evaluate the sustainability of a planned study and avoid problems that could arise when the large-scale study is conducted. A feasibility study is undertaken to determine if the design, instrumentation and analysis are practicable (Abbott, 2014). However, important feasibility issues that might be addressed in a pilot study include the availability of subjects and estimating the time required for recruitment of subjects, the conduct of the investigation and the cost of the study (Musil, 2011).

A pilot study is conducted to refine the methodology for a larger study (Musil, 2011). It uses subjects, settings and methods of data collection and data analysis like those of a larger study (Musil, 2011). The pilot study gauges whether the larger study will be practical (Jeray & Tanner, 2012). This is addressed by the researcher answering fundamental questions before embarking on a full-scale study to avoid unforeseen complications. The researcher decides whether changes are required to the research design, intervention or procedural protocols before conducting a larger study, through obtaining preliminary data, evaluating data analysis methods and clarifying financial, equipment and personnel resources needed (Doody & Doody, 2015).

The purpose of a pilot study is to assess and prepare data collection and analysis techniques. Through a pilot study, the researcher can practice and assess the effectiveness of planned data collection and analysis techniques (Doody & Doody, 2015). A pilot research assists the investigator in deciding whether to undertake large-scale research and, if so, areas for development to ensure a feasible full-scale study (Doody & Doody, 2015). A well-done structured pilot study with definite aims and objectives guarantees methodological rigour, can contribute to studies of higher quality and scientifically valid work (Doody & Doody, 2015). Particularly when planning studies with populations that may not be easily available or

accessible, a pilot study is an opportunity to develop or refine sampling methods and to evaluate the representativeness of a sample (Musil, 2011).

A pilot study contributes valuable information to assist researchers in the conducting of their study. Conducting a pilot study provides the researcher with the opportunity to develop and enhance the skills necessary before commencing the larger study (Doody & Doody, 2015). By conducting a pilot study, the researcher obtains preliminary data, can evaluate his/her data analysis method and clarify the financial and human resources required. To conduct a successful study, researchers need to develop their skills, choose the right methods and carefully plan for all aspects of the process (Doody & Doody, 2015). For qualitative studies, pilot work may be important for gaining experience in interacting with the sample and with aspects of data collection, coding, and analysis (Musil, 2011). When qualitative researchers highlight the significance of pilot studies, they often do so to comment on specific aspects of research design, with interview protocols most frequently cited (Silverman, 2013).

The results of a pilot study are likely to be significant for the larger proposed study. If the pilot study is of sufficient size, estimates about the relationships between variables and of effect sizes can be made. This is essential not only for statistical power analysis but for a better understanding of the phenomena under study. Pilot studies often provide important insights into the problem being investigated and may lead to reconceptualization of the problem or refinement of the research questions (Musil, 2011). They can detect anticipated problems with methods so changes can be made before the large-scale study is undertaken, answer methodological question(s), guide the development of the research plan to ensure the methods work in practice and assess the feasibility of the proposed research process (Kim, 2011).

While the purpose of a pilot study is not usually to provide conclusive outcomes, it can offer advance warning about where the primary research project might fail, where research protocols may not be pursued, or whether the suggested techniques or tools are inappropriate, too costly or too complicated (Doody & Doody, 2015). A pilot study is a key component in the development of a successful research design. Whilst conducting a pilot study does not guarantee success in the main study, it does increase the probability (Van Teijlingen & Hundley, 2001). While a pilot research is a critical element of study design, running a pilot research does not assure success in the main study (Van Teijlingen & Hundley, 2001).

In this current pilot study, I requested participants to comment on the questions asked, and to

feel free to make suggestions and to recommend other questions that might enhance the validity of the research. I also probed and paused follow-up questions to get an understanding of how participants arrived at certain conclusions. After the interviews, I looked at all the suggestions and feedback. From the pilot study I became aware of the importance of structuring the questions differently in the final interviews, to make it easier to analyse the data.

I also discussed with the participants of the interviews on how best the research tools could be improved. In the interviews, I requested the participants to take time to examine the whole research process and ensure that it would be suitable for learners with mild intellectual disabilities. I discussed the appropriateness of the interview discussion and questions posed to determine if the desired information would be gained and if ethical issues had been followed. For the whole process, I took note of the time required to conduct the interviews.

4.8.1 Participants of the pilot study

I discussed the interview guides and how I was to go about the interviews with both female learners with mild intellectual disabilities and SMT members in the targeted special schools. Together with the participants of the pilot study, I examined ethical issues, the research methodology and the study itself. The participants comprised two occupational therapists from a special school for learners with mild intellectual disabilities in Johannesburg North. I also had another meeting with two teachers from a special school for learners with mild intellectual disabilities and one district official from the Inclusion and Schools Support unit (ISS). Furthermore, I also had a discussion through emails with two psychologists from Cape Mental Health (CMH).

4.8.2 Pilot study findings

Questions in the interview guide for in-depth interviews with staff were found to be appropriate, reasonable and suitable to harvest the data required. The interview guide for in-depth interviews with staff was deemed suitable for harvesting the intended data hence, no adjustments were needed.

Most questions in the guide for in-depth interviews with intellectually disabled girl learners were found to be lacking hence, they had to be adjusted in the final schedule. The adjustment involved rewording and, in some instances, rephrasing the questions. Some questions were

deleted completely, and others created. Some questions in the schedule were also found to be unclear and had to be adjusted. The target group of female learners to be interviewed was adjusted to between 13 and 19 girls who are mildly affected by intellectual disabilities. It was felt that this group would be more able to share their experiences, to understand and be capable of answering the research questions given the gap and lag that may exist with their peers without disabilities. Some procedures were altered, and questions refined and reformulated in simpler language (Gill et al., 2008). It was noted that, unless the participants are mildly affected by the intellectual disabilities, then the questions on the original schedule were challenging to answer.

Questions were raised on how the researcher was going to explain the term "gender-violence" to the participants of the interviews and whether the participants would be able to conceptualise this term. The concern was that the term is quite abstract without prior background of the learners' functioning in terms of numeracy, literacy and communication.

I therefore decided to start the interviews for female learners with disabilities with a short video clip and a story from the local newspaper. The questions needed simplifying for this group of participants: "Why do you think girls/women are hurt by boys/men teachers?" Or "Do you think your school protects you and other girls from being hurt by boys/men teachers?" The questions were also seen to be biased in the sense that they assume that sexual abuse affects girls only and that perpetrators are always men or boys. That had to be changed. The questions were to be kept straight forward and simple. The interview guide was thus modified with the intention to produce data that were more closely suited to what the researcher required.

It was also suggested that a trusted female therapist, teacher or social worker be tasked to ask these questions as it could be traumatic asking a potential victim or witness of gender-based violence to re-live this experience through this interview. It was suggested that, due to the sensitive nature of the subject to be discussed in the interviews, the fact that they were conducted by a male researcher could be detrimental to the participants. These recommendations were rejected as there was no basis to support this this notion. I do not agree with this sentiment. Men can also be gender-based activists and can take feminist stands.

4.9 Data analysis and interpretation

The thematic analysis method, a major data analytic option in qualitative research, was used to

analyse data collected in this study. This method is consistent with the critical theory and the theoretical framework that has been preferred for this study (Grbich, 2013:61).

Proposed by Braun and Clarke (2006), the thematic analysis is defined as a method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes the data set in rich detail. It is presented as a strategy for combining other approaches (Ibrahim, 2012; Flick, 2014:421). The thematic analysis gives an opportunity to understand the potential of any issue more widely and moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Additionally, with the thematic analysis, there is no distinction between data collection and its analysis (Ibrahim, 2012). This means that there is always an overlap of analysis and interpretation to reach a conclusion. Analysis in qualitative research is distinguished by merging of analysis and interpretation and often by the merging of data collection with data analysis.

In simple terms, thematic analysis is a process of data reduction into manageable segments. Data reduction is the first stage and form of analysis that sharpens, sorts, focuses, discards, and organises data in such a way that "final" conclusion can be drawn and verified (Miles & Huberman, 1994:11). It includes the process of selecting, simplifying and transforming the data. The procedure of data reduction is performed in such a way that conclusions are drawn, and verifications are completed.

Consistent with the findings in the literature cited above for this study, data analysis was done simultaneously with data collection and writing up of findings to enhance the focus of the study as it proceeded. This minimised the chances of collecting unfocused data that did not reveal anything new (Creswell, 2014:195; Glesne, 2011:22).

The process of data analysis started with the organising and preparation of data for analysis. This process involved familiarisation with data. I read through the transcripts several times to get a firm grasp of the data. At this point, I started to think about the data in terms of codes and themes (Howitt, 2010). This first step focused on doing the transcription and reading the transcripts several times (Ibrahim, 2012). This involved transcribing, cataloguing, sorting, arranging and "winnowing" the data by focusing on some parts of the data and eliminating other parts (Creswell, 2014:197).

In the second step, codes were developed from the data. Data coding involves attaching

keywords to a text segment in order to allow later identification (Kvale, 2007). I coded freely as many categories that appeared relevant to the study. As soon as an emerging pattern appeared, I selected a code. I organised and integrated the code with other codes to bring out meaningful relationships. I distinguished between sematic codes (meanings expressed verbally) and latent codes (underlying meanings) working systematically through the whole text. This was done to keep the context of an extract in focus and to keep in mind that those statements can be coded in different themes simultaneously (Ibrahim, 2012).

I looked for themes by reading and rereading the database several times using the block and file approach to identify relevant data and list them (Grbich, 2013:61). This was done by noting down in the margins anything that was interesting or significant about what the respondents said. Whilst doing this, I inserted descriptive comments in the margins for further review. The block and file approach were chosen because it keeps the data largely intact.

The next stage was to make links and connections. I sorted the codes into various themes and collated the relevant data extracts in the themes (Ibrahim, 2012). At this point, I recalled the research questions, the theoretical framework, the methodology and the reviewed literature for the rigorous segmentation of data. I grouped segments, attached overarching labels, identified sub-groupings and conceptualised the groupings.

The next step was the refinement of the developing codes system by breaking down themes into sub-themes, leaving out less relevant themes. In reviewing themes, I focused on the entire data set (Ibrahim, 2012). I listed the emerging themes and looked for connections between them to produce a master list of themes, ordered coherently. Data analysis was a cyclical process that was repeated several times. In some instances, I had to drop a super-ordinate theme when more useful themes emerged (Murray & Chamberlain, 1999). Themes were continually refined and renamed in line with emerging data. Eventually, a narrative passage was constructed to convey the findings of the analysis (Creswell, 2014).

The final step was the interpretation of the findings or results. I derived meaning from the comparison of the findings with information from literature or theories and developed action meanings (Creswell, 2014:201). The analysis of the data yielded five themes, which are presented in Chapters 5 and 6. The themes are : (a) the nature of gender-based violence; (b) factors that encourage gender-based violence to thrive; (c) school's responses to gender-based violence; (d) challenges in responding to gender-based violence in the schools; and (e)

strategies for responding to gender-based violence in schools catering for learners with intellectual disabilities.

4.10 Trustworthiness

In order to build trustworthiness into the research, the following criteria were incorporated to make this work plausible and credible (Glesne, 2011:49).

4.10.1 Credibility

According to Yin (2016), a credible study is one that guarantees that the researcher has properly collected and interpreted the data, so that the findings and conclusions accurately reflect and represent the phenomenon that was studied. Credibility refers to the plausibility of the research account so that the work is believable. Achieving credibility in qualitative research requires triangulation, crystallisation, the use of multi-methods and multi-processes as already planned for this study to make the outcomes or results reliable (Creswell, 1998:201). Prolonged engagements, extended time in the field, peer review and use of the multiple data collection strategies were incorporated in this study to increase its validity and credibility (McMillan & Schumacher, 2014:355).

4.10.2 Transferability

Transferability refers to the report's ability to be utilised in another setting like that in which the original case was conducted. It is not the intention of this study that the results be transferred or be generalised to other settings. Instead, this study is intended to provide rich, deep data and thick descriptions to achieve the transferability standard. Comparisons can be made to this study with the processes, procedures and results of this study in mind.

4.10.3 Dependability

Dependability is the standard which parallels reliability in the positivist study to show that, if the study was repeated in the same context, with the same methods and with the same participants, similar results would be obtained. To cover the dependability standard, this study gave a detailed audit trail which shows the analysis of methodological decisions made and certifies their soundness (Guba & Lincoln, 1989). This includes the preferred use of the multiple data collection strategy. To address the dependability issue more directly, the

processes within this study were reported in detail, thereby enabling future researchers to repeat the work, if not necessarily to gain the same results. Thus, the research design may be viewed as a "prototype model" (Shenton, 2004:71).

4.10.4 Conformability

Conformability is often equated with reliability and objectivity in quantitative research. It is the measure of the accuracy of the truth or meaning being expressed in the study (Given, 2008). Confirmability is expressed as the degree to which the results of the study are based on the research purpose and not altered due to researcher bias. To ensure conformability, this study can show a clear track of data and interpretations that can be pursued all the way back to the original data sources, for example, field notes and documents.

4.11 Ethical considerations

It was important for the researcher to consider the ethical issues for the benefit of participants in this research study. Qualitative researchers normally carefully examine the potential impact of their research on the participants. Researchers therefore are mindful that they should minimise or avoid altogether disruptions of existing social worlds or individuals' lives and should provide participants with informed consent wherever possible (Creswell, 2014:98; Given, 2008:279).

This research is dealing with a sensitive topic and a special group of learners, namely, gender-based violence and learners with intellectual disabilities, respectively. It was important that I adhered rigorously to ethical structures before embarking on data collection. To avoid misconceptions, misunderstandings and to ensure adherence to research ethics, I applied and was granted a formal research ethics clearance from the institutional ethics board of the University of South Africa (UNISA). In reviewing the research proposals, members of the institutional review board made a judgement regarding the ethical appropriateness of the proposed research to ensure that the research was trustworthy (see ethical clearance Annexure B).

I wrote a letter to the Gauteng Department of Education (GDE) accompanied by a summarised copy of my proposal to request permission to conduct interviews in the two identified schools (see sample letter Annexure I). I was granted approval to conduct the study before making any

attempts to visit the schools (see approval letters Annexure A and C). Principals for both the schools for this study also granted permission for me to carry out my research in their schools. Further, I ensured that parents gave consent for their children's participation in the study and that learners had a clear understanding of what they were being asked to do (see approval letter Annexure I). The consent forms given out to participants explained all terms and conditions of the research with provision for signature being the most direct line of access to participants as it is used to formally acknowledge their involvement in the study (see sample letter Annexure J). I respected the autonomous positions of all the participants in the research by explaining to them that they were free to withdraw from the study at any stage without consequences. A statement was included in the consent form which made participants aware that involvement in the study was voluntary and withdrawal was possible at any stage.

A good case study researcher, like any other social scientist, will strive for the highest ethical standards while doing research. These include having a responsibility to scholarship such as being honest (Yin, 2014). It was important that I was honest towards the participants throughout the research. Dishonesty occurs when participants are deceived about the nature of the research or are not aware of all the necessary information about the study. I stressed that participation was purely voluntary and not connected to benefits, services or conditions. The researcher clarified the participant's right to withdraw from the study at any time for any reason without negative consequences. Participants were encouraged to talk only about what they felt free and comfortable to talk about during the interviews.

Researchers need to demonstrate an awareness of their own process for deciding how to deal with confidentiality. This includes people's names but also the names of organisations, places and not just the outcome of the process (Guenther, 2009). I had to protect the privacy and confidentiality of participants so that, as a result of their participation, they will not be unwittingly put in any undesirable position, such as being on a roster to receive requests to participate in some future study, whether conducted by me or anyone else (Yin, 2016). I assured all participants that the information that they gave me would be treated with confidentiality. All information would remain as confidential as possible and would not be available to anyone not directly involved in the study. I assured participants that, for them to remain anonymous, I would make use of use of pseudonyms. In case of participants who agreed to be recorded, I assured them that the recordings were solely for the purpose of the study and that they will be destroyed as soon as the study is completed.

Following these formal procedures, the researcher, throughout the whole process, further ensured that access to the participants was ethically sound and that it protected them from psychological and physical harm (Creswell, 2014:98; Mills, Durepos & Wiebe, 2010). The issue to be established in this study was sensitive to participants therefore a debriefing or reflective opportunity to bring about an acceptable level of closure was offered. A counselling demeanour was offered so that the participants were not worse off than before the inquiry, as advised by Creswell (2014:100). I also consulted a qualified social worker at his workplace and had a mini workshop about tips and what to watch out for when handling sensitive topics with learners.

4.12 Challenges faced during data collection

The challenges faced when conducting the interviews included background noise, for example, opening of the door and people talking. This resulted in poor quality of the audiotapes and a lapse in attention of the interviewees. This also slowed down the transcribing processes as I had to struggle to hear the responses of the participants. In one of the schools, I was stationed in one of the two staffrooms for the interviews. The SMT resolved that they could not allow me to interview female learners alone in the offices even though I explained to them that these interviews are confidential.

The Johannesburg East GDE district took a long time to reply to my request for conducting interviews at their schools. This delayed me in going to the school to start the study.

Getting the school that suited my criteria not too far away from my work or home was difficult. The first target school I approached kept my application to do my research in their school for almost four months without attending to it. They gave excuses why the principal had not attended to my research application. Eventually, after a lengthy time, they turned my research application down. Their reason was that their learners are very busy, and they did not have time to do the interviews. This was even though I indicated to them that the interviews would be done after school. I was very discouraged and gave feedback to my supervisor. My supervisor encouraged me to find another school which I felt would accept my request to do my interviews. My supervisor encouraged me not to despair as this was expected given the sensitivity of the topic.

Eventually, when I got a school to work with in my study, scheduling interviews was a major

challenge. Staff in the schools are busy. The learners have a busy schedule too. Scheduling interviews after school was difficult as both learners and staff would want to go home straight after school. Therefore, I had to schedule my interviews during the school day when staff or learners could accommodate me. At times, this arrangement clashed with my own work commitments. Several times I had a confirmed appointment but when I got to the school, I found other activities happening. Mostly, it was the Gauteng Department of Education (GDE) officials' visits that affected my planned interview sessions. A few times I went to the school without an appointment and was able to do interviews.

I did interviews at break time, sports time and even before school. I did three of the interviews at the staffs' convenience at a place outside the school which they agreed on. However, because of this arrangement, I collected a lot of data, some of it unfocused, because there was no time constraint for the interviews.

Two staff members I interviewed refused to allow me to record the interviews. I negotiated with them to allow me to use other methods of collecting data with which they would be comfortable. They allowed me to write notes and to engage them at any time even after the interviews if I needed further clarification. However, this was inconvenient for me because it slowed down the interview process as I had to pause often to make notes. I made brief, unobtrusive contemporaneous notes while the participants were answering questions. To ensure that these notes were factually correct, field notes were written up clearly immediately following the interview to underpin the general notes generated in the interview itself. These notes were compiled along with a set of guiding questions for follow-up questions.

Getting the female learners that suited the criteria for the study was a challenge. There were fewer learners than I had anticipated. This was a result of the nature and sensitivity of the study. Three of the suggested participating female learners did not say anything. They were just quiet.

Finally, female learners had reservations when they reported about sex issues happening in their school to me. They did not explicitly discuss sex and rape issues. They politely shared their experiences or what they had witnessed happening at school relating to rape or sex. However, in many instances, I did not have to probe further because the information that the female learners shared was enough for me to make conclusions.

4.13 Summary

This chapter started by examining the sensitivity of the research topic and what precautions needed to be taken. The chapter provided a detailed description of the methods and processes that were followed to investigate the study problem. Detailed descriptions of the research paradigm, design, preparation of the field, research sites, pilot study, data collection tools, population and sampling, data analysis, trustworthiness, ethical issues and challenges experienced in the study were provided. The processes and methods preferred for the study were justified in terms of their appropriateness to investigate the study problem. The findings, as presented by participants and the themes that emerged from the data analysis are presented in the next chapter.

CHAPTER 5: RESEARCH FINDINGS

5.1 Introduction

This chapter presents the findings arrived at using the processes and methods outlined in Chapter 4. Participants comprised 15 female learners with mild intellectual disabilities and nine staff members recruited from two special schools fictitiously referred to as Sizanani and Mpendulo. For the sake of anonymity and confidentiality, pseudonyms were used for participants and schools. In line with critical theory, this study gives agency to female learners' issues, voices and lived experiences in special schools for learners with intellectual disabilities.

Analysis of the data yielded five themes, which are presented in Section A and B. Section A covers the following two themes: (a) the nature of gender-based violence; and (b) factors that encourage gender-based violence to thrive. Section B focuses on three themes: (c) school's responses to gender-based violence; (d) challenges in responding to gender-based violence in the schools; and (e) strategies for responding to gender-based violence in schools catering for learners with intellectual disabilities.

5.2 Section A: School-based sexual violence

It was important to first capture participants' perceptions about gender-based violence as that related to their responses about the phenomenon studied.

5.2.1 Understandings of gender-based violence in special schools

Learners understand gender-based violence as male acts and behaviours that aim to inflict pain on a woman, even though they tend to place more emphasis on physical acts, such as bullying (5), hitting, kicking and beating (6), abuse and unfair treatment (4). Their responses were as follows:

> *Paballo (17): Basically, it's about bullying, being abused and treating someone unfairly.*
>
> *Keletso (17): Bullying, hitting, woman abuse, as there are two guys that are hitting a girl.*
>
> *Bongiwe (18): Bullying the girls and the girls cannot do anything to the boys; the boys can just do anything to the girls.*

Ntsako (17): The boys beat up the girls and do unfair things to them, they are mean to girls.

Khanyile (19): It's a boy that beats up a girl and we do not know why the boy is beating up the girl, but what he is doing is not right. They even go as far as kicking the girl.

Staff shared a broader definition of gender-based violence as involving the physical, emotional, mental, verbal and sexual factors. They highlighted that gender-based violence involves power imbalances and that it can involve people of the same gender as in case of a girl against a girl or a boy against a boy. Their responses were captured below:

Ms Mlotshwa: Hm, anger, there's lots of anger, low self-esteem. In most cases it's directed to women (that is all she could say in defining gender-based violence).

At Sizanani School, Ms Beyers (29), a Life Orientation teacher, initially stated:

Gender-based violence is just violence against a specific gender. Also like so mainly girls being abused, or even guys being abused but they are being abused because they felt strong but if its women being abused, children at school, it's because they looked upon as not strong enough. They are looked upon as not being able to fight for themselves, so people take advantage and abuse or violate their rights and feel it is okay for me to target this certain group of girls because they are not so strong.

Ms Beyers (29) further demonstrated her knowledge of gender-based violence. She unpacked the behaviours associated with gender-based violence:

I think that gender-based violence touches on everything such as bullying. So, its behaviour … it's bullying especially in schools, it will be considered as bullying. It's the behaviour … and it depends also if you're the sensitive type of person and you feel like they are picking on you, that's gender-based violence. Violence isn't necessarily physical … violence is emotional, violence is abuse, overall its mental abuse, verbal abuse, so that all falls under violence. So, it's not just physical. So I can be picking on the girls in a class because I am female and I prefer males and that is gender-based; and I only pick on them and say, right the girls stay in at break … or I don't like your face.

Ms Govender defined gender-based violence as:

Gender-based violence is males against women. It also involves boys against boys mostly

physical bullying and girls against girls mostly verbal, gossiping and fighting for boyfriends. It is mostly bullying and teasing. Sometimes dissing [mocking], grabbing girls, bad touches and exchange of words that hurt. [They learn this from streets in Highfield].

Not different from the learners' views above, Ms Govender described "bad touches" as:

When boys grab girls rough and touch them inappropriately including clapping, hitting, pulling and pushing.

Ms Ferreira defined gender-based violence as:

It's … for me, I define it, it's like either verbal abuse, emotional abuse or it can be sexual abuse, physical abuse, you see, any of those.

It is clear that learners hold narrow understandings of gender-based violence. The influence of a video clip that was shown to them cannot be ruled out, and so is the possibility that teachers rarely discuss such issues in class.

5.2.2 Existence of Gender-based Violence in Schools for Learners with Intellectual Disabilities

Both learners (11) and staff (5) attested to the occurrences of gender-based violence in the schools, highlighting its frequency even though some teachers suggested the acts tend to be less serious. Learners' views were captured in the following precepts:

Keletso (17): [Gender-based violence in the school] happens everywhere in the school, by the toilets, tuck-shop.

Khanyile (19): There is too much gender-based violence in this school. I think that there will be a lot of dead bodies here at school if it is not stopped.

Paballo (17): This happens everywhere, every day, every time, this school is so corrupt (referring to gender-based violence in the school).

Banele (17): Yes, I've seen this happen all the time here at school, a day cannot pass without this happening.

Sinozulu (18): Kids do this here at school at break everyday even in class when the teacher is there.

Boikanyo (17): Teasing is everywhere in this school. It happens all the time, everyday (referring to the teasing of girls by boys).

Ipeleng (17): It is everywhere, every day, every time, this school is so corrupt, and there is no day that goes by without this happening (referring to gender-based violence happening in the school).

The statements above suggest that gender-based violence occurs "every day, anytime and anywhere" within the school premises. Although teachers shared the sentiments, they claimed that the forms of gender-based violence were not serious:

Ms Khumalo (52) principal at Sizanani School: Yes, you know there's a lot happening in this school. We have mocking, teasing, calling of names and fighting; it is common.

Ms Mlotshwa (44): They do that (referring to acts of gender-based violence), but not this serious one, maybe a clap in class. The girls say something and the boy just (demonstrates clapping with an open hand). It's not the big things.

Ms Beyers (29): You see, it happens, but it's not major where children are sexually abused or they are beaten … it's not major but it is there and eventually, if we do nothing, it will become a serious bullying matter, where people say okay, it's gender-based violence ... *Yes, gender violence is everywhere, it happens all the time. It is just that it's not labelled, and it's just labelled as bullying. Bullying obviously is a big thing. We see it all the time.*

5.2.3 The nature of gender-based violence in special schools

This theme covers the basic and inherent features, character and qualities of gender-based violence from the perspectives of participants. Such information will explain the complexity of the problem. The issues addressed include: (a) forms of gender-based violence; (b) frequency of gender-based violence; (c) gender-based violence outside the school; (d) victims of school gender-based violence; and (e) perpetrators of school gender-based violence.

5.2.4 Reported forms of gender-based violence in special schools

Participants alluded to various forms of gender-based violence that can be categorised as follows: (a) physical violence; (b) sexual violence; (c) emotional violence; and (d) harassment.

Table 5.1: Reported Contact Forms of Gender-based Violence

Categories of GBV	Types of GBV	Participants	Mphendulo	Sizanani	Total
a) Physical Violence	Physical Bullying	Learners	7	5	12
		Staff	3	3	6
b) Sexual Violence	Inappropriate Touching	Learners	4	3	7
		Staff	0	2	2
	Rape and Sex	Learners	1	2	3
		Staff	3	4	7
	Attempted Rape	Learners	0	0	0
		Staff	0	1	1
Total	4	24	18	20	38

a. Physical violence

Physical violence includes behaviours that involve bodily contact and they inflict bodily harm on female learners. They include hitting, kicking, pinching, pushing, tripping, slapping and fighting. These were reported by a total of 12 learners from both schools.

Participants' responses of physical violence were captured in the following precepts:

Keletso (17): You know once you tell a boy not to touch you, obviously they will hit you.

Banele (17): There is a boy that likes to hit my friend, even if my friend did not do anything to him.

Paballo (17): Around the school, boys are also standing in groups in corners or try and grab you in a rough way.

Khanyile (19): There was a boy in the school. He even used to pull me by my hair.

Ms Ferreira (45): They just are grabbing so and so.

Ms Govender (35): Only the small things – bullying, teasing, dissing, grabbing, hurting, words and bad touches.

Ms Baloyi (56): They are beaten and it's not major, but it is there.

Physical violence, especially fighting, was also reported as common amongst learners of the same gender, especially boys. Such fights included stabbing each other with dangerous objects:

> *Zodwa (17): Boys here also fight a lot; it happens every day almost. There is this guy Serge who used to go to this school who would hit people, boys even, with instruments from the workshop, so people are scared of that.*

> *Ipelenge (17): They fight and stab each other. What I have seen is fighting and stabbing. I have seen them by the tree (pointing to a tree in the school).*

Females had tendencies to fight over what teachers regarded as "simple things", such as boyfriends, pen and/or hats:

> *Ms Govender (35): Boys fight with each other a lot and girls fight over boyfriends.*

> *Mr Ngcobo (27): They fight for simple things. He took my pen and he took my hat. Some of them are from Highfield. They fight at home and they bring their fight to the school.*

Evidently physical violence is common in special schools. It cuts across all genders even though boy-to-boy incidents tend to involve dangerous acts that could inflict serious bodily harm. However, what was more concerning was that some staff members regarded certain behaviours and acts as "minor", suggesting their underestimation of the impact on the recipient.

b. Sexual violence

Sexual violence involves sexual acts that are committed or attempted to commit on female learners. These sexual acts occur to female learners who have not freely given consent or are unable to consent or refuse. Inability to consent freely is usually because of the victim's age, mental or physical disability. The reported forms of sexual violence are inappropriate touching, rape and attempted rape.

c. Inappropriate touching

Seven females reported incidents where their bodies and even private parts, such as breasts, were inappropriately touched by male learners. Some staff also witnessed incidents where male learners forced females to hug them.

> *Boikanyo (17): Yes, you will find that the boys would want to touch your breast and want to do unpleasant things.*

Thabisile (19): They touch us – you know boys they want to touch you everywhere. You just find them starting to touch you. They like to touch these boys and some girls allow them.

Bongiwe (18): You see here at school; boys try to touch your body. This is what the boys do. They can't just leave you alone. They will just touch you.

Ms Govender (35): Sometimes bad touches and exchange of words that hurt happen between our learners.

Ms Beyers (29): It is more in the senior phase; they were like hugging each other. I remember it was inappropriate hugging because the girls don't like it. It's like the boys are greeting them by hugging them, but this is not like that.

d. Rape

Three learners alluded to rape as a form of gender-based violence happening in their schools. They reported incidents that suggest gang rape, especially in the sports fields:

Sinozulu (18): Yes, it happened last year or last of last year. Five grade ten boys slept with a girl here at school. They raped her.

Dudu (18): Touching them, raping them that's what the boys do here at school to girls (referring to bad things that are done to female learners by boys in the school).

Kelesto (18): No, it's not safe there and by the top field (sporting field at the top of the school). Boys would be having sex there. Some boys and girls are having sex there.

Although staff alluded to the seriousness of teenage pregnancy in the schools, they indicated that incidents of rape and sexual advances happen outside the school premises and that some of them resulted in pregnancy. Perpetrators are not necessarily male learners but, in some instances, involved relatives. There was only one instance that involved sexual advances by a male employee and it also happened outside the school premises.

Ms Baloyi: We hear stories of them (female learners) being raped in the community and most times they get pregnant from rape. There are boys who are trying to rape these girls, these beautiful teen girls. We were alerted by the neighbours around to say you know there are boys who are after these kids after school.

Ms Govender: Some learners from our school had group sex outside the school at the park,

just outside the school. Some learners reported that at the school. Also, some time ago, a case was reported of our female learner who was made pregnant by a boy not from this school, another one by the uncle. Teenage pregnancy is our biggest challenge in this school.

Ms Ferreira: We had a school patroller; he made advances on one of our senior girls. He was giving her money and giving her sweets and stuff. It was happening outside, but the perpetrator was working with kids here, but we didn't even know. I also know about a case of a brother who was sexually abusing the sister at home, and the kid had to be removed.

Ms Khumalo: Another boy was sexually abused by an uncle at home and then the teacher noticed that this boy had marks of a hot iron, but this uncle denied it. So, we had to involve the police in that area and the child has since been moved to a place of safety. The child was an orphan to start with but then he was staying with his uncle.

Table 5.2: Reported non-contact forms of gender-based violence

Category of GBV	Types of GBV	Participants	Mpendulo	Sizanani	Total
c) Emotional Violence	Name Calling	Learners	4	3	7
		Staff	2	2	4
	Swearing	Learners	1	3	4
		Staff	1	1	2
	Teasing	Learners	2	2	4
		Staff	2	2	4
	Threats and Intimidation	Learners	2	2	4
		Staff	0	0	0
d) Harassment	Invasion of Privacy	Learners	0	2	2
		Staff	0	0	0
	Bag Searching	Learners	4	4	8
		Staff	0	0	0
	Disrespect of Female Staff	Learners	1	1	2
		Staff	1	1	2
Total	7	24	20	23	43

e. Emotional violence

This form of non-contact violence affects one's mental health. It aims to denigrate an individual. It includes teasing, name-calling, inappropriate sexual comments, taunting, swearing, intimidation, violation of privacy (boys entering girls' toilets) and disrespect of female staff.

f. Name Calling

Female learners reported that they have been called names which were derogatory, such as "bitch", "cherry", or "whore". In some instances, they witnessed male learners calling someone with such names. This occurred when they refused advances by male learners or they have a new look. They said:

> *Paballo (17): Being called names and being picked on. They give you names at random if you came to school with a new hairstyle.*
>
> *Lerato (18): I have another friend, they call her names, all sorts of names like cherry, whore or a bitch. If the boy is angry, they call you bitch.*
>
> *Keletso (17): Boys would call girls names; being called a bitch when you reject a boy who tried to touch. Those girls that are pregnant are also called bitches.*
>
> *Ipeleng (17): They [boys] make nasty comments about my teeth and my body. I tell them that it is not right.*
>
> *Lerato (18): I have a friend that is being called names. They say she is not clean, and she is rotten.*
>
> *Sinozulu (18): They say that you're a child who survived from abortion. They tease the disadvantaged kids.*

Similarly, staff confirmed incidences of name calling, however one teacher suggested that it happened when boys were playing with girls:

> *Ms Baloyi (56): We have mocking and calling of names. It is the biggest thing that these learners do here at school.*
>
> *Mr Ngcobo (27): They call the female learners names. That is how the boys play with the girls in class.*

g. Swearing

The use of offensive or rude language directed at female learners was reported by four female learners and confirmed by only one staff member.

> *Sinozulu (18): When a guy swears at a girl, some girls don't have parents and they would swear at them using their parents.*

> *Ms Mlotsha: They shout, they swear, so those are the things that you can say boys are doing to girls here at this school.*

h. Teasing

Two female learners complained about boys' tendencies to pass unpleasant remarks about some girls, and a lesbian had to leave a school:

> *Khanyile: Some boys would tease my friend saying that she is stinking and that she tells herself that she is a girl; they say she is full of herself.*

> *Ms Beyers: The main girl who was teased, she's left because she was just a problem, just a lesbian child. She felt the whole world was against her because of teasing.*

i. Threats and Intimidation

Threats and intimidation happen outside and within school premises. This is synonymous with blackmail or threats to induce favours, or even sexual assault. Two female learners at Mphendulo School and two female learners at Sizanani School reported threats and intimidation that happened at their school as illustrated in the messages below:

> *Ipeleng (17): They threaten us by saying that they will wait for us after school. When things happen after school, then you can't report it, because it happens outside the school grounds.*

> *Khanyile (19): Sometimes boys would even say that they will rape us or take us to some pub where many people die. It's a very dangerous place. The pub is far from the school but it's close to my house and you will find that the people around you will not help us they will just watch.*

Girls are also recipients of threats outside the school premises. They are threatened by community members on their way to and from school.

Lerato (18): There is an older man who threatened me that he will get me, and he calls me baby.

j. Harassment

This is offensive behaviour that aims to demean, humiliate or embarrass an individual. Often this behaviour is disturbing, upsetting or threatening. Consequences are potentially very disadvantageous to the victim. The reported forms of harassment are invasion of privacy, searching of female learners' bags and disrespect of female staff.

k. Invasion of privacy

From the perspectives of female learners (2), their male counterparts tend to follow them to toilets or just hang around ladies' toilets. Such behaviours instil fear in girls and/or make them uncomfortable. These were articulated in the following statements:

Keletso (17): The boys would just enter the girls' toilets. It is just like that; if you want to go to the toilet, the boys will always follow you. It is not safe since our toilets are close to the boys' toilets, so it is easy for them to gain entry into our toilets [girl's toilets].

Paballo (17): No, I came here in 2016 and there were lots of older boys who would stand around the bathrooms making you feel uncomfortable when you have to go there.

Although these were reported by learners from one school, building female and male learners' toilets next to each other could contribute to this behaviour.

l. Searching of female learners' school bags

A total of eight female learners reported boys' tendencies to search their pockets and clothes for possessions, such as money, and other valuables including mobile phones and tablets:

Paballo (17): They wait for learners to enter and then they come to you. They search you [bamba bamba] (meaning touch, grab or hold in isiZulu) take the cell phones or anything valuable on you.

Khanyile (19): There used to be this boy who used to school here, his name was Thato and he used to search me and take my money all the time.

Bongiwe (18): When boys come here, they bully them and ask for their money and take their money by force.

Keletso (17): These boys have groups of friends from Highfield. They tell them on certain days like Friday and during exams. They come and search us and steal our phones, our tablets and stuff.

Although this form of violence does not involve bodily harm, it is a form of bullying that causes fear and renders an individual helpless.

m. Disrespect of female staff

Participants (3) pointed to the boys' tendency for passing inappropriate comments about the female teachers' bodies:

Keletso (17): The boys would even comment on the teachers' bodies. They disrespect them, and they treat their teachers as if they were their girlfriends. The boys would act like they want to spank the teachers.

Ipeleng (17): The boys even comment on the teachers, they call them names. Yes, and they treat the teachers like they are their girlfriends. Like they would comment when the teachers are walking; they like (shows a sexual gesture of massaging the teacher's buttocks).

A teacher corroborated the learners' statement, but clarified that such incidents affected only younger teachers, because the boys think that they are in the same age range:

Ms Mlotshwa (45): They hide themselves but face-to-face, no. Like other teachers are very young and they look like their equals. This means we will always talk about it and say that these are your elders. They might look tiny, but they are your elders. So, there are those who take chances.

5.2.5 Gender-based violence outside the school

Staff and learners also reported forms of gender-based violence occurring outside the school premises, particularly by taxi drivers, staff members (such as the school patroller) and some men in the community. This suggests that female learners are also victimised by some staff members outside the school premises as well as by community members on their way to and from school:

Boikanyo (17): I take a taxi to school because I've to go further, but then when I get off, I walk to the school and then you will find that there are guys who are trying to get my

attention and keep calling me names, so I ignore them.

Lerato (17): Yes, I do feel protected but here at school but not outside the school, I don't feel safe … especially an old man who has threatened me, that he will get me and calling me baby.

Ms Beyers (29): Outside the school children do experience gender-based violence and they come and speak to us.

Ms Govender (35): A lot [of gender-based violence] happens outside the school given the area that our learners come from. Highfield is so bad and hence, learners are involved with fighting, sex and even group sex.

We had a school patroller. He made advances at one of our senior girls and then I think they went out for 4-5 months and he was giving her money and giving her sweets and stuff and then she would go to him weekends in that relationship. It was happening outside, but the perpetrator was working with kids here, but we didn't even know.

5.2.6 Causes of gender-based violence in special schools

These unique factors reported by staff and female learners are actively perpetuating and encouraging gender-based violence in their schools. They are shown in separate tables below. The tables of the causes of gender-based violence suggested by staff and female learners are separate because of the vast difference in the causes they suggested.

Table 5.3: Causes of gender-based violence staff

Type	Therapist	LO Teachers	Principal/D Principal	Total
Exposure to Media & Community Violence	3	3	2	8
Upbringing: The Home Influence	3	2	1	6
Lack of role models/fathers	2	2	2	6
Unequal Treatment of Men & Women	2	2	1	5
Understanding about Disability	1	2	1	5
Personal issues	2	2	2	6
Use of Drugs	1	2	0	3
Location of School	1	0	0	1

Degradation of Female Learners	0	0	1	1

The table indicates that the most reported cause of gender-based violence by staff is the exposure of learners to violence on media and in the community. Staff are of the opinion that learners are influenced by the violence on the media and in the community. Staff suggested that gender-based violence moves from the community into the school. Upbringing or home influence, lack of role models and personal issues were ranked second for causing gender-based violence. There was unanimous agreement on almost all the causes of gender-based violence by staff. However, it is noticeable that principals and deputy principals did not see the use of drugs in the school as problematic and a contributing cause of gender-based violence. The use of drugs by male learners is rife in both schools as suggested by both female learners and staff.

Table 5.4: Causes of Gender-based Violence on Female Learners

Type	**Mphendulo School**	**Sizanani School**	**Total**
Dating and Relationships	2	4	6
Lack of Protection from School	2	1	3
Female Learner Behaviour	3	1	4
Peer Pressure	1	0	1

The table shows that, according to female learners, the highest reported cause of gender-based violence is dating and relationships. In the interviews, female learners revealed that their major problems with gender-based violence emanates from dating and relationships, particularly at Sizanani School. It was evident that female learners did not unanimously agree on causes of gender-based violence, especially at Sizanani School, as each one of them had their own cause for the phenomenon. The table above shows that female learners at Mphendulo School suggested more causes of gender-based violence than Sizanani School. This is an indication that female learners from the two schools experience gender-based violence differently

As closer look at the two tables above show that the causes of gender-based violence suggested by staff and those suggested by female learners are very different. It is clear from the staff table

that staff mostly view the causes of gender-based violence to be external to the school system. Female learners suggest that the causes of gender-based violence are within the school system and how it operates.

The findings from the staff are presented first and the findings from female learners follow. Staff suggested the following to be the cause of gender-based violence:

5.2.7 Causes of gender-based violence from staff perspectives

a. Exposure to violence

Staff (7) consider exposure to violence in the community and the media as an influence on school gender-based violence:

> *Ms Govender (35): Children come from Highfield and they are exposed to violence on the streets. This is where the learners learn the bad behaviours, such as grabbing, teasing, bad touches and use of hurting words.*
>
> *Ms Baloyi (56): We have a lot of things [violence] that happen in this community even though the kids don't tell us, but we hear stories. Yes, especially like in the communities they come from and the area that it is. The kids we have are very unfortunate and … most of them are exposed to the rough life.*
>
> *Ms Govender (35): Some of the children copy what they see on TV or media from their role models.*
>
> *Ms Mashiane (52): Most of the time, they watch TV, they model their lives around violence because that is all they are exposed to.*
>
> *Ms Beyers (29): Definitely, even watching movies, with the children that we have now, it is okay for men to be abusing their wives all the time. That's life. It is okay. The kids … a lot has a big influence on them.*

Frequent exposure to violence reduces one's sensitivity towards its effect on the recipient and this could lead to the normalisation of the behaviour that is acted out with other people.

b. Upbringing

Six staff members expressed an opinion that violence exhibited by male learners towards their female counterparts has to do with their upbringing. Negative home environments

characterised by frequent arguments between parents contribute to learners' behaviour:

> *Ms Beyers (29): Coming from a negative home affects their being gender-based. So, the way that they are brought up obviously has an effect on them and they bring that same character that same behaviour is brought out to school.*

> *Ms Baloyi (56): Yes, I think that these kids have a lot of problems from their homes and this is what leads to these kinds of situations. It has to start from their homes and show these kids love; you will find that the parents are not showing any love towards each other like if they were to kiss, they kiss behind closed doors and when they fight, they fight in front of the child.*

In the same context, two staff members at Sizanani School suggested that boys learn cultural practices from their community's culture that violate female learners, causing gender-based violence at the school:

> *Ms Beyers (29): I think that also comes from culture. Like in the same culture, men don't take instruction, like … they don't listen to females. It's just culture.*

> *Ms Govender (35): I also think that gender-based violence is systemic in the environment and culture.*

The remarks above imply that learners are exposed to rough lives and violence on the streets in Highfield. It is alleged that there is a lot of violence happening in the school's communities. The learners copy violence from their experiences in their communities. They also learn to be violent from cultural practices that they are exposed to in the community. Staff from both schools agree that community influences gender-based violence in their school.

c. Lack of role models/fathers

Male learners do not have father figures and role models at home and at school from whom to learn good behaviour. Most of them come from single parent backgrounds and teachers at special schools are mostly females:

> *Ms Mashiane (52): If fathers are absent … they don't have role models. They don't have people they would look up to, who are positive.*

> *Ms Khumalo (52): Most of these learners are from single parent backgrounds. There's a need for them to have this father figure and, in most cases, the majority of the staff are*

females. You see, you would find out a child is here maybe for four years and there is no male teacher in his four years that he comes into contact with.

Mr Ngcobo: There are very few men in special schools, and some do not even have a single male teacher. Where do you expect them to learn good behaviour? Even if you go to the mainstream schools, you will still find the same problem.

d. Unequal treatment of men and women

Unequal treatment of men and women was suggested by five teachers as a major cause of gender-based violence in school. Males are still regarded as more powerful than females.

Ms Khumalo (52): It's still a society whereby men are above women and we can say now we are equal but practically it's not like that. So that's where it comes from, this gender-based violence.

Ms Beyers (29): We are not equal; being brought up by a woman who is very quiet and the husband or boyfriend or any male for that matter will have the upper hand.

e. Understandings about intellectual disability

Community understandings about intellectual disabilities fuel gender-based violence towards such individuals. Two staff members reported that some community members take advantage of them because they see them as having a problem:

Ms Khumalo (52): You know the community people; they take advantage of these learners because they know that they are learners with problems here.

f. Personal issues

Intellectual disability in men was associated with aggression, stubbornness, anger and low self-esteem. In some instances, medication that they take affects their ability to differentiate between wrong and right. Such behaviours can lead them to a situation where they become violent towards others.

Ms Govender (35): I think it is a variety of factors, such as personal issues, inferiority complex, power, anger, masculinity and no respect for women.

Ms Beyers (29): Definitely low self-esteem … what one sees themselves as … and they don't obviously believe that they are good enough, then they pick on other people to feel

good. I need to beat someone up so I can feel good about myself. I need to bring someone down in order to feel better about myself. Maybe because at home their parents are bringing them down so they don't feel good about themselves; so low self-esteem definitely would be an effect of gender, contributing to gender-based violence.

Mr Ngcobo (27): With our learners, we have to be careful with the special needs. They get easily triggered to become aggressive.

Ms Beyers (29): They don't actually behave well.

Ms Govender (35): Sometimes our children do not see anything wrong in what they do because of their medication. These are special needs learners.

g. Use of drugs

Two staff members at one school regard dagga, alcohol and drug abuse amongst teenagers with intellectual disabilities as contributors to gender-based violence in the schools. Drug use is common, and it changes their behaviour.

Mr Ngcobo (27): A lot of boys here in the school, they drink, and they smoke.

Ms Beyers (29): There's lots of boys that are on drugs in our school and when they are on drugs, they are a different kind and they don't care who you are.

h. Location of the school

The location of school next to alleys is problematic. Gangsters hang around such places, and therefore may harass or act violently towards these learners when they walk to and from schools.

Ms Ferreira (45): Our school is here and there is an alleyway [at the back of the school]. So, some of our kids walk home because they are close to home but then there's like gangs hanging around here and they started harassing, not only female staff members, but our female learners as well.

i. Degradation of female learners

This is a situation in which female learners are made to feel that they have no value. Degradation of female learners by boys with money in the school was suggested by one staff member at Mphendulo School as the cause of gender-based violence.

Ms Mashiane (52): Boys get to have money and spend that money on girls, so at the end of the day, girls become objectified and boys feel that they have the right to bully girls in a way. Like, if I give you … money, you have to do whatever I want.

As suggested above by Ms Mashiane, boys spend money on female learners. They use their money to make demands and to do whatever they want to female learners. The boys see it as their right to make demands of female learners if they spend money on them. Staff at Sizanani School did not mention the degradation of female learners by boys as contributing to gender-based violence.

5.2.8 Causes of gender-based violence from learners' perspectives

a. Dating and relationships

Refusing to date male learners or dating learners at another school renders girls susceptible to gender-based violence as male learners' resort to violence to get what they want.

Ntsako (17): Maybe if they do not want to date them, or they force them to do things that they don't want to do, like giving them lunch or money.

Boikanyo (18): Some girl at my old school was dating a guy from another school and then the guy found out that the girl was dating another guy, so he then beat up the girl.

For that reason, three girls believe that it is safer to date or befriend a male at their school and to be seen in their company.

Sinozulu (18): If you are dating one of the boys here at school, then you are safe. If not, they say we are full of ourselves or harass you.

Keletso (17): Like in my case, I have many friends who are boys, so they don't bother me if I walk with boys but, if I walk with girls, it is difficult. Some of my boy friends are friends with the gang. So, one of my friends who is a boy will negotiate that they must not touch me as I am their friend.

Dudu (18): Unless then you are walking home with a group of friends which are boys; but it is different when you are walking home and it's a group of girls (referring to sexual harassment of females by boys).

Although she may be in a dating relationship, a female learner is not totally safe from gender-based violence. She can still be abused in that relationship if she refuses to do whatever her male partner demands. The male partner will then use force to get her to do what he wants:

> *Bongiwe (18): Sometimes gender-based violence happens because maybe if they [female learners] don't want to date them [boys] or something else or they are dating and then the boyfriend forces them [female learners] to do things they don't want to do.*

It appears as if male learners' resort to violent behaviour because they regard female learners who refuse their advances as seeing themselves as better. It could also be a strategy to pressurise female to submit to their advances.

b. Lack of protection from school

Two female learners assert that a lack of protection at school breeds gender-based violence because girls must deal with gender-based violence on their own without the support of the school:

> *Khanyile (19): We feel that the school doesn't care about us girls because we are just the minority; they should consider taking us to another school as girls, because this school just has a lot of violence and we don't feel safe.*

> *Dudu (18): No, we are not protected, we don't feel safe here at school. The school doesn't protect us, I fight for myself.*

When schools do nothing to protect the girls, they feel neglected and unsafe within the school premises. Such reactions encourage the violence to continue.

c. Female behaviour

Four female learner blame girls for provoking boys by behaving in ways that signal attention seeking, and, in some instances, they show disrespect towards boys:

> *Thabisile (19): Boys do behave well if you show them respect. Sometimes girls don't [show respect]. If they greet you and don't greet them back, they call you names and abuse you, it is your fault.*

> *Banele (17): Girls are usually the ones who start looking for attention from the boys. Sometimes they talk about boys and some girls are just mean to the boys.*

Thabile (19): Maybe the girl is at fault and was the first one to provoke the boy. Like they can swear at boys that's where the problem starts.

d. Peer pressure

Some boys resort to violence towards women to demonstrate that they are not different from their peers and to conform to what they believe are the societal expectations of men. Modiegi says:

They want to show off. They want to be called 'man' by their friends doing all those bad things to girls.

5.2.9 Victims of school gender-based violence

From the viewpoints of five female learners, gender-based violence cuts across all genders; both girls and boys fall victims to it. However, girls were reported to be more likely to be victims of gender-based violence:

Keletso (17): Bad things have happened to girls here in the school. Girls here at the school have been bullied, been judged … your family background; some kids come from poor homes.

Modiegi (18): Girls in this school are not happy at all. Bad things can happen to you as a girl in the school. Most of the time, boys force the girls to kiss them here at school.

Regarding violence against boys, one learner said:

Paballo (17): Small boys are also bullied by these boys. They hit each other all the time … sometimes they kick their bags. There is nothing you can do.

As much as girls become victims of gender-based violence, younger boys are also victimised by older boys.

5.2.10 Perpetrators of school gender-based violence

Boys were reported to be perpetrators of gender-based violence towards girls in the schools, even though 11 learners named boys as perpetrators by of most of the violence reported in this study and it was also highlighted that they act in groups. Learners indicted that:

Keletso (17): No, we are not safe. These boys they even have groups of friends and they

target girls in this school.

Paballo (17): Boys are always a problem for us girls in this school they don't care to do bad things to us.

Ntsako (17): Our biggest problem are the boys; they are rough to the girls.

In corroboration with the learners, Mr Ngcobo says:

That's the reality of war … boys are the most misbehaved, and they are difficult to stand, they start these problems with girls. They are the worst. Yes, they cause all sorts of challenges that we have in the school… bullying. I know we have to start addressing [these problems].

Older boys were named as perpetrators of violence towards younger boys, including those new to the school. Such incidents often happen in the toilets.

Ms Khumalo (52) the principal of Sizanani School also attested to being aware of gender-based violence perpetrated by bigger boys on smaller boys in the school toilets. She confirmed the incidents happen, but she could not remember the full details:

Ms Khumalo (52): You remember those boys who were always coming … I can't remember but there were those cases that when they go to the toilets the small boys were abused.

Ipeleng (17): I have seen big boys bullying small boys … for instance, boys when they go to the bathroom, the small boys are bullied and stuff.

Ntsako (17): When it is their first time in this school, the female learners or new boys get bullied and their money is taken by the bigger boys.

A female perpetrator was named by one student, who further clarified that she was scared by almost everybody in the school because of her bullying behaviour:

Khanyile (19): We are scared of Nthabiseng, the girl that was just here. She is a bully that girl. Wherever she is, there are fights with other girls.

Based on the quotes, it can be claimed that both girls and boys are perpetrators of gender-based school violence towards both boys and girls, however girls were not named as frequently as boys. Girls victimised girls only. There was no incident reported that involved a girl bullying

a boy.

5.3 SECTION B: RESPONDING TO GENDER-BASED VIOLENCE

In this section, I report on the schools' responses to gender-based violence, and the challenges thereof. Responses to gender-based violence relate to all deliberate strategies, programmes, actions and reactions that are implemented by special schools to prevent gender-based violence and to deal with reported incidences.

5.3.1 Policy Guidelines

Schools follow SIAS (Screening, Identification, Assessment and Support) government policy guidelines to respond to any problem that might affect the learners, including gender-based violence. The policy guidelines recognise gender-based violence as a barrier to access to education. It outlines the standard procedures to be followed in identifying and addressing any barrier to learning and describes a protocol to be followed as well as a set of official forms to be used in the process of screening, identifying and assessing barriers experienced by learners. It also assists in planning the support provision according to programmes and monitoring by the District Based Support Team (DBST).

a. Screening, Identification, Assessment and Support (SIAS)

SIAS requires teachers to gather information and identify learners at risk. School-based Support Teams (SBSTs) must respond to teachers' requests for assistance with support plans for learners experiencing barriers to learning. District-based and Circuit-based Support Teams (DBSTs) respond to requests for assistance from SBSTs. For the process, a set of forms – the Support Needs Assessment Forms (SINA) 1, 2 and 3 are used. At school level, the staff use SINA 1 and 2 forms. SINA 3 is used when referring cases to DBST by the SBST.

The SIAS document has three different stages of intervention. Stage 1 is the initial screening guided by the learner profile. The SINA 1 form is used in this stage. The findings by the teacher are captured in the Learner Unit Record Individual Tracking System (LURITS). Stage 2 involves identifying and addressing barriers to learning and development at school level. SINA 2 form is used in this stage. The parent/caregiver and the learner must be involved. Stage 3 is about identifying and addressing barriers to learning and development at district level. SINA 3 form is used in this stage to guide the District-based Support Team (DBST) in its intervention

strategy.

Clearly, from the above, SIAS requires teachers to record the problem identify, intervene where possible or report and then pass the information to the School Based Support Team for intervention and further referral. Despite the policy guidelines, it emerged that some teachers are not yet sure about how it works, as demonstrated by Ms Baloyi in the excerpt below:

> *Ms Baloyi: We are not yet quite sure how the SIAS works. You specify the things that you have identified, then these forms go to the SBST and also the district office and asks for external measures in order for the student to be assisted.*

The challenge is that when policy guidelines are not clearly understood, chances are that they may not be applied consistently because of different interpretations.

b. Code of Conduct

Schools have designed a code of conduct, which spells out behaviour expected around the school premises. It also describes the disciplinary system to be implemented by the school concerning transgressions by learners, including the handling of reported cases of gender-based violence.

At Mphendulo School, the aim of the code of conduct is stated as:

> To establish a disciplined and purposeful environment to facilitate effective education and learning at the school. It also gives the educator full authority and responsibility to correct the behaviour of learners.
>
> The code of conduct clearly states that serious misconduct will be referred to the principal and the principal shall refer matters to the School Governing Body [SGB]. The code of conduct has two schedules of misconducts.
>
> Schedule one [1] relates to serious misconduct that may lead to suspension. Misconduct number seven [7] says that a learner may not sexually harass another learner. Schedule two [2] consists of misconducts that may lead to expulsion. Misconduct twelve [12] says a learner may not rape any person or engage in any sexual activity which amounts to an offence in law.

At Sizanani School, the code of conduct is quite comprehensive. It states:

> Learners are always expected to be polite and courteous to everyone, to respect human rights and not to engage in fighting, swearing, spitting or bad language that are not acceptable at any time.
>
> Rule 25 refers directly to gender-based violence; it states that no sexual abuse is allowed within the school premises. This includes the 'touch continuum' gender exposure, gender-based violence, incest and rape. Violation of the rule may lead to the immediate arrest by SAPS and parents would be informed immediately.
>
> It further states that learners will not be discriminated based on race, gender, disability or HIV/AIDS status, directly or indirectly.

In a follow up discussion with Ms Govender about the Code of Conduct, the following was revealed:

> *We have a code of conduct that all the learners must follow. A small problem would be dealt with within the code of conduct.*

Clearly the Code of conduct supplements the information provided in the SIAS document, but also classifies the types of misconduct according to their level of seriousness and what special schools should do.

c. Demerit and Merit System

The special schools have developed a discipline plan to encourage appropriate behaviour around the school premises. Learners lose points when they behave inappropriately and earn points for positive behaviour. Two staff members reported:

> *Ms Govender: The student is given a demerit. The demerit book is kept by the deputy principal because he is the one responsible for discipline and the demerit system.*
>
> *Mr Maseko: Demerit system, each learner has debit and credit points in the beginning of the year. January, when we open, all the learners start with a hundred points. If a learner is doing good, you will give them two points, depending on what he or she did, debit and credit has different points.*

Analysis of documents reveals that the demerit and merit system contain the following information:

Section 18 [2] states that unacceptable behaviour is not acceptable at school or on school buses.

Section 24 states that swearing and insulting language is not acceptable and its section [2] specifies that misconduct is handled by the grade tutor who conducts interviews with parents and teachers.

It also states that the learner loses 50 points for swearing and insulting language.

5.3.2 Curriculum: Teaching and learning

Staff (5) reported having discussions on aspects of gender-based violence during lessons, and addressing some related issues during assembly:

Ms Baloyi: What I do is that I try and bring this into my lessons by saying that it's not nice to say nasty stuff about another child's mom or granny. So, I speak to the person to try and educate that individual about gender-based violence.

Ms Mashiane: I talk to them in class, both boy and girl. Like tell whoever that this one is uncomfortable for you to say whatever and tell them about the consequences. Most of the time … one would just tease the other and it just ends there, but maybe the girl child is not comfortable; but when I talk to them then it just stops and ends there. But these ones … like our assembly … our morning assembly for the learners, we share like a lot of information about fighting gender-based violence.

Ms Govender: Issues like dissing, grabbing and teasing are dealt with when we have seminars and assemblies; we talk about these issues and reprimand learners not to do that.

Life Orientation (LO) serves as a platform to sensitise learners about gender-based violence, especially issues related to equal treatment and prevention of gender-based violence, as that is already part of the prescribed learning content. Staff members' voices are captured below:

Ms Beyers: In our Life Orientation classes, we encourage them to treat each one equally. The youth nowadays are like that, well, they believe in fighting for equal rights.

Ms Mlotshwa: I talk about prevention of gender-based violence, not even only in Life Orientation, I also teach English, and I infuse Life Orientation in every lesson.

Ms Beyers: Our Grade 11, Grade 10 … am sure its Grade 10 syllabus has gender-based

violence. We teach about these issues.

Whilst it is clear that discussions on issues related to gender-based violence were held, from the precepts, such discussions were occasional, the focus was on behaviours that involve physical and emotional violence and the content did not go beyond what was prescribed in the LO curriculum, the relevance of which was mentioned as problematic. LO's learning content was regarded as inconsiderate of the learners' special needs and challenges in the community. The problem is exacerbated by teachers' lack of knowledge on how to teach learners with special needs. Ms Govender avers:

> *In most cases with Life Orientation, delivery fails, and the content covered is not relevant, given our learners' setting. They come from Highfield and the problems or information covered in Life Orientation content does not relate to them. Life Orientation does not cater for individual differences and it doesn't cater for learners with special needs. The content is not at the level of those learners. Coupled with the fact that most of our teachers are not trained in special needs education, delivery of the curriculum is highly compromised and sometimes fails totally. There are too many changes in the curriculum and these changes have also affected the Life Orientation curriculum jeopardising its delivery.*

When curriculum content does not apply to the needs of the learners and the teachers are not equipped to deliver it, the learners' chances for accessing it becomes compromised. It was also indicted that opportunities for one-on-one discussions were available, as revealed in the statement below:

> *Mrs Beyers: Well, my door is always open all the time. Children know that they can come to speak to me about anything related to my lesson, including gender-based violence.*

The problem is that it is not always easy for learners to initiate a discussion on gender-based violence with adults therefore they may not take advantage of such an opportunity.

5.3.3 Special Support Programmes

Schools have initiated different types of special programmes which are used as platforms to address issues that could lead to violent behaviour. These include: Teenagers against Drugs, the Gentlemen's Club, Men's Forum and movie nights and dinners that target male learners:

a. Teenagers Against Drugs

Teenagers against Drugs (TAD) is a special programme that runs in the community for the prevention of dagga, alcohol and drug use and abuse amongst teenagers. Two staff members at Sizanani School reported that the TAD programme is an intervention that they use to combat gender-based violence.

> *Mr Maseko: We have discovered that some learners behave violently because they use drugs or substances of some sort. Our therapist invited TADA, which means Teenagers against Drug Abuse, to come with their programme to help our learners. It runs throughout the year here at school with our learners.*

> *Mr Ngcobo: Like some are on special programmes for dagga because drugs make them do funny stuff.*

b. The Gentlemen's Club and Men's Forum

These programmes serve to encourage positive behaviour in boys by providing them with a male figure who serves as their role model and engages them in discussions on issues that affect males:

> *Ms Govender: The Gentlemen's Club started by one of our male social workers is an initiative for boy learners to be taught how to behave appropriately in the school setting and society at large.*

> *Mr Ngcobo: Most of these boys, it's not that they misbehave or there is something wrong with them, it's because they lack the father figure. They lack someone that they can look up to. So, I came up with the Gentlemen's Club to help by providing the boys with a role model. I give these boys attention they are not getting at home and talk about issues that affect them as boys.*

> *Ms Ferreira: Men's Forum within our school, so they are an active group of all male educators, general assistants and the drivers. The principal started the Men's Forum for men's issues.*

> *Ms Khumalo: There were a few boys, we refer to them as the Men's Forum. Yes, because you know these days, most of these learners are from single parent backgrounds, we can see that they need a male figure; so what we did … during break let those boys be with a male teacher so that at least they have that interaction with males.*

c. Movie Nights and Dinners

Movie nights and dinners are organised on selected days by the school for students residing in hostels to promote positive interaction between female and male learners and to encourage respect for each other.

> *Ms Govender: For our boarding learners, we have dinner and movie nights where we get our boys and girls together and they interact in a space where they learn to co-exist and respect each other. Through this initiative, we teach them respect, manners and how to treat each other with dignity. The boy learners learn how to treat girl learners and to develop a sense of respect and care.*

d. Sexuality Education Programme

This programme is especially developed for learners with autism and intellectual disabilities. Learners are taught self-identity, how to make decisions, sexuality, relationships, health and abuse. This was reported by two staff members:

> *Ms Ferreira: It's just called a sexuality education programme for learners with intellectual disability and you get it for foundation phase, for medium phase, for senior phase and high school. It's like an ongoing programme. Within that programme, it talks about who you are … all the way to understanding HIV/AIDS and understanding sexual intercourse and stuff. So they, in that programme, there is a part where it comes to, you must know your rights, you must know 'yes' and 'no' you must know how to respect yourself and how to respect others; so it's within that programme.*

> *Ms Khumalo: We have got a programme like sexual education … whereby we educate these learners about sexuality.*

Whilst it is clear that the schools are working in creative and innovative ways to address gender-based violence by means of special programmes, the efforts are often undermined by financial constraints, as indicated by Mr Ngcobo:

> *The challenge with the programmes is the top [management] has obvious issues, inadequate funding and aid, the whole school is experiencing it.*

With limited funds, it can be challenging to offer programmes consistently over a long duration. The content of the programmes may be compromised, and some learners may not be reached.

5.3.4 Involvement of Stakeholders

Schools involve various stakeholders in the prevention of gender-based violence programmes. Four staff members mentioned the involvement of school and community nurses, police officers and therapists/social workers and local universities:

> *Ms Mlotshwa: We have boy-girl talk when nurses come. Eish [word of regret], before they used to come twice a year. They also invite our SAPS. They come and talk to the kids about gender-based violence among other things.*
>
> *Ms Baloyi: We have nurses that come and speak to the girls alone. We also have social workers, and sometimes police come and speak to the boys.*
>
> *Ms Khumalo: We have a sister in the house, a nursing sister, so she can be part of that. There's such sessions for that and again for females as well, we organise such things.*

The involvement of external organisations such as police, social workers and nurses was not frequent, and it involves talks about relevant issues pertaining to gender-based violence. However, the involvement of universities was frequent and involved students in particular fields of study, which could suggest that it was part of service learning or community engagement activities. The service was described as follows:

> *Ms Govender: Highfield clinic is also our partner in health education and medical attention for our learners when needed. University of Johannesburg is also our partner in intervention with our learners in a lot of issues including gender-based violence. We have students that are studying psychology and social work that help us on a need's basis.*
>
> *Mr Maseko: The Kenjnio programme that was done by social workers from Wits second year social workers, they come on different days.*

Although the university's assistance with gender-based violence in schools was frequent, their programmes are limited only to learners not doing sports as such programmes were time tabled at the same time with sporting activities.

> *Mr Maseko: The Kenjnio programme that was done by social workers from Wits second year social workers, they came for different days during sports. Friend for Life, it was outside coming on certain days and when learners, who are not doing sports, they are attending different activities during that time.*

From the precepts above, it can be said that some gender-based violence programmes were not accessible to all learners.

5.3.5 Handling of Reported Gender-Based Violence

Findings revealed several possible ways in which schools can address reported cases of gender-based violence. The most popular way followed by staff to address reported cases of gender-based violence is to refer the cases to other professionals. As soon as a report is received, it gets recorded in the book of incidents and in a newly introduced computer system called South African School and Administration Management Systems.

a. Recording of gender-based violence

Two forms of systems are used to record reported incidents of gender-based violence, namely, documents and a newly introduced computer system called South African School and Administration Management Systems

b. Book of Incidents (documents and records)

Schools document and record cases of reported gender-based violence. The records include statements from learners, school-based investigations carried out and interventions suggested:

> *Mr Maseko: We use interview forms and an incident book. It stays in the front office there. The educator record on it whatever is reported to have happened.*
>
> *Ms Govender: We called all the implicated students and take statements [referring to a specific incident that happened]. We take statements from the learners and that was part of profiling. Profiles is where we make notes about what the learners involved are telling us about the case.*
>
> *Ms Mlotshwa: We record it and whatever the parent will have said, we file.*
>
> *Ms Khumalo: We write a letter or sometimes we explain what's happening and we keep those copies in the learner's files.*
>
> *MS Govender: The deputy principal records the incident into the incident book or file. The student is given a demerit or referred within or outside the school. The incident book is kept by the deputy principal because he is the one responsible for discipline and the demerit system.*

c. South African School and Administration Management Systems (SA-SAMS)

SA-SAMS is a new computer system specifically designed to meet the management, administrative and governance needs of public schools in Southern Africa. SA-SAMS was developed to provide schools with a cost effective, easy to use and fully integrated computer solution, containing all aspects of school management requirements. Students' information, including incidents reported about them, are recorded through this system and can be retrieved using the code that has been allocated to the learner. One teacher explained how such a system can respond to gender-based violence at school in the following statement:

> *Ms Mashiane: We have this new system now SA-SAMS. It's like it tells you which … incident did the learner do. You say 'bunking classes' and it gives you the code.*

Clearly, SA-SAMS helps with early identification of the victims and possible perpetrators by their own schools or any school which they may be transferred to.

5.3.6 Recording of gender-based violence

Schools have a system of referrals. It emerged that teachers handle certain incidents, other forms of gender-based violence are referred to school-based support teams (SBST), school management teams (SMT), counsellors/social workers, parents and/or police following the recording of such incidences.

a. Referral to School Based Support Team (SBST) or School Management Team (SMT)

From the precepts of three staff members, it became clear that matters that are considered as less serious are handled by the teacher, whilst others are refereed to SBST via the grade tutor. The SBST/SMT would then take further steps:

> *Ms Govender: Not a lot, just a little, usually if it is the small things they report, and these are solved by teachers. A few cases are referred to SBST.*
>
> *Ms Beyers: Well, you just have to wait. You can tell your grade tutor who can then therefore inform the parents.*
>
> *Ms Baloyi: Such cases (referring to gender-based violence) are then taken to the top management the SBST or SMT so that they seek help for them by referring them to a social worker.*

The precepts reveal that teachers either handle minor incidents or refer them to the grade tutor, who is usually a School Based Support Team member.

b. Referral to Parents

The matter gets referred to parents if it involves fights, injuries, and other serious matters. Parents are informed about the incident and can obtain relevant information related to the child or the incident. This was reported by four staff members:

> *Mr Maseko: Whatever happened and depending if the learner is injured or what, then they conduct interviews with the parents of the learner. If they were fighting, then we have to call both parents to report using this interview form, because the teacher must take statements of both of the parties.*

> *Ms Mlotshwa: Usually we like to invite parents over and sit down with the kid and discuss the problem if it involves fighting, but if it's a worst case, we transfer to the SBST.*

> *Ms Govender: In other words, cases that are much higher we involve parents. Parents are called into the school and we tell them what their child has done.*

c. Referral to Counsellor or Social Worker

In instances where the learner may require professional support that is beyond what can be provided by the teacher, schools refer the matter to the social workers who are school or community based. A total of six staff members, reported that they would refer any case of gender-based violence to the school counsellor or social worker:

> *Ms Beyers: You obviously have to go with it to our social worker. You have to refer or to mention the issue with our social worker, who will then make an appointment and deal with the issue.*

> *Ms Govender: Ours is to refer the learner to the social worker. We only provide basic support to such learners. Therapists as well as professionals in and outside the school try to help the child. The social workers also follow up issues that are reported in and outside the school.*

> *Ms Khumalo: It depends on the case … gender-based violence … the teacher will write the report and … that will be referred to the social worker and then the steps will be taken based on the issue or on the security of the case.*

Ms Baloyi: I still need to go to our social worker and tell her. Then in class I can see the child out, then, from there she will obviously counsel them.

The remarks above demonstrate the limited role that teachers play in matters related to gender-based violence as their responsibilities only cover reporting and provision of basic support.

d. Referral to Police

According to five staff members, issues related to sexual abuse are referred to the law enforcement agency:

Ms Mashiane: If it is sexual abuse, whoever was told will have to take the child to the police station then the SAPS. It's up to them. The SAPS work in conjunction with the Teddy Bear clinic on the case [referring to reported cases of sexual abuse].

Ms Khumalo: Sexual abuse, you have to use the police. We got a case whereby another boy was sexually abused. So, we had to involve the police in that area.

e. Therapy and behaviour modification

Therapy and behaviour modification were reported by Mr Ngcobo only. Basically, it is a means by which the school responds to gender-based violence. He said:

We have a programme called behaviour modification. As they will be leaving, I will be managing the cases to ensure that the child attends their sessions because already they do not want to attend the therapeutic sessions. So, there is no need for us to do the same thing. It will just be case management to ensure that everything is progressing and moving.

It is clear from the statement above that identified learners must attend behaviour modification sessions. Therapists manage the behaviour modification programmes. They try to ensure that identified learners attend their sessions.

5.3.7 Challenges related to schools' responses toward gender-based violence

Several constraints that undermine schools' responses to gender-based violence were reported. These include overburdened staff; a lack of parental support; inadequately trained teachers; a lack of accountability; and teamwork.

a. Overburdened Staff

Five staff members complained that they have too many responsibilities to carry and too many learners to look after and that poses a challenge to their response to gender-based violence at school:

> *Ms Beyers: It's very easy to say we will notice it [gender-based violence], but when you have a class of 40-44 children and you seeing eight classes a day … it gets really difficult to worry about gender-based violence.*

> *Ms Baloyi: We have only one lady here at school and I think that it is too much work for one lady. What happens when she has a crisis at home because she is also human?*

The school-based social worker also highlighted:

> *Ms Govender: We are not only serving this school. We have other schools to go to and the community too as stated and required by the resource centre policy. Our roles as therapist are not defined and that is the problem, we are asked to do sport and break duty can you imagine, at the end of the day issues related to gender-based violence suffer … In a lot of cases, teachers just push everything to the social worker. Teachers try to run away from being accountable, they push everything to the social worker. Teachers need to be educated on our role as therapists. Their knowledge of the therapist is that we can fix everything; we can't.*

Having too many responsibilities compromises reports of gender-based violence as they receive lower priority or are passed on to therapists even if they can easily be addressed by the teacher.

b. Lack of parental support

Lack of parental support makes it difficult for staff to effectively handle reported gender-based violence. In particular, their involvement tends to be negative therefore creating an impression of not caring, denial and/or lack of understanding of gender-based violence especially in relation to learners with special needs:

> *Ms Ferreira: In most cases, parents refuse to come to the school and to be involved when we have to deal with these issues of gender-based violence.*

> *Ms Baloyi: What I have also noticed is that these kids lack parental support because we*

are a special needs school and it looks like most parents have given up on these kids.

Ms Govender: If you have interviews with parents and learners, you can see that they do not have insight in these issues and often they take it lightly. The parents are in denial; they don't like to be involved in their children's issues. Some parents deny what their children would have been said to have done.

It was also highlighted that parents are not making efforts to complement the schools' efforts in dealing with gender-based violence, which is reflected by the deteriorating behaviour on the part of the learner:

Mr Ngcobo: They go on holiday and they would come back worse. I am telling you the most frustrating thing is you would work from January to March and when you come back from the holidays, you are starting all over again. So, you see, it's a cycle that's never ending. We can try at school, thinking we are making progress but at home it's the same environment.

Teachers do not see progress or the impact of their intervention when parents do not continue with the work that they do at school.

c. Teachers ill-equipped to handle gender-based violence

Teachers do not have necessary knowledge and skills to handle gender-based violence when it gets reported to them. They resort to referral to professionals who are perceived to have the necessary skills.

Ms Mashiane: Usually I just take the case … we don't want to make a lot of noise and stuff and you can't do that and you can't say that. So, to avoid such, I refer most of the issues to the social worker.

Ms Beyers: I am not qualified to counsel, to do all these things yet I want to do it and now the child is obviously in this situation. We can't make such decisions without executives and people who actually are qualified. There's so much we can't do, yet we are expected to do so much.

When staff do not possess the necessary skills to handle gender-based violence, they may ignore such reports or shift the responsibility to other people.

d. Teachers do not work together on issues of gender-based violence

One of the deputy principals pointed out that the response to gender-based violence and any other challenge at school is compromised when teachers are not working together as a team:

> *Mr Maseko: You know, if all the teachers can pull in one direction, this will work because you can have all the systems but if people are pulling in different directions, they won't work.*

When teachers work together as a team, support is garnered, and the reported incidents receive prompt attention.

e. Lack of accountability on the part of teachers

Lack of accountability on the part of teachers was perceived as a problem in responding to gender-based violence. They are perceived as putting less effort and shifting the responsibility to other professionals such as social workers:

> *Ms Beyers: Teachers are lazy. They want their break especially with the behaviour of the children and the department wanting them to do whatever they want. A lot of teachers will not go that extra mile to know whether the child is being abused or not or even entertain campaigns that the children want.*

> *Ms Govender: In a lot of cases, teachers just push everything to the social worker. Teachers try to run away from being accountable; they push everything to the social worker.*

f. Non-disclosure on the part of the learner

Reporting presents a challenge in responding to gender-based violence. It is a complex phenomenon because staff and other relevant authorities rely on reports to act on gender-based violence. Findings reveal that reporting tends to be a problem on the part of learners, especially younger ones:

> *Ms Baloyi: It's hard because they do not come forward to disclose these things because such cases can be taken to the top management so that they seek help for them by referring them to a social worker.*

Ms Beyers clarifies:

You know, like with the lower grades, they obviously very scared to report, you do get one or two. And you have to force it out of them and ask them because they are such babies now and they are afraid and they are scared.

Two learners confirmed that they will not report, especially if the incident did not happen within the school premises:

Thabisile (19): No, I do not report anything, it usually happens outside the school grounds and if you report it, you end up being in trouble with those people.

Khanyile (19): When things happen after school, then you can't report it because it happens outside the school grounds.

Fear of the repercussions, conceptions that reports will not change the boys' behaviour, and that boys would still have options to move to other schools are some of the reasons for under reporting gender-based violence:

Ntsako (17): They say that you can go report because the boys say that they don't care. Even if you go and tell on them, they will find another school; so you will find that sometimes people don't report the matters because it looks like the more you tell on the boys about the bullying, the more the boy will keep on doing it to you.

Modiegi (18): They are afraid of the boys.

Khanyile (19): Even my friend won't go and report that she is being shouted and sworn at by boys, they say she is full of herself or she thinks she is a better person.

Khanyile (19): No, we don't feel safe to report here at school because they threaten us by saying that they will wait for us after school.

Boikanyo (17): They are afraid of the boys; I think that it is because they are scared.

Banele (17): I just keep quiet, if we report this then they hit us for telling on them.

There was despondency about reporting to teachers with some learners declaring that they will not report to teachers whilst others mentioned that if they decided to report to the teacher, they will also ensure that another person gets the report. Some learners prefer to pass the teacher and report directly to the principal, whilst others expressed that they would prefer to deal with the issues themselves.

Six female learners did not see any reason to report to the teachers as they think that they do not act on the reports unless they bring their parents to school. The following are example of the female learners' responses:

> *Keletso (17): I would not tell a teacher. I do not see the reason to report the matter to any teacher and I would just let it go. If you tell some teachers, they just don't do anything. They tell you that they will call your parents, but they don't. Some teachers will not listen to you. That is why I prefer to just keep quiet. What is the use of telling them? Because they say they will attend to it when they get time as if it's not important.*

> *Ntsako (17): No, … the teachers don't help them, you will only get help from teachers if you bring your parents to school, then only can you get help.*

> *Khanyile (19): When I report the matter to Mam Majaja (fictitious name) she said she would talk to him, but he wouldn't stop. Some teachers would say that they would solve the issue and do nothing about it.*

> *Sinozulu (18): In this school, they do not take the case seriously, it's only when you come with our parents to school that they do something about your report.*

Evidently, teachers do not intervene in all reports of gender-based violence because some learners do not report them to their parents. In the same vein, some parents may not come to school following receipt of a report from the learner.

Five female learners, four from Sizanani School and one from Mphendulo School, said that they would report gender-based violence to their parents, especially their mothers:

> *Ntsako (17): I would tell my mom, report the matter to her.*

> *Bongiwe (18): I was gonna tell my mom. I was gonna report it and tell my mom, yes.*

Their preference to report gender-based violence to parents could be motivated by the perception that parents can react better that the teacher.

Two female learners expressed that they will report directly to the principal rather than their grade teacher:

> *Ntsako (17): I will go to the office and report the matter to the principal*

Dikeledi (19): The teacher? No (shakes her head). What will she do? I will go to the principal.

The principal may take action or instruct the teacher to act on the learner's report.

Others feel that they would report gender-based violence to more than one person, that is, to both their parents, teachers and to the police:

Sinozulu (18): I would firstly tell my parents and then report the matter to the police, and then to the teacher.

Boikanyo (17): I would report the matter to teachers and to the police.

Paballo (17): I would tell my mom, tell the teacher, and also try to get help from police.

Three female learners mentioned that they would not report to the school; they would rather deal with it in their own way:

Keletso (17): I fight for myself or, sometimes in the school, there are those boys whom they are scared of, so I would say, for example, I will tell Thabo.

Ntsako (17): Some of my boyfriends are friends with the boys in the gangs. So, one of my friends who is a boy, will negotiate that they must not touch me as I am their friend.

Boikanyo (17): It is stupid. I do not report that. I chose to ignore that.

As much as a lack of reporting on the part of learners is a hindrance to teacher's response, it is evident that it was motivated by lack of confidence that the teacher can intervene. There is also a fear of the perpetrators' and peers' reactions.

g. False reporting

Three staff members mentioned that learners' tendency to fabricate stories undermines their responses:

Ms Govender: Sometimes learners do not tell the truth. We only discover after an investigation that they were not telling the truth [referring to a reported case]. This usually happens after a thorough investigation by our team and the district team, we discover that it was all lies. We also get the involvement of the police.

Ms Beyers: Some make up stories and I would go crazy thinking that the child is being abused at home by the father.

Ms Mlotshwa: You know these girls, they just like to talk, and they are always complaining that every teacher is a problem and that they are not the problem.

False reporting discourages teachers from taking certain reports seriously.

h. Frustration with paperwork and policies

This relates to the paperwork that must accompany referrals, reports and policies when reporting gender-based violence in the school. Mr Maseko (55), the deputy principal at Sizanani School, reported that teachers do not respond to gender-based violence because they are frustrated by the paperwork involved in the reporting process:

Mr Maseko (55): When you check the teacher did not record [referring to reported cases of gender-based violence]. You see sometimes paperwork, sometimes others are saying other teachers are not teaching, they only write yellow slips. Teachers don't complete the required paperwork to go with the referral.

Teachers regard spending their time teaching as more important than paperwork to report gender-based violence.

i. Frustration with protocol

Three staff members from Sizanani School reported that teachers do not respond to gender-based violence because they are frustrated by the policies that govern the reporting process, as documented below:

Ms Beyers: You see … I mean we are so tired with policies and you know I would love to serve the whole world but then … let's just say I intervene, and I say something that is very wrong, and the child has more pain.

Ms Ferreira: It is so tricky. We are always told we are parents to these children and stuff and however, we are still governed by all these policies that prevent us from doing all these things. So, we have to be careful and it's just important to follow procedures or systems that have been put in place.

Clearly, as reflected in the narratives above, teachers are frustrated by policies that are not

clear. Teachers find policies too complicated. Policies, procedures and the system prevent teachers from acting *in loco-parentis*. Teachers are concerned about following procedures to do things correctly. Teachers do not want to cause secondary violation of female learners.

j. Lack of clarity about reporting processes

Ms Ferreira (45), a staff member at Sizanani School, reported that, in most cases, the teachers are not sure or clearly informed about the processes and procedures when a learner has reported gender-based violence. She said:

> *Ms Ferreira: I don't know [referring to the reporting process and procedures], the only time I remember the principal made reports and she emailed them to the district but then … no I don't think there's a standard form. I remember I helped her with one of them on a plan, but the protocol is that we report it to the principal, the principal will obviously contact the social worker. Social worker will deal with the family and police. The principal will then inform the district on what happened.*

The comment above clearly shows that staff are not sure about the reporting process. There are no standard forms to use for reporting gender-based violence however, there is a protocol to be followed. The report should go to the principal. The principal will report to the social worker and the district office. The social worker will report the case to the parents and the police.

k. Frustration with reporting to police

Reporting gender-based violence to the police is regarded as daunting and a frustrating process because it is not always followed by feedback needed by the teacher to intervene due to the confidentiality involved in the matter. Teachers said:

> *Ms Ferreira: In all these cases, I know the educators have to go with them to the police station. They come home late, and they start complaining and so on.*
>
> *Ms Baloyi: We do not get feedback because the information is very confidential. It makes it hard for us teachers because we do not know if the kid is now taking any medication for maybe bipolar. It makes it easy if teachers are aware of these so that, when approaching those kids, they can put certain measures to assist them or to even ensure that you handle the matter in a non-harsh way.*
>
> *Ms Ferreira: But we don't know the outcome of the cases, like those cases, I don't know,*

I think our social worker probably does.

5.3.8 Proposed strategies for responding to gender-based violence

Towards the end of each interview with staff and learners, they were provided with an opportunity to suggest strategies to reduce or eliminate gender-based violence in their schools. This was an opportunity for participants to contribute to the solutions to the problem. Staff made the following suggestions: (a) training of staff and parents; (b) emotional and anger management for learners; (c) awareness campaigns; (d) empowerment of boys and girls; and (e) teamwork and vetting of new staff strategies to respond to gender-based violence. From the learners' perspectives, the following suggestions were made: (a) separation of boys and girls; (b) increased distance between boys and girls' toilets; (c) the installation of a camera; and (d) a special day for talking about gender-based violence.

a. Training Programmes

Training programmes for staff, parents and learners were suggested.

i. Training for staff

Three staff members recommended that teachers be trained on how to teach learners with special needs. Above that training, they should be trained to address and intervene in gender-based violence in special schools:

> *Ms Baloyi: They should try and design a programme that would help the teachers. As it sits, none of the teachers that are here have been trained on how to deal with kids in a special needs school, so it is very necessary for the training to be given to the teachers. We have to be trained on the different kind of behaviour. So, training should be given so that teachers will have a better understanding of these students and their situations.*

> *Ms Beyers: I think all teachers should be trained to be able to counsel, to pick up such issues and not only one worker for 780 children or something. So, like how all teachers are trained for First Aid, they should all be trained to pick up behavioural issues of special needs kids. We want to pick up these issues and we can obviously deal with them, protect our children.*

ii. Training for parents

Two staff members suggested that parental training is missing in the response to gender-based

violence in special schools. Training should involve parenting learners with special needs, identification and handling of gender-based violence:

> *Mr Ngcobo: So, what I would recommend is actually parents being equipped on how to deal with these learners, be trained and be given tools on how to help these learners because the problems that we see at school are systemic.*

> *Ms Govender: We need to have programmes for parents. We need to have programmes that involve parents to be trained in parenting these children. We need to train parents to identify and deal with gender-based violence at their home first before it comes into the school … Teachers and parents need to be trained in how to deal with deviant children who have special needs. In most cases, we don't know how to handle these children, both teachers and parents.*

Notably, training of parents is important as they must work collaboratively with the teachers and ensure continuity of what is being taught at school.

iii. Training for support staff

Ms Baloyi, a senior Life Orientation teacher, suggested support staff training to understand learners with special needs and to enable them to exercise patience and understanding towards them:

> *A special needs school is completely different to the other schools. The kind of people that they get to assist with patrolling should have the patience and training to handle special needs kids … It's important that we all work together as a community and ensure that they kids are safe at all times and also identify their needs.*

From the statements above, staff suggest that more school patrollers should be trained and employed at the school. This would create employment. Training should not only be left to the police. The education department should be involved in the training. School patrollers should be trained for the school environment. There should be collaboration of school and community to identify needs of learners and to ensure their safety.

b. Empowerment of learners

Two staff members suggested that successful responses to gender-based violence can be achieved if boys and girls are empowered to identify it, to take action against it and know their

rights. In the same vein, boys must also be taught to behave with respect towards their female counterparts:

> *Ms Govender: We need to empower boys and girls to deal with gender-based violence. We need to provide awareness and information on gender issues and empower the girl child to their rights. It should be a programme for both boys and girls.*

> *Ms Mashiane: Well, the first foremost thing, the most important thing is that like I always say, boy children need mentors to give them information and guidance; if I may say so because fathers are absent so they don't have role models; they don't have people they would look up to, who are like positive.*

> *Ms Beyers: Promoting, you know, I would love to tell you, let's make posters to promote awareness and to stop gender-based violence. Those are things kids see but don't acknowledge.*

In agreement with the above, learners indicated the following:

> *Boikanyo (17): I would make a special day for us to talk alone as girls, where I get a social worker who will come maybe every Wednesday. Come to the school and address girls on how to handle such situations.*

> *Ipeleng (17): The school needs to bring in motivational speakers, people who can talk to us about bullying and gender-based violence, because we need to stand as one school.*

It was also suggested by two staff members that learners should be trained on emotional and anger management:

> *Ms Baloyi: I see that there is an issue of anger. This also needs to be included as one of the programmes that are introduced to the school.*

> *Ms Govender: We need to have emotional and anger management in the system. There are a lot of unchecked emotions. Learners should be given room and space to express themselves.*

When learners in special schools are taught to recognise their anger and they are equipped with skills to manage their emotions, behaviours that are associated with gender-based violence can be reduced.

c. Strengthening LO content

The importance of strengthening the Life Orientation content was mentioned by Ms Khumalo:

> *I would advise that we fill the curriculum of Life Skills where such issues should be addressed (gender-based violence) and if we fill the curriculum definitely each and every teacher should see that it's communicated to the learners.*

If LO content can deal with issues related to gender-based violence, the message will reach the learners.

d. Teamwork

Ms Khumalo suggested that teachers should work as a team if they want to respond meaningfully to gender-based violence:

> *You know, it's nice to work as a team. It's nice to work as a team … and again, one has to be open to new ideas and to try these things … it's good to try new things.*

Teamwork in addressing gender-based violence is regarded as the best approach as members will have more ideas about new things that schools could try out to see if they yield positive results.

e. Principals to take proactive role in combating gender-based violence

Ms Ferreira argues that being pro-active against gender-based violence starts with the principal. She said:

> *I think a principal plays a big role in fighting gender-based violence and the general school discipline because if she turns a blind eye, all [staff] turn a blind eye.*

When the principal plays a leading role in ensuring discipline and combating gender-based violence in the school, teachers will follow suit.

f. Screening of Staff

Proper screening and/or vetting prior to recruitment of staff for crimes that relate to abuse is important in identifying teachers or staff who may be possible molesters. Ms Maseko maintained:

> *Vetting of staff, further screening should be done for educators because we all do not know*

each other as educators, but such screening will help identify molesters who are teachers.

Early identification could help in combating gender-based violence as suitable measures will be put in place.

g. Separation of learners' activities according to gender

Five learners suggested the separation of boys and girls as a solution to gender-based violence. They should be separated in class, separate schools, separate sports activities and other school activities, including platforms where discussions on gender-based violence and related topics are held:

Modiegi (18): I think that we must be separated and that it should be boys on one side and girls on another side.

Paballo (17): Me I don't know. Maybe you should chase away the boys and be a girl's school only.

Lerato (18): I think that it should just be a girl's only school. The reason that I say is this is because most of the girls in the school are overwhelmed and are too emotional.

Keletso (17): I think during sports sessions we should make it our field (top field). Yes, what happens is that, after school, the boys will go to the top field. If they separate, us it is a good thing. I think they know what they are trying to avoid since they already know what is already going on.

Khanyile (19): I think that we should have separate talks for girls and boys where they can express their feelings and it should be an open platform.

Separation of males and females would minimise contact between these two groups of learners and create a platform where females would freely engage in matters that affect them.

h. Increase distance between boys and girls' toilets

Considering male learners' tendency of entering female learners' toilets, two learners suggested that an increased distance between ablution facilities for males and female learners is necessary:

Keletso (17): Yes, it does happen [referring to boys entering female learners' toilets]. They must fit the cameras at the toilets.

i. Close monitoring of toilets

A suggestion was put fort that school should recruit guards to monitor the toilets very closely and patrol frequently:

> *Sinozulu (18): I would put distance between the bathrooms.*
>
> *Dudu (18): I would make sure that security guards stand all the time. Yes, at other schools they are. There needs to be security everywhere, because we have it only at the gates which is not safe.*

j. Teachers to act on the learners' reports of gender-based violence

Female learners suggested that teachers should take their cases seriously when they report gender-based violence and implement measures that would discourage the continuation of this behaviour:

> *Ms Maseko: Teachers should help us by taking all our cases seriously when we report to them.*
>
> *Banele (17): They must talk to them, these kids that are bullying us should be suspended from school.*

5.3.9 Summary

This chapter presented the research findings using direct quotations from the participants. In Section A, the findings were presented in two of the five themes that emerged from the study. The presentation focused on the nature of gender-based violence and the factors that encourage it to thrive in special schools. The presentation further covered issues around gender-based violence outside the schools, victims of school gender-based violence and perpetrators of school gender-based violence. This information was necessary to help the reader to understand the complexity of gender-based violence before making a transition to Section B. In Section B, findings were presented in the remaining three themes that emerged from the study. The chapter reported on responses to gender-based violence and challenges thereof in special schools. The presentation closed with suggested strategies to prevent or eliminate gender-based violence as suggested by participants. The next chapter, Chapter 6 will present the findings discussion in relation to the literature reviewed and the implications underpinned by the critical theory through the gender and human rights lenses.

CHAPTER 6: DISCUSSION

6.1 Introduction

This chapter discusses the findings of this study in light of literature reviewed in Chapter 2 to explain new insights that emerged from the analysis. It will be guided by the feminist theory described as the theoretical lens in Chapter 3. The analysis followed the thematic analysis method, a major data analytic option in qualitative research.

The discussion is organised according to the themes that emerged from the data. Overall, the findings suggest that gender-based violence is a problem in special schools catering for learners with intellectual disabilities. The learners also fall victims of gender-based violence outside the school premises. Gender-based violence in schools manifests in various ways which include: (a) physical violence; (b) sexual violence; (c) emotional violence; and (d) harassment. The basic inherent features and character of gender-based violence in special schools have remained consistent over the years but the problem is aggravated by a variety of factors. There are a variety of programmes and strategies that discourage gender-based violence in the school that include: (a) policy guidelines; (b) curriculum teaching and learning; (c) special support programmes; (d) sexuality education programmes; (e) involvement of stakeholders; (f) referrals; and (g) behaviour modification and therapy. Despite these strategies, gender-based violence remains persistent in special schools for learners with intellectual disabilities. Suggestions made for curbing the problem include: (a) training of staff and parents; (b) emotional and anger management for learners; (c) awareness campaigns; (d) empowerment of boys and girls; (e) team work; (f) vetting of new staff; (g) separation of boys and girls; (h) increased distance between boys' and girls' toilets or the installation of cameras; and (i) a special day for talking about gender-based violence.

6.2 Nature of gender-based violence in special schools

Gender-based violence exists in schools for learners with intellectual disabilities; it is frequent, and it can happen anywhere within the school's premises. This is in line with studies conducted nationally, continentally and internationally amongst learners with intellectual disabilities that found that schools are the prime sites where incidents, such as gender-based violence, sexual harassment, sexual abuse and violence, are major and habitual problems for girls from their

peers or from their teachers. This trend is the same for female learners in special schools and in mainstream schools. For example, national studies include qualitative studies by Nyokang'i (2012) and Phasha and Nyokang'i (2014) in South Africa which substantiate sexual harassment and sexual abuse of female learners with intellectual disabilities in special schools. Similarly, another qualitative national study by Mpiana (2011) in South Africa, found that girls in grades 8 to 12 were sexually abused at a school that was not a special school. A qualitative regional study by Shumba and Okey (2011) found that various forms of abuse were perpetrated on children with disabilities by the teachers in Botswana special education schools. Children with disabilities were sexually, physically or emotionally abused by their peers and teachers. Equally, another regional study by Chikwiri and Lemmer (2014) found that learners were sexually, physically or emotionally abused by their peers and staff at a primary school in Zimbabwe and a United Nations report by Pais (2011) also acknowledges that female learners with intellectual disabilities in special schools are not spared from gender-based violence, sexual coercion and harassment.

Additionally, female learners face more gender-based violence as perpetrators believe that they are easy victims, cannot defend themselves and their stories are often dismissed (Chikwiri & Lemmer, 2014). The vulnerability to sexual abuse of female learners with intellectual disabilities is, in part, due to developmental delays across a broad range of personal functioning domains (Phasha & Nyokang'i, 2012; Mdikana & Phasha, 2018). In India, Human Rights Watch (2015) documented cases of abuse against women and girls with disabilities, including 54 cases of verbal, physical and sexual abuse against women and girls with psychosocial or intellectual disabilities, at the hands of caretakers in institutions. In a survey of 3,706 primary schoolchildren done in Uganda, 24% of 11 to 14-year-old girls with disabilities reported sexual violence at school, compared to 12% of non-disabled girls (Devries et al., 2014). In South Africa, a qualitative study by Phasha and Nyokang'i (2012) established the existence of gender-based violence at two special schools of learners with intellectual disabilities in Johannesburg. Similarly, another qualitative study by Phasha (2014) with a gender framework, found that sexual violence amongst learners with disabilities is common and occurs frequently in special schools. These findings also agree with studies that took place in mainstream schools. Notably, female learners with disabilities are at increased risk (UNESCO & UN Women, 2016). For example, in a mainstream school, a phenomenological study by Abuya, Onsomu, Moore and Sagwe (2012) in Kenya with girls in grades 10 to 12 found that sexual harassment or violence

occurred in the schools. Another study by Alam, Roy and Ahmed (2010) in Bangladesh with girls aged 13 to 19 years found that 35% of girls experienced gender-related harassments, with a 43% prevalence of all types of sexual harassments. In South Africa, the study by Haffejee (2006) with girls in grades 8, 10 and 11 found sexual harassment and violence to be rife in schools. Clearly, there is widespread, inescapable gender-based violence perpetrated on female learners in special schools' premises. This implies that the safety of female learners with or without intellectual disabilities at schools has not been realised and cannot be guaranteed. The fundamental human rights of female learners continue to be violated. In addition, if sexual abuse takes place in the very institutions designed to protect individuals with intellectual disabilities, this shows their social powerlessness (Tharinger, Horton & Millea, 1990). This trend is sustained by gender norms, stereotypes and unequal power dynamics in institutions. Schools continue to replicate, reinforce and recreate the norms and power dynamics that perpetuate gender discrimination and inequality.

The study revealed that gender-based violence also occurs outside the school premises. Men in the community, including staff members from schools, are implicated. A similar study showed that female learners are violated on their way to and from school. These experiences of female learners with intellectual disabilities are corroborated by a study from Brazil that showed high levels of peer violence in communities that involve school learners (Parkes, 2015). Comparable participatory research studies in Ghana, Malawi and Zimbabwe, with children aged 10–14 at schools, investigated places within and around the school where they felt unsafe. The children indicated, among other places, playing fields and busy roads in the community (Leach et al., 2003). In Swaziland, according to a nationally representative study, young women reported being raped in the community or on the way to school (Pereznieto et al., 2010). In South Africa, a qualitative study by Nyokang'i, in (2012) confirmed that school-based sexual violence was common in the school buses as learners travelled to school (Nyokang'i, 2012). These developments signify that societies are patriarchal. Males in society dominate females. Power hierarchies, social norms and violence are inextricably linked as societies use violence as a tool to maintain power and perpetuate inequality (Plan International, 2015). Furthermore, Colton, Roberts and Vanstone (2010) conducted a case study of sexual abuse by men who work with children and found child sexual abuse to be a serious challenge (Netshitangani, 2019). Similarly, Abuya et al. (2012) in Kenya found that perpetrators of sexual violence included teachers. When staff perpetrate violence on female learners, this reflects power dynamics and

hierarchy between generations and between learners and school staff. Social norms that shape authority, traditionally male and adult, usually include the legitimacy to teach, discipline and control, and to use violence to maintain that authority. These norms support the authority of male and female teachers over children, often using some form of violence to maintain that authority and reinforce social and gender norms (UNESCO & UN Women, 2016; USAID, 2016).

Staff's trivialisation of gender-based violence was unexpected, given their knowledge and awareness about gender-based violence and its implication suggesting the underestimation of the impact on the learners with intellectual disabilities. Staff underplay teasing, name-calling, inappropriate sexual comments, taunting and swearing by suggesting that boys and female learners are "playing". When teachers fail to recognise acts of gender-based violence and accept them as part of the normal school experience, the options for girls to report, be supported, and receive guidance on how to handle the behaviour are limited and the behaviour is further perpetuated (USAID, 2016). The limited understanding of gender-based violence by learners can be attributed to a lack of awareness and information on sexual violence, human rights and gender-based violence (UNESCO & UN Women, 2016). Calitz (2011) believes that females with disabilities are targets of sexual abuse because they lack sufficient knowledge and education regarding sexuality and sexual abuse (Calitz, 2011:66). This puts them in a powerless position in society. A lack of knowledge and awareness of gender-based violence by staff and female learners perpetuates the problem. It has a negative bearing on the way that special schools respond to gender-based violence. Understanding, knowledge and awareness of gender-based violence is crucial in formulating strategies to combat it. A study by Badri (2014) on school gender-based violence in Africa corroborates that gender-based violence continues in schools because schoolteachers and the administration in many countries are not well informed about gender-based violence, its extent and consequences. Similarly, a qualitative study by Rahimi and Liston in the USA (2011) with middle and high school teachers, notes that teachers discussed learners' behaviour but failed to identify it as sexual harassment. Consequently, teachers failed to intervene on behalf of the girls when they saw or heard sexual harassment.

Additionally, responses to gender-based violence are issues of justice, power, control, privilege, inequality, dominance, exploitation, gender discrimination and an attempt to uncover and understand the forces that cause and sustain oppression (Glesne, 2011:11). Teachers need

to be more aware of the various dynamics in their classrooms, including gender, power and racial or ethnic dynamics, as well as being more aware of their own biases and behaviours (UNESCO & UN Women, 2016). The attitude by staff has a negative bearing on the way special schools respond to gender-based violence. Unless teachers are educated about gender and power issues, they are likely to model behaviour that reflects their own experiences and those of the wider community, which are often deeply unequal and even violent (Plan International, 2008). Females with intellectual disabilities are victims of discrimination and injustice as women in a patriarchal society. They are regarded as inferior to men and women with disabilities are also discriminated against by other women and the society in which they live (Nkuepo, 2011). It follows suit that as much as staff continue to see gender-based violence against females with intellectual disabilities in this manner, their response is not going to be serious and equal to the task.

6.3 Forms of gender-based violence in special schools

Physical violence, in the form of hitting, kicking, pinching, pushing, tripping, slapping and fighting, are the main forms of gender-based violence that occur in special schools perpetrated against female learners with intellectual disabilities by boys. UNESCO (2012) confirms that the most common school related gender-based physical abuse worldwide includes hitting, slapping, punching, shaking and choking (UNESCO, 2012). Another UNESCO study (2012) in the Middle East concurs that physical violence is the most highly reported type of school related gender-based violence. A related study in South Africa on school violence revealed that the patterns and types of violence among peers and between teachers and students range from beating, bullying and sexual harassment to rape and killing (Demographic and Health Surveys [DHS], 2014). These painful and unpleasant experiences also occur in special schools for learners with intellectual disabilities. The UN Secretary-General's 2006 in-depth study on all forms of violence against women and surveys conducted in Europe, North America and Australia showed that over half of women with disabilities had experienced physical abuse, compared to one third of non-disabled women (UNFPA, 2009). A study in India documented many cases of physical abuse against women and girls with psychosocial or intellectual disabilities (Human Rights Watch, 2015). In South Africa, despite the existence of progressive policies, violence, physical and sexual abuses still occur in many South African schools (Mncube & Harber, 2013). Wider studies do not always apply a gender perspective on school

violence, and they tend to focus on physical violence and bullying (Review on African School Violence, 2009 cited in Badri, 2014). Although literature on violence against learners with intellectual disabilities in special schools of South Africa is growing, contributions by Phasha and Nyokang'i (2012) confirmed that physical violence, in the form of touching of private parts, forced intimate kissing and pinching, is happening in special schools for learners with intellectual disabilities (Phasha & Nyokang'i, 2012). Immediate effects of physical violence on the victims can be injuries, including bruises, burns, fractures, wounds and stabbings (UNICEF, 2014). There can be disruptions in class, including a lack of concentration and dropping out of school (UNICEF, 2014). In addition, there could be significant financial consequences that include direct costs, such as treatment visits to the hospital or doctor and other health services (Pinheiro, 2006; UNICEF, 2014). In general, the lives of women with disabilities are fraught with stigma, discrimination, cultural practices, misperceptions and invisibility. Their capacity and positive potentials are often ignored, and their existence is marked by violence, neglect, injury and exploitation. These risks are also present in schools (UN, 2011). Physical violence is a show of power, control, dominance and exploitation by the perpetrators. It is used to sustain oppression and further the abuse of female learners. It reinforces their loneliness and leaves them in an increasingly vulnerable social and emotional position (Robinson & McGovern, 2014). This further makes the status of female learners with intellectual disabilities powerless (Calitz, 2011:66).

Physical violence amongst learners of the same gender was also common in special schools. Amongst boys, it involves the use of dangerous weapons that could inflict serious bodily harm, whilst amongst girls it involves mostly verbal altercations, quarrels or bickering when they are angry. Consistent with this finding, Leach et al. (2003) believe that girls complain about the negative impact of other girls "gossiping" that involves spreading false rumours or ostracising girls, constituting a subtle form of aggression. Similarly, Wood and Jewkes in South Africa (2001) documented female learners being physically violent towards other females. Equally, in Brazil, boys and young men in poorer neighbourhoods are at risk both as perpetrators and victims of violence (Parkes, 2015). Franke (2002) argues in support that girls and boys are more likely to attack their same-sex peers than any other type of victim. Additionally, a Plan International (2015) study found that same sex peers fought over girlfriends and boyfriends. In some instances, boy-on-boy fights are motivated by the desire to show off or to be feared and respected by their peers. The use of physical violence by boys on boys in special schools for

learners with intellectual disabilities denotes their intentions to maintain power and dominance over their victims. They instil fear in them and ensure that they submit to their demands.

Sexual violence, in the form of inappropriate touching, rape and attempted rape, occurs in special schools. Female learners do not freely give consent or are unable to consent or refute these acts. Female learners are forced to hug boys and have their private parts inappropriately touched. A formative study by Kacker in India (2007) to inform policy found that a little more than half of children, inclusive of disabled and non-disabled, in the 5 to 12-year age group in 13 sample states, reported having faced one or more forms of sexual abuse. Statistics, according to the research from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), indicate that around 120 million girls (one in 10) under the age of 20, inclusive of disabled and non-disabled girls worldwide, have experienced sexual violence (UNESCO, 2015b). Similar studies by Plan International on sexual violence in mainstream schools in the USA, Bangladesh, India, Nepal, Pakistan, Sri Lanka and Latin America, acknowledge the occurrence of high levels of sexual harassment in schools (Plan International, 2008:18). Leach et al. (2003) and Dunne (2007) also indicate high levels of sexual aggression from boys and teachers towards schoolgirls in Botswana, Ghana, Malawi and Zimbabwe (Leach et al., 2003; Dunne, 2007). In southern and eastern Africa, two out of five school principals acknowledged that sexual harassment occurred between pupils in their primary schools (UNESCO, 2015b). In South Africa, Child Protection Services estimate that more than 40 children are raped every day and that one in three girls and one in five boys will suffer sexual exploitation in one form or another (Gender Links, 2008). These statistics include all children – even children with intellectual disabilities. Additionally, related South African studies by Phasha and Nyokang'i (2012) and Phasha (2009) in Johannesburg, reported sexual abuse among teenagers with intellectual disabilities to be common. The studies confirmed that touching of private parts, forced intimate kissing, pornography, coercive sex, sexually explicit behaviour, groping and pinching, sexual intimidations threats, name-calling and pulling up of clothes are happening in schools.

Participants of this study are not in agreement as to where incidents involving rape occur. However, findings indicate that gang rape happens in the school toilets and on the sports fields. Rape and sexual advances also happen outside the school premises and may result in pregnancy. Staff reported this form of violence to have mainly happened outside the school. Female learners confirmed that rape and consensual sex occurs at school. This contradiction

could be because staff want to protect the name of their school or they could be protecting some of the staff in their school who may be perpetrators of violence. This could also suggest that they are not aware of the violation, they see the violation as minor or they choose not to divulge the information. Similar studies corroborated that gender-based violence takes place in the school, on school grounds and going to and from school. A USAID (2016) report describes sexual violence during the journey to school which includes staring, whistling, sexual comments or jokes, comments to entice, threats of kidnapping, and transactional sex for transportation, money or goods. Likewise, incidences of gender-based violence can occur in the classroom, in teacher residences, toilets, dormitories, and the roads and areas near schools, among other places (UNESCO, 2012). A phenomenological study by Abuya et al. (2012) in Kenya, based on the girls' narratives from grades 10 to 12, found that sexual harassment or violence happened in schools, on the way to schools, and outside of schools. The perpetrators of sexual violence were varied and included teachers. Other related studies show that girls are most likely to be abused on their journey to or from school, in or near toilets, empty classrooms, computer rooms, libraries or dormitories or near the perimeter of school grounds (Human Rights Watch, 2001). Three participatory research studies in Ghana, Malawi and Zimbabwe, with girls aged 10 to 14 years, looked at places within and around the school where they felt unsafe. Girls indicated toilets, playing fields, teachers' quarters, offices, busy roads, head teacher's office and staff rooms (Leach et al., 2003). The fact that girls feel unsafe in these spaces is an indication that girls have experienced or witnessed things happening in these spaces. The use of coerced sex or rape against female learners with intellectual disabilities suggests the expression of power and dominance by boys and men. This implies a show of power, control and exploitation of females with intellectual disabilities. This means that the behaviour is used to sustain oppression of the female learners. The belief of boys is that a man has a right to assert power over a woman and is considered socially superior.

Emotional violence perpetrated by male learners in the school and community members outside the school premises on female learners with intellectual disabilities comes in the form of teasing, name-calling, inappropriate sexual comments, taunting, swearing, threats and intimidation. This finding is corroborated by a survey in Indonesia which showed high incidents of sexual and psychological violence in schools (Jones et al., 2008). Plan International studies inform of the high prevalence of emotional violence in special schools which makes students feel unsafe and increases their likelihood of perpetrating violence on other students

(Plan International, 2015). Similarly, in South Africa, high incidents of emotional abuse in special schools for learners with intellectual disabilities are reported by Phasha (2009). Phasha and Nyokang'i (2012) also found that threats and intimidation often occur in special schools.

Additionally, staff did not report an awareness of threats and intimidation happening in their schools. The implication is that emotional violence continues unabated to belittle female learners with intellectual disabilities by destroying their confidence, self-esteem and self-image and making them vulnerable to further abuse. Female learners with intellectual disabilities continue to be oppressed and dominated by boys and men.

Harassment also happens to female learners in the form of an invasion of privacy. Consistent with a study conducted by Phasha and Nyokang'i (2014) in South Africa, this study found that male learners may follow females to their toilets. Such tendencies instil in them a fear of visiting toilets alone. This appears to be a common practice in most schools for learners with intellectual disabilities, as demonstrated by the study conducted by Phasha and Nyokang'i (2014), in which they alluded that boys even took pictures of girls' underwear using cell phones. Similarly, a report by UNESCO & UN Women (2016) found that at the female learners' toilets, boys peep, take pictures and post them on Facebook. Additionally, the report revealed that female learners are pulled into male toilets and beaten up or groped. Boys expose their private parts and perform vulgar acts around toilets (UNESCO & UN Women, 2016). Early studies also indicate that girls are most likely to be abused in or near toilets (Human Rights Watch, 2001). UNESCO (2012) concurs that incidences of school related gender-based violence occur in toilets. A study in South Africa by Phasha and Nyokang'i (2014) cited earlier found that the privacy of female learners with intellectual disabilities was violated in the toilets.

Because male learners follow female learners to the toilets or just hang around female learners' toilet area, this makes the female learners uncomfortable, afraid and vulnerable and allows males to overpower females and continue to dominate them. Invasion of privacy of female learners with intellectual disabilities is a demonstration of power by boys that they can do whatever they want to do at school making female learners fearful. The boys also enter the female learners' toilets to ambush female learners and rape them. This violation was reported by female learners with intellectual disabilities but staff at the same schools where these reports originated did not discuss this form of violation. This suggests that either they are not aware of the violation, they see the violation as minor or they choose not to divulge the information.

Additionally, the study also found that it is common for female teachers to be victims of harassment in special schools. This is an issue that has often been neglected. Research into violence against teachers has found that younger and newly experienced female teachers are most at risk (McAslan Fraser, 2012). Both boys and male staff members are implicated in perpetrating these acts against female teachers. According to the *Telegraph* (2018), the National Association of Schoolmasters Union of Women Teachers in England concurs that female teachers have been subjected to unwanted touching or inappropriate comments about the appearance of their bodies. In South Africa Media, Mlambo (2016) in Durban reported of a schoolteacher who was sexually harassed by a group of schoolboys soon after she was placed at a new school. She was groped and pinched on her buttocks.

Disrespect of female teachers is concealed. However, male staff openly abuse young female teachers. This finding agrees with Mncube and Harber (2012) who further indicate that such behaviour by male staff members contradicts the professional code of conduct for teachers. It contributes to the disorganisation in schools, creating an atmosphere where violence is more likely and more acceptable. The National Association of Schoolmasters Union of Women Teachers in England agree that teachers have suffered sexual harassment or bullying at school from colleagues and pupils (*Telegraph*, 2018). The disrespect of female teachers in this manner by boys is learnt from their male role models in the school. It implies that boys and male staff lack respect for women. It also shows lack of respect for authority because female teachers represent authority. The resistance to female leadership can be attributed to cultural expectations, which, in their stereotypical form, cast men as leaders and women as followers (Dunne, 2007). This confirms that all major social institutions are characterised by male dominance, including schools.

6.4 Factors that encourage gender-based violence to thrive in special schools

Gender-based violence is caused by the frequent exposure of learners to violence on media and in the community. This encourages gender-based violence in special schools for learners with intellectual disabilities. Boys also learn cultural practices that violate female learners from their community's culture. Gender-based violence within the broader society is reproduced within schools rather than challenged.

Exposure to violence in the media and in the community contributes to gender-based violence in schools as boys internalise it as a normal behaviour to be practiced even at school. As noted by UN report of (2011) entitled *Tackling Violence in Schools*, violence in the education setting both feeds into and is fed by violence in society. The World Report on Violence against Children (UNESCO, 2013) points out that if the social and physical environment of the community is hostile, the school environment is unlikely to be spared. In effect, violence in the home, in the school and in the community is a continuum, spilling over from one setting to another. In Israel, more serious forms of school violence, including sexual assaults, are associated with poor neighbourhoods and higher levels of community crime (Benbenishty & Astor, 2008). In South Africa, Bhana (2014) found that inadequately resourced secondary schools located in poor, urban settings are often at the front line of dealing with sexual violence in and around school, reflective of the high rates of sexual assault of women and girls in the wider society.

Furthermore, home environments contribute to the behaviour of learners. Benbenishty et al. (2002) in Israel reported that cultural beliefs and a low family socioeconomic status increased the vulnerability of female learners to staff maltreatment. Additionally, witnessing or experiencing violence in the home teaches children that violence is "normal" and increases the risk of them bullying or perpetrating sexual violence in their own lives (UNESCO, 2015b). Equally, some gender norms often dictate that boys settle disputes with physical violence, and some may enact the gender-based violence, observed in their own homes or communities, against female students (UNESCO, 2015b).

Findings indicate that, in most cases, boys in special schools do not have a role model around them who can demonstrate confidence and leadership to inspire them to be positive, calm, and confident in themselves because most fathers are absent. In special schools, most teachers are

female, and they cannot be role models for boys.

A UNESCO (2003) study entitled *Gender and Education for All: The Leap to Equality* corroborates that schools need to ensure gender balance in the teaching profession so that there are positive role models for both girls and boys (UNESCO, 2003). Another study advocates for the use of mentors and coaches, preferably teachers, school staff or volunteers, to act as positive and supportive role models to shape attitudes and behaviours of learners (Das, Ghosh, Miller, O'Conner & Verma, 2012). Care International (2012) indicates that facilitators of the same sex can serve successfully as gender-equitable role models (Care International, 2012). In their communities, learners see the unequal treatment of men and women. They learn that males are still regarded as more powerful than females. This encourages the patriarchy system in special schools in which males dominate females.

Inequalities between men and women are a major cause of gender-based violence in special schools. Society is constructed along gender lines. Relationships between men and women have almost always been unequal and oppressive and this is visible in the schools when boys oppress female learners to make themselves feel good or to disrespect women. This situation perpetuates unequal relations and differential behavioural patterns, in which the male dominates, amongst learners of different genders (Dunne, 2007). This is consistent with UNESCO (2015b) which found that unchecked gender discrimination and power imbalances in schools encourage attitudes and practices that subjugate school children, uphold unequal gender norms and allow the toleration and continuation of gender-based violence. In addition, the study further found that **s**chools do not exist in social isolation from their communities.

In South Africa, the study by De Lange, Mitchell and Bhana (2012) on the voices of women teachers about gender inequalities and gender-based violence in rural areas concurs that gender inequalities are the foundation of gender-based violence. The study found that inequalities are visible and begin at home and they further play out in the school, the workplace and the community (De Lange et al., 2012). This implies that, if gender inequalities exist within the community or in the virtual community, they will continue to negatively impact learners with intellectual disabilities. Gender-based violence will continue to be replicated and intensified in special schools for learners with intellectual disabilities.

Community perceptions of intellectual disability create gender-based violence for female learners with intellectual disabilities. Study findings indicate that some people in the

community take advantage of female learners with intellectual disabilities because they see them as “having a problem”. This finding is commensurate with a paper by Tharinger et al. (1990) which substantiates that a community may be aware of the vulnerabilities of individuals who are intellectually disabled and thus find them attractive targets for sexual abuse. In Latin America and the Caribbean, there is a culture that sanctions violence within the family and community that contributes to school-based violence (UNESCO, 2012). Additionally, people who are intellectually disabled can place themselves at risk in a bid to be valued and accepted (Matson & Sevin, 1988) as many individuals with intellectual disabilities have the desire to fit in and to have friends. This desire to be accepted makes them vulnerable to coercion since many will do almost anything that they believe or are told will help them to fit in with the “normal” crowd (Tharinger et al., 1990). Consequently, because they are not regarded as sexual beings by the rest of the society, their plight is kept secret by perpetrators, sometimes with their own help. Sometimes their predicament only becomes known when the perpetrator fails to keep a promise made to them, and they then complain to a caretaker or family member (Calitz, 2011:66).

Intellectual disability in boys is associated with poor personal traits. Medication also incapacitates their ability to differentiate between right and wrong. This causes the boys to have anger, low self-esteem and toxic masculinity. Studies by the Department for Children Schools and Families (DCSF, 2008) and Faircloth et al. (2007) corroborate that students with disabilities can also be the perpetrators of bullying or violent behaviour borne out of their frustration and anger at prolonged bullying or provocation, or alternatively through low control over their own behaviour.

In addition, the use and abuse of dagga, alcohol and drugs amongst boys contributes to gender-based violence in special schools. Drugs trigger negative behaviours leading to the boys defying authority and taking part in dangerous activities. A South African study on developmental perspectives on alcohol and youth in the 16 to 20-year age group by Gender Links (2008) reported that alcohol has the potential to influence adolescents to commit sexual violence. Equally, a quantitative cross-sectional descriptive study conducted in Gauteng Province by Chauke, Van der Heever and Hoque confirms that, when a young person is under the influence of alcohol, undoubtedly, the body and mind do not function well (Chauke et al., 2015). Their decision-making powers are weakened causing them to engage in violence and other crimes. Drug use can be directly linked to gender-based violence in special schools.

Surprisingly, although the abuse of drugs is a problem and rampant in special schools, principals and deputy principals did not see the connection. This might be because they view the problem as minor. The implication is that this has a bearing on the response choices and strategies in special school.

In other situations in special schools, female learners are made to feel that they have no value. Boys use money to make demands from female learners and to maintain their power over them. This finding is consistent with the findings of a study by Leach, Machakanja and Mandoga (2000), in Zimbabwe which found that older male pupils and male teachers used money and gifts to entice girls into sexual relations. Many girls also reported having "sugar daddies" perhaps not realising that accepting small gifts and money would then give these men leverage when demanding sexual acts. Similarly, a study by UNICEF in (2010) which established that the vulnerability of girls can be exacerbated, particularly in developing countries, by poverty. In western and central Africa, the most reported practice of sexual exploitation is for financial gain. Similarly, the Stop Violence against Girls in School baseline survey conducted in (2009) by Parkes and Heslop (2011) found that, in Mozambique, school girls exchange sex for money and goods, including school materials Gender inequalities devalue and discriminate against women and girls and can shape a sense of entitlement among men and boys. For example, ActionAid research in Ethiopia (2004 cited in Parkes & Heslop, 2013) found that 33% of the boys in the study believed that it is right for male students to get whatever they want, either by charm or by force.

Refusing to date, dating boys at another school or ending relationships with a boy resulted in female learners in special schools being abused. Female learners are also targets of gender-based violence if they are not friends with boys. This finding agrees with a related study by Miller, Breslau, Joanie Chung, Green, McLaughlin and Kessler (2011) on adverse childhood experiences and the risk of physical violence in adolescent dating relationships which reported that physical violence in dating relationships is common among adolescents and young adults in the USA. In South Africa, a study by Nyokang'i (2012) on school-based sexual violence in special schools for learners with intellectual disabilities, reported that female learners with intellectual disabilities who broke up with their boyfriends or refused to have sex were raped as punishment. Phasha and Nyokang'i (2012) concur that any attempts by female learners with intellectual disabilities to end a relationship was accompanied by a punishment, which is even more humiliating (Phasha & Nyokang'i, 2012). Due to the problems associated with dating and

relationships, female learners with intellectual disabilities resort to having relationships with boys as a form of protection from abuse. Boys and girls view gender-based violence to reflect societal attitudes, with boys and girls agreeing that sexual abuse and violence were a normal part of relationships (Nyokang'i, 2012).

6.5 Victims and perpetrators of gender-based violence in special schools

The study revealed that small boys, female learners and female staff are the victims of gender-based violence in special schools. Younger boys and new boys are abused by older boys. Newcomers to the school are also abused. Female staff are victimised by boys and male staff. However, female learners are the greatest victims of gender-based violence which is widespread and almost inescapable for them. UNESCO (2015b) agrees that both girls and boys can be victims of gender-based violence. Nevertheless, girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. In South Africa, Jewkes (2010) found that women and girls are generally more at risk of being sexually victimised, but men and boys are not exempt from sexual violence. Phasha (2014) concurs that, in special schools, sexual violence affects learners of both genders but is experienced more frequently by females. The abuse of boys exists in special schools, but it is more difficult to detect. When boys fall victim to sexual abuse, this can cause shame as it is widely considered a taboo subject (UN, 2011). However, the abuse of boys is higher in countries such as Kenya. A UNICEF (2010) study in Kenya found that two in every 10 men experienced abuse in childhood.

This study found that male learners, male staff, male relatives and men from the community perpetrate gender-based violence on female learners with intellectual disabilities. Staff members perpetrate gender-based violence on female learners outside the school premises. Male community members target female learners on their way to and from school. Relatives also abuse them. This finding concurs with the findings of a (2013) multi-country study by the UN Joint Programme Partners for Prevention (P4P) which found that half of the men in selected countries from Asia and the Pacific reported having raped a woman or girl as a teenager (UNDP, UNFPA, UN Women & UNV (2013). A UNICEF (2010) study agrees that adolescent boys perpetrate sexual violence against girls and boys, including sexual harassment, sexual touching, rape and gang rape. In South African, Brock et al. (2014) showed that, in many schools, educators have sexually harassed and abused the learners in their care. This serious

human rights violation is widespread and well known.

6.6 Responding to gender-based violence in special schools

Strategies for responding to gender-based violence are varied, including those that were initiated by the Department of Education, the schools or by the community.

6.6.1 Department of Education initiated strategies

The policy guideline SIAS (Screening, Identification, Assessment and Support) is followed when responding to gender-based violence. However, it emerged that most teachers were not sure how it works, a problem which undermines its consistent application. Notably, teachers apply SIAS at different levels of their understanding or do not apply it at all. Teachers play a central role as case managers in the application of SIAS because they are directly involved with the learners daily (DBE, 2014). Those that inconsistently apply policy are exposing themselves, their schools and the DBE to potential liability for complaints about unfair treatment. According to Brock et al. (2014), the education system suffers from poor implementation and inconsistent application of policy to address sexual violence in schools. This hampers the effectiveness of SIAS and can potentially jeopardise it.

Life Orientation (LO) is a central subject in responding to gender-based violence. The purpose of this subject is to empower learners to achieve their full physical, intellectual, personal, emotional and social potential. This study found LO content to be irrelevant in preparing learners with intellectual disabilities for challenges in the community. It is also not at the level of these learners. Phasha and Runo (2017) in Kenya corroborate that teachers find the current sexuality education erratic and ineffective. Additionally, this study found that the teaching of Life Orientation is further complicated by teachers' lack of expertise on the subject and their lack of training in teaching learners with special needs. Notably, there have been many changes in the curriculum which compromises the success of learners in Life Orientation. This is substantiated by a qualitative study by Depalma and Francis (2014) in South Africa which reported that not all teachers covered all topics in Life Orientation, for example, sexuality education, due to their lack of proper training. Furthermore, the study revealed that Life Orientation teachers felt ill equipped to address sexuality in their Life Orientation lessons because their professional preparation and experience had been in other subject areas. In agreement with the above sentiment, a qualitative study by Phasha and Mcgogo (2012) in South

Africa found that some Life Orientation teachers avoided addressing sex-related content by outsourcing the services to non-teaching professionals; being selective in terms of the content to address; and postponing the content to be taught. Depriving female learners with disabilities education regarding sexuality and sexual abuse exacerbates their abuse. It makes them more powerless and vulnerable to abuse (Calitz, 2011:66).

6.6.2 School initiated strategies

The use of demerit and merit discipline plans to encourage appropriate behaviour was another strategy used to deal with reported cases of gender-based violence and serves to prevent it. Nevertheless, some teachers do not do the paperwork or keep records (the yellow slips) of learners' merits and demerits. This is a requirement for the system to work. When staff compromise the demerit and merit discipline plans, it weakens the system's ability to prevent the occurrence or deal with reported cases of gender-based violence. This also causes friction amongst staff as they accuse each other of making the system dysfunctional causing gender-based violence to increase in the school.

Special schools have codes of conduct to respond to gender-based violence as per the requirements of the South African Schools Act (Act 84 of 1996). However, findings show that the code of conduct is mainly used to deal with small problems in special schools. The code of conduct complements the SIAS policy by providing an alternative strategy to fight gender-based violence in the schools. For example, at stage 1 of SIAS intervention, the teacher can use the code of conduct and provide support before consulting the SBST.

The inherent problem in the use of the code of conduct is its enforcement (Mestry & Khumalo, 2012). In South African schools, by virtue of its governance mandate, the SGB should enforce the code of conduct through the school management team and the teachers. The SGB should ensure that the code of conduct is consistently and fairly enforced. However, most SGBs are reportedly not adequately empowered to perform these functions (Bray, 2005:133; Xaba, 2011:201 cited by Mestry & Khumalo, 2012). In other instances, the codes of conduct are not school specific and do not have the input of learners and teachers, making them difficult to implement and enforce (UNESCO & UN Women, 2016). If the code of conduct is not used effectively, unacceptable conduct and behaviour will continue in special schools. Abuse, exploitation and discrimination of female learners will continue unabated in and around schools (UNESCO, 2015a).

The codes of conduct appear to work well in some schools. For example, in Ghana, Ecuador, Benin, Malawi, Mali, Niger, Sri Lanka, and Tanzania, Plan International assisted schools in the development and successful use of the code of conduct (Bazan, 2009). District education authorities, headmasters, children and parents participated in workshops to lobby for the formulation of school codes that were developed in provinces covered by the project.

In the same vein, a UN (2011) study found that, where codes of conduct that address all forms of harassment and violence against children were used, the school can become child-friendly and safe, especially if that mechanism is used alongside teacher training on children's rights and accountability mechanisms (UN, 2011).

At the school level, staff incorporate gender-based violence issues in the lessons and at assembly. One-on-one discussions about gender-based violence are also available. It is difficult to establish the relevance, focus and effectiveness of these discussions in special schools. It is not clear if the talks were planned or they were spontaneous. This casts doubts on the effectiveness of such initiatives. Moreover, it is not easy for these learners to open up in discussions on gender-based violence with adults. Children do not usually share incidents of violence for fear of being blamed (Plan International, 2015). This view is supported by a study on sexuality education in schools for learners with intellectual disabilities in Kenya by Phasha and Runo (2017) which states that, although schools were mentioned as sources of information on sexuality matters, it was apparent that teachers address this subject in little or no detail. In contrast, a qualitative study in the USA by Miller et al. (2011) on dating violence prevention programmes argues that classroom-based prevention programmes, where the teachers address physical dating violence, can reduce boys' perpetration of the violence. The same intervention was found to have no significant effect on girls. In addition, the Doorways training programme for the five-year USAID-funded Safe Schools Program (2003–2008) successfully used assemblies to complement other interventions strategies (UNESCO & UN Women, 2016).

The Gentlemen's Club and Men's Forum are programmes aimed to encourage positive behaviour in boys by providing them with male figures who serves as their role models. Through this initiative, boys can change their behaviour and learn how to behave appropriately. This will reduce gender-based violence in the school and society. Promising responses and effective interventions to gender-based violence recognise girls and boys as key and critical participants in developing solutions to address the problem (Plan International, 2015; Badri,

2014; Bhana, 2013:43). Mentors and coaches of the same sex, who may be teachers, school staff or volunteers, can play an important role in shaping the boys' attitudes and behaviours. They can act as positive and supportive role models (Das et al., 2012). For example, in India, cricket coaches and community leaders are trained to address issues of gender-based violence among young boys. The evaluation of the programme found evidence of greater positive changes for the participants (Das et al., 2012). In Peru, ReproSalud, similar programmes promoting non-violence among men and boys have demonstrated positive shifts in attitudes to violence and gender equality (OECD, 2012).

Movie nights and dinners are deliberate school events that promote positive interaction and foster respect between female and male learners. This programme helps reduce and prevent gender-based violence as it improves the relationships between boys and girls. Male and female learners get to interact, build healthy relationships and learn to co-exist in the same space. This helps the boys to view female learners in a different light with dignity and care. In Miranda, Venezuela, a school used the ancient Chinese board game "GO" to promote peace and reduce violence between boys and girls. Both boys and girls who have been playing "GO" for several years have increased their self-esteem, tolerance, their ability to think and reflect (Red de Innovaciones Educativas, 2013).

Special schools use a sex education programme to address issues related to self-identity, decision making, sexuality, relationships, health and abuse. Sexuality and reproductive health education can help girls and boys to develop the capacity for healthy and respectful relationships. Sex education for children with intellectual disabilities has tangible and significant benefits. It empowers female learners with intellectual disabilities to make good choices in social or sexual situations and to detect danger. Sex education also helps female learners to develop social skills, assertiveness, independence and positive behaviour (DHS, 2014).

In Uganda, a low-tech, online, interactive sex education programme aimed at students aged 12 to 19 years has been successfully used since 2002 to provide sex education. It uses virtual peer educators, David and Rose, to guide students through 14 lessons around self-esteem, healthy relationships, sexual development, safer sex, gender equality and sexual rights (UNESCO & UN Women, 2016). Programmes like this need to be strengthened because women and girls with disabilities are not empowered at all. A study in Kenya by Phasha and Runo (2017)

corroborate that, with regards to sexuality education, society reflects continual attempts to marginalise and disempower teenagers with intellectual disabilities.

Offering special programmes consistently over a long duration in special schools is compromised by a lack of funding. The funding restrictions compromise the delivery and effectiveness of programmes. UNICEF (2012) in South Africa agree that a shortage of resources impedes actions to prevent and deal with violence against children. Another example is the Girls Education Movement (GEM) in South African schools whose activities are compromised by limited funding (Manjoo, 2013).

6.6.3 Community initiated strategies

Special schools have adopted and initiated different types of special programmes which are used to try to curb violent behaviour. Teenagers against Drugs (TAD) is a community initiated special programme for the prevention of dagga, alcohol and drug abuse amongst teenagers. This study found that some boys in special schools use drugs that alter their behaviour leading to violence. This study was not able to establish a direct link between the use of drugs by boys in special schools and the perpetration of gender-based violence.

Dagga, alcohol and drug use and abuse amongst teenagers is a problem for special schools. The TAD programme runs throughout the year in the schools. Despite the great need for the TAD programme in special schools, not all learners have access to the programme. It is timetabled concurrently with sporting activities, so learners must attend either the programme or sports. Special schools hope that the prevention and eradication of dagga, alcohol and drug abuse amongst teenagers would result in a reduction in gender-based violence cases. Similarly, in Poland (2008), the Ministry of Education launched “Safe and Friendly Schools” a new policy focusing on building a positive social climate and addressing problem behaviours including aggression, drug addiction and alcohol abuse (UNESCO & UN Women, 2016). Additionally, another programme, “The Incredible Years”, has been used in schools in over 20 countries over the past 30 years to prevent violence, drug abuse, and children’s aggressive behavioural problems (Menting, Orobio de Castro & Matthys, 2013).

Other external stakeholders involved in the prevention of gender-based violence in special schools reported in this study include the police, social workers and nurses. They are involved in talks to learners or with interventions when there is a crisis in the school. This strategy works

as a reaction to a crisis but not as a long-term solution to the problem. The involvement of these stakeholders is not frequent, and their services are limited. Successful efforts to prevent and respond to gender-based violence require collaboration with other sectors, such as health, social services, law enforcement, the judiciary, police, gender or women's ministries and child protection authorities (UNESCO & UN Women, 2016). In Tanzania, in each district, the education, health, social welfare, police, justice sectors and informal community structures work together to ensure cases of child abuse are dealt with swiftly and appropriately. UNICEF is currently supporting the scaling up of this initiative at the national level (UNICEF, 2014). According to Fancy and McAslan Fraser (2014) in Sierra Leone, Family Support Units (FSUs) link police, social workers and health personnel with schools. The FSUs provide a mechanism to monitor and report child abuse, sexual and domestic violence, and child offences. There is a need to strengthen capacity for FSUs.

6.7 Handling of reported gender-based violence

6.7.1 Government initiated strategies

The handling of gender-based violence involves the use of South African School and Administration Management Systems (SA-SAMS) that is a Department of Education initiated and funded school administration system that is still in its early stages of implementation. As soon as gender-based violence cases are received at special schools, they are recorded in the book of incidents. The records normally include statements from learners, school-based investigations carried out and interventions suggested. Records are also captured on the learning management system (SA-SAMS). Each learner is assigned a unique tracking number on the Learner Unit Record Individual Tracking System (LURITS) which remains with the learner throughout his/her schooling. All the records of the learner are put on this unique number. SA-SAMS has made it easy for identification of victims and perpetrators of school violence through information from the system. It has also reduced paperwork for teachers. Unfortunately, the implementation and use of SA-SAMS is poor in schools. The current relevant legislation and policies from the Department of Education do not make it mandatory for schools to use the system. Additionally, most of the teachers lack the skills to use computers because they do not get enough training opportunities or they are just reluctant to use new technology (Habibu, Abdullah-Al-Mamun & Clement, 2012) besides the issues of connectivity, especially in township schools. The success of the SA-SAMS depends on staff

diligently recording the information on the system. This might not happen or it will be poorly done because staff is already overwhelmed by other duties and responsibilities.

Only a few developing countries use methods like SA-SAMS to record incidents of school violence. This could be due to the cost associated with initially setting it up and maintaining it. In Kenya, a similar project was successfully launched (Bazan, 2009). In Colombia, government bodies, such as the ministries of education, health, and social protection, the Attorney General's office, the Ombudsman, and Plan International are currently supporting the establishment of a unified data collection system for children's rights, which will record school violence and related issues (UNGEI-UNESCO, 2013).

Therapy and behaviour modification were reported as a means by which special schools respond to gender-based violence. Behaviour modification programmes are run by a therapist and identified learners must attend behaviour modification sessions. This initiative has not been very successful in special schools because the learners do not like or attend the sessions. This may be because of the stigma associated with attending such sessions. Furthermore, learners might feel that the sessions are an extra workload for them depending on when the sessions are scheduled and how they are conducted. Additionally, it might be that the therapists fail to connect with the learners or that the activities that they do in the therapy sessions are irrelevant or unsuitable for the needs of the learners. A related qualitative study by Mohapi (2007) in South Africa believes that behaviour modification works well with younger learners but not with older learners.

6.7.2 School initiated strategies

Special schools have a referral system in place. Teachers refer issues of gender-based violence to the grade tutor. Cases are referred to SBST via the grade tutor. The SBST/SMT would then take further steps to deal with the cases. In general, teachers are comfortable referring gender-based violence issues to other professionals whom they perceive to have the necessary skills to deal with such cases. The problem with referrals is that teachers tend to refer all cases, passing on their responsibility. The common law principle of *in loco parentis* means that staff are legally obliged to ensure the physical and psychological safety of learners in their care (Prinsloo, 2006). The teacher is the first line of support for the learners. According to DBE (2014), a referral should only happen in exceptional cases when the teacher has exhausted all support strategies (DBE, 2014). Referral of cases to the SBST agrees with the provision of

Education White Paper 6 (DOE, 2001) which states that School Based Support Teams (SBSTs) should provide care and support structures to learners with learning, intellectual, behavioural and psychosocial challenges. Brock et al. (2014) note though that most schools have no functional School Management Teams (SMTs) and School Based Support Teams (SBSTs). In addition, most members of the SBSTs and SMTs have not received training and are not equipped to handle the cases they encounter (Brock et al., 2014).

Additionally, matters that are serious are reported to parents. Referral of serious matters to parents indicates that, once again, teachers shift responsibility. This could also suggest the need for collaboration which is in line with Inclusive Education. The *in loco parentis* role of teachers creates a legal and moral duty of care, in which all teachers are obliged to act as a parent or a guardian would towards learners (Brock et al., 2014).

Learners who require professional support are referred to professionals. This study found that staff have a limited role to play in the intervention process against gender-based violence. Their capacity to effectively investigate learners is also questionable as this is not part of teacher training. This implies that the processes of responding to gender-based violence can easily be compromised.

Issues related to sexual abuse are referred to the law enforcement agency. Staff are not comfortable handling cases of sexual abuse and they refer such cases to the police as quickly as possible. This could be because teachers are not well trained for this and feel uncomfortable dealing with sensitive issues (Phasha & Runo, 2017). This could also be because staff are adhering to the law that states that they have a duty to report cases of child abuse that come to their attention in their official capacity. According to the Prevention of Family Violence Act (No. 133 of 1993), they must report sexual issues to a police official, a commissioner of child welfare or a social worker referred to in section 1 of the Child Care Act, 1983 (Act 74 of 1983) (Prinsloo, 2006). Referring sexual abuse immediately to police is in line with the Department of Education (2010) policy which clearly informs that the role of the staff is one of reporting the abuse to relevant departments and supporting the child, but not investigating the case, which is the role of the police. In contrast, findings show that staff think that it is their role to also investigate cases and interrogate learners.

6.8 Challenges related to schools' responses toward gender-based violence

Staff have many responsibilities and too many learners to look after. This compromises their capacity to deal with reports of gender-based violence and to deliver quality work. Similarly, therapists have a lot of referrals and follow ups to handle. The resource centre policy requires that therapists serve other community institutions in their neighbourhood and clusters apart from their own school (DBE, 2010). This means that therapists must reach out to even more people and this overstretches their capacity.

Staff are frustrated by policies that are not clear. The policies limit the teacher's intervention on gender-based violence. In some instances, teachers want to act *in loco parentis* but they cannot due to policies and procedures that are not clear on what they can and cannot do. This finding agrees with Kvam (2000) who corroborates that unclear school rules, policies and regulations used to identify and handle reported incidences of sexual violence are failing. Badri (2014) concurs that, in South Africa, many schools do not have a clear system for the prevention and management of violent practices in and out schools. When policies are unclear, the teachers are not comfortable or confident carrying out their mandate. Eventually, they will do nothing, or they will do the wrong things in trying to deal with the situation. The *Citizen* (2018) reported about a scholar patroller acquitted on three charges of rape and eleven of sexual assault. The judge cited several errors that were made on investigating the case. The DOE spokesperson conceded that they needed to train teachers on how to handle such cases.

The study established that the reporting system is not user friendly for staff. It frustrates them and impacts on their teaching time. This means that staff will not report cases or choose which cases to report or not to report. When this happens, the learners lose trust in the reporting system. It would look like the staff condone gender-based violence. In agreement with this finding, the UN (2011) recommends that there must be a clear contact protocol for police and other authorities in the case of serious incidents of violence in schools. When gender-based violence does occur, there should be clear, safe and accessible procedures and mechanisms in place for reporting incidents, assisting victims and referring cases to the appropriate authorities (UNESCO & UN Women, 2016).

The study found that staff do not have the necessary knowledge and skills to handle gender-based violence when it gets reported to them. The lack of skills and knowledge compromise the capacity of teachers to deliver on their mandate which includes the duty of care for learners and the duty to maintain order at school (Maithufi, 1997). This also deters female learners from

reporting and getting support to handle gender-based violence. This further perpetuates gender-based violence. The lack of knowledge and understanding of sexual violence impedes efforts to respond appropriately to it (UNESCO & UN Women, 2016). Due to this, staff avoid handling gender-based violence. They ignore cases or shift the responsibility to other people. Such actions encourage gender-based violence in special schools. Eventually, this perpetuates a gender gap in education and impedes girls' rights to education (Ferres et al., 2013:67) thus increasing gender discrimination and inequality (Beninger, 2013:294). Teachers need to have the knowledge, capacity and support to ensure that they play their roles in fighting gender-based violence in schools (UNESCO & UN Women, 2016).

A lack of teamwork was found to impede teachers from addressing gender-based violence. For instance, some teachers do not complete yellow slips for the demerit and merit system, jeopardising the system. Some teachers blame the teachers who do complete yellow slips for neglecting their teaching. Amidst all these negatives, staff are not paid to respond to gender-based violence which they consider to be extra work. The UN (2011) study suggests awarding fair remuneration and dignifying working conditions for teachers to encourage them to do the extra work. Teamwork increases support, collaboration and, as a result, more ideas are developed and productivity improves. Teamwork is advantageous for solving problems, finishing off difficult tasks and increasing creativity. On the contrary, some team members may not do the work and this might lead to conflicts. It may also be difficult to uphold confidentiality when working as a team particularly when dealing with sensitive cases such as gender-based violence. Teachers need support from one another to fight gender-based violence. Education White Paper 6 for Inclusive Education (DOE, 2001) emphasises the importance of support structures for teachers in the form of District-Based Support Teams and Institutional Level Support Teams (Nel, Tlale, Engelbrecht & Nel, 2016).

The study found that a lack of parental support makes it difficult for staff to effectively deal with gender-based violence. Parents do not complement the schools' efforts in dealing with gender-based violence. Plan International (2015) suggests that the lack of action taken by parents could be due to limited interaction with schools, a tendency to blame the child, or even feelings of apprehension when taking on the power of teachers and the school. Additionally, this study found that parents refuse to come to school when they are invited. Literature suggests a variety of reasons why parents do not want to come to school when invited. Aunos and Feldman (2002) and Janssen (2005) believe that parents of some young people with intellectual

disabilities have a negative attitude towards discussing sexuality related topics. Strassburg, Meny-Gilbert and Russell (2010) suggest that parents may not want to be involved at school because they are not respected by their children and therefore, they are unable to control their children's actions or behaviour. Being summoned to school might thus be a daunting prospect for the parents but may also be a futile way of controlling learner behaviour (De Lange et al., 2012). Parents are also faced with many challenges *inter alia* a lack of transportation to attend school meetings. Despite these challenges, it is imperative that parents support and are involved in their children's schooling (Nel et al., 2016). According to DBE (2014), parents are equal partners in addressing gender-based violence. The involvement of parents is consistent with the provisions of White Paper 6, Inclusive Education and SIAS policy requirements. Parents have a role to partner with the teacher to ensure that the learners access support. Staff and parents need to complement each other's efforts in helping learners. A lack of parental support frustrates efforts by the therapist and staff to help learners implicated in gender-based violence. It can also delay the intervention and processing of cases as parents or guardian need to consent and authorise them.

When female learners do not report gender-based violence, this hinders teacher's responses to it. Female learners do not report gender-based violence because they are afraid of the repercussions and lack confidence for interventions. This sentiment is reiterated by Shumba (2001) who found that victims are often reluctant to report sexual violence and abuse because of concerns about stigmatisation, a lack of confidence that schools will take action, and limited willingness to confide in teachers for fear of reprisals. In addition, female learners with disabilities may also struggle to have their situation taken seriously should they seek to report violence to school authorities or others and, in some cases, they may simply choose not to report even serious violence, including sexual abuse, for fear of drawing attention to an already stigmatised and marginalised group (UN, 2011).

The tendency by female learners in special schools to make false reports and fabricate stories discourages staff from taking other reports seriously. Studies by Bourke and Burgman (2010), Disabled Children's Council (2010) and DCSF (2008) concur that female learners are not always believed when reporting bullying at school. They are told just to ignore the bullying or it is brushed aside as trivial or an accident. Additionally, remembering can often be difficult for people with mental retardation, because they tend to take longer to encode, understand and store information than their peers in the general population (Calitz, 2011:66). A study in South

Africa by Combrinck and Meer (2013) on gender-based violence against women with psychosocial and intellectual disabilities shows that women and girls with disabilities have communication difficulties in the disclosure of abuse. Therefore, if teachers are not aware of this, they can dismiss them as false reports. In such situations, female learners require cooperation and assistance to be able to explain the situation.

The study revealed that schools do not fully protect female learners rendering them susceptible to gender-based violence. As a result, female learners feel unsafe and not protected. A qualitative study in Australia by Keddie (2009) also found that grade 8 girls were frustrated and distressed at the constant sexual harassment experienced and the lack of response from the school. They all felt that the schools and teachers failed to adequately address the sexual harassment. Additionally, Leach et al. (2013) revealed that gender-based violence is sustained and encouraged by institutions, such as schools, where children are expected to be safe and protected. When gender-based violence is tolerated and condoned at school, victims feel less able to take action, and perpetrators may feel immune (UNESCO, 2013). This contributes to the perpetuation of inequality and contributes to gender-based violence.

6.9 Proposed strategies for responding to gender-based violence

Teachers should be trained on how to teach learners with special needs and how to address and intervene with gender-based violence in special schools. Staff themselves expressed that they were inadequately enabled to deal with gender-based violence among learners with intellectual disabilities. If teachers and other school staff are not trained on gender-based violence, they might see it as a normal part of school life and fail to give it the attention it requires (UN, 2011). Such actions perpetuate gender-based violence and threaten mental and physical well-being, education and health status of female learners in special schools. Unless teachers are educated about gender and power issues, they are likely to model behaviour that reflects their own experiences and those of the wider community, which are often deeply unequal and even violent (Plan International, 2008). Teachers should be sensitised about the consequences of sexual violence and how to address it (Phasha & Nyokang'i, 2014). Additionally, teachers need to be more aware of the various dynamics in their classrooms, including gender, power and racial or ethnic dynamics, as well as being more aware of their own biases and behaviours which contribute to gender-based violence (UNESCO & UN Women, 2016).

USAID funded the "Doorways" training programme to train teachers to prevent and respond to gender-based violence (UNESCO & UN Women, 2016). Similarly, in Cambodia, children's rights, gender and conflict resolution have been integrated into teacher training curricula across the whole country (Bazan, 2009). Plan International (2008) contributed to the training of many teachers in non-violent teaching methods in Malawi, Egypt, Senegal and several Asian countries. In South Africa, Brock et al. (2014) notes that the government has made efforts to train teachers. The Department of Basic Education (DBE) has produced guidelines and programmes to educate administrators, educators, and learners about sexual violence. Staff participating in this study did not mention these guidelines and programmes. This brings into question their impact that is impeded by incomplete distribution and a lack of training on the guidelines and programmes (Brock et al., 2014).

Participants suggested that parents be trained on how to parent learners with special needs as well as the identification and handling of gender-based violence. The training of parents is important as they have to work collaboratively with the teachers and ensure the continuity of what is being taught at school. One of the challenges that teachers experience in their endeavours to provide support to learners who have barriers to learning is the non-involvement of parents (Nel et al., 2013). Parents as equal partners for Inclusive Education can only contribute meaningfully if they are trained. In South Africa, participation of parents in the SIAS process is compulsory (DBE, 2014). Therefore, consistent with SIAS, parents need to be trained to identify barriers early on and to take responsibility for the support of their children in the most inclusive setting possible. They also need to be trained to complete documentation to apply for Support Needs Assessments for their children (DBE, 2014).

In the USA, the Fast Track Prevention Project is a comprehensive, 10 year-long intervention programmes for parents. The training promotes the development of positive family school relationships and teaches behaviour management skills to parents (UNESCO & UN Women, 2016). Another successful programme of parents is the "Incredible Years" programme that has been used in schools in over 20 countries over the past 30 years. It focuses on strengthening parent/child interactions, reducing harsh discipline and helping parents to develop strategies and skills to manage their children's behaviour (Menting et al., 2013).

It was suggested by participants in this study that the Department of Education train school patrollers to help them understand and be able to work with learners with special needs. They

recommended that more school patrollers should be employed at special schools. Ideally, school patrollers should be part of the school safety team and they should be consulted in the formulation of the school code of conduct. There should also be a code of conduct for school patrollers. Brock et al. (2014) recommend that the Department of Basic Education should ensure that support staff undergo regular training on identifying abuse within the school structure, its management and its referral system. In line with inclusive education and SIAS, support staff should be trained and mentored for the school to be fully inclusive (DBE, 2014). School patrollers are part of the support staff.

Additionally, Brock et al. (2014) in South Africa further recommend that SAPS should give rigorous training for all police officers on how to handle issues of sexual violence generally and sexual violence in schools specifically. The South African National Prosecuting Authority (NPA) should consider expanding training for prosecutors working with child and adolescent victims, including the psychosocial effects of sexual abuse of victims and their families and create a mechanism for holding prosecutors accountable for the manner in which they deal with victims of sexual abuse (Brock et al., 2014). In the article in the *Citizen* (2018) about the scholar patroller who was acquitted for alleged rape and sexual assault, the judge said that some of the errors in investigating were committed by the police, the prosecution and Teddy Bear clinic staff.

Participants recommended that both boys and girls should be empowered to identify and take action against gender-based violence. Boys should be taught to respect rights and behave with respect towards female learners. Apathy of empowerment and capacity development for women and girls with disabilities places them in a situation where their abuse continues. In fact, women and girls with disabilities experience higher rates of gender-based violence, sexual abuse, neglect, maltreatment and exploitation (UNDP, 2012). This trend cannot be allowed to continue unabated. Improving the status of women and girls with disabilities is often not a priority in most parts of Africa (UNDP, 2012). A study on sex education in schools for learners with intellectual disabilities in Kenya by Phasha and Runo (2017) recommends that learners with intellectual disabilities should be empowered through sex education. They should be given information, knowledge and skills necessary to make informed decisions about sexual matters for the development of positive sexual identities and to prevent exploitation. It should be noted that the most successful interventions engage girls separately from boys to give them their own space to speak freely, gain confidence and improve their knowledge, attitudes and practices in

managing violence and inequality. In a safe space, young people feel free to openly express themselves in a confidential environment and to ask sensitive questions without fear of judgement (Nyokang'i, 2012; UNESCO & UN Women, 2016).

In this study, female learners expressed a need for knowledge about safety issues, especially keeping safe from sexual exploitation, prevention and actions to take if they happen to fall victims. Knowledge encourages young people to question, negotiate and challenge violence and gender discrimination. They can recognise what constitutes violence and abuse, how to protect themselves from harm, and how to take action to avoid harm to others (Atthill & Jha, 2009). The UNESCO (2015a) policy paper on school-related gender-based and quality education recommends that sexuality and reproductive health education can help girls and boys develop the capacity for healthy and respectful relationships. The paper further recommends curricula that integrate discussions of gender issues, including gender-based violence, rights and power dynamics as effective in empowering girls. Programmes promoting non-violence among men and boys, such as ReproSalud in Peru, demonstrate positive shifts in attitudes towards violence and gender equality (OECD, 2012).

Training of learners in emotional and anger management was recommended. This will reduce fights and tension between boys and girls. It is instrumental in the building of healthy relationships, communication and understanding between the learners. This suggestion is consistent with the recommendations of the UNICEF study on Child-Friendly Education that insists that the schools should be physically, socially and emotionally healthy places (UNICEF, 2013b).

Additionally, participants also recommended the strengthening of Life Orientation content and delivery. Life Orientation content should have issues related to gender-based violence in specific special schools. Sex education is mainly important for social and health development. It equips an individual with the knowledge, skills and facts required for the communication and decision making necessary to enjoy sexuality and relationships (WHO, 2007). For example, the "Gender Equity Movement in Schools" project in Mumbai, India, developed an add-on curriculum that includes content on gender roles, gender-based violence and sexual and reproductive health for children in standards 6 and 7. Graduates from this programme demonstrated improved self-confidence, attitudes and gender awareness (Miske, 2013).

It was also suggested that teachers work as a team to respond to gender-based violence in

special schools. Team members can contribute new ideas that could help in the fight against gender-based violence. This suggestion directly derives from reports that, in dealing with learner behaviour, some staff members ignore the response systems leading to the failure of the systems to deal with gender-based violence which means that the violence would increase. Participants suggested that the principals should take the lead to ensure discipline to combat gender-based violence in the school. A study by Mgijima (2014) on Violence in South African Schools notes that, whilst the principal remains accountable for all school operations, the leadership and management functions are distributed among various structures as provided for in the South African Schools Act (RSA, 1996b). This makes prevention of school violence a collective responsibility among school governing bodies (SGBs), school management teams (SMTs) and learner representative councils (LRCs).

Staff suggested that, prior to recruitment of new staff, they should be properly screened or vetted for crimes that relate to child abuse. This might serve as warning and deterrent to potential perpetrators of gender-based violence. Screening would also identify sexual offenders who are staff. Studies done by UNICEF in sub-Saharan Africa show that while staff have a key role to play in addressing school related gender-based violence, some are also perpetrators of sexual abuse and exploitation, often acting with impunity (UNICEF, 2010). In the United Kingdom, head teachers and governing bodies are legally required to report allegations against school staff and volunteers to the Local Education Authority. Schools make referrals to the Disclosure and Barring Service if a member of staff has committed sexual offences (UK Department of Education, 2014). In South Africa, Brock et al. (2014) recommend that there should be better coordination between the DBE, South African Council for Educators and Department of Social Development to ensure that the disciplinary procedure that concludes with an educator's dismissal also results in submission of the educator's name to the National Child Protection Register

Female learners suggested that full or partial separation of boys and girls is a solution to gender-based violence. They should be separated in class, attend separate schools and have separate sports and other school activities. There was also a suggestion for the separation of boys and girls for discussions on gender-based violence and related topics. Female learners suggested that there be increased distance between ablution facilities for male and female learners and close monitoring of the toilet areas. In a study carried out by Karakütük, Özbal and Sağlam (2017) to determine the practices of the school management performed for providing school

safety in Turkey, a “video surveillance system” and “observing the school over the Internet” were found to be the most popular safety systems. A qualitative study on sexual violence at schools for learners with mild intellectual disabilities in South Africa by Nyokang’i and Phasha (2016) revealed that learners engage in behaviours that are deemed inappropriate or hurtful to their peers if they are unsupervised at school.

Female learners suggested that teachers should take their cases seriously when they report gender-based violence. If teachers do not deal with reported cases, this leads to a lack of trust in the reporting mechanism and gender-based violence will continue and may increase. When gender-based violence is tolerated and condoned at school, the victims feel less able to take action and perpetrators may feel immune (UNESCO, 2013). Staff has a role to free the female learners, to empower and enable them to transform their own lives but this can only be achieved if the teachers act decisively against gender-based violence. Devers et al. (2012) reported that teachers can help promote gender-sensitive and inclusive classrooms. Brock et al. (2014) explained that teachers are the important factors in any safety programme. Teachers can provide a vital link in the success of safe school environment planning, knowledge, its associated problems and their solutions. The study advocated for teachers to become guardians of learners. When gender-based violence is tolerated and condoned at school, there are broader societal consequences on gender equality. Victims feel less able to take action, and perpetrators may feel immune. These feelings and harmful behaviours go beyond the school setting and contribute to the perpetuation of inequality and gender-based violence more widely in society (UNESCO, 2013).

6.10 Summary

This chapter presented the discussion of the research findings in relation to literature. The focus of the discussion was on the conclusions that can be drawn about the nature of gender-based violence in special schools and how the schools are responding to it. A summary of the situation on the nature of gender-based violence and how special schools are responding to gender-based violence was discussed. Recommendations made by participants to deal with gender-based violence were also discussed. Chapter 6 will make way for Chapter 7 where I will present gender sensitive strategies that special schools can use to respond to gender-based violence.

CHAPTER 7: GENDER SENSITIVE STRATEGIES FOR ADDRESSING GENDER-BASED VIOLENCE IN SPECIAL SCHOOLS CATERING FOR LEARNERS WITH INTELLECTUAL DISABILITIES

7.1 Introduction

This chapter presents gender sensitive strategies that special schools catering for learners with intellectual disabilities can use to prevent the abuse of their learners. Strategies to respond to gender-based violence do exist in special schools for learners with intellectual disabilities. Therefore, it is envisaged that the gender sensitive strategies suggested below can be used to reinforce and strengthen those currently in use to address gender-based violence in special schools.

This study found that gender-based violence continues to occur in special schools with little restraint. The challenge is that, when gender-based violence is tolerated and condoned at school, victims feel less able to take action and perpetrators feel immune. This contributes to the perpetuation of inequality along gender lines. Traditional gender stereotypes, strong patriarchal values and unequal power relationships within the broader society become replicated within schools rather than being refuted. The authoritarian and closed nature of schools, interwoven with patriarchal principles and behaviours, offers a breeding ground for many different forms of sexual abuse (SADC Protocol on Gender and Development, 2016). Power, social norms and violence are inextricably connected. They are used by society as instruments for maintaining power and sustaining inequalities (Plan International, 2015), for instance, the conviction that a male learner is entitled to claim authority over a female learner and that females are regarded socially inferior.

According to Glesne (2011:11), responses to gender-based violence in special schools catering for learners with intellectual disabilities is an issue of injustice, power, control, privilege, inequality, dominance, exploitation and gender discrimination. Males are still regarded as stronger than females and relationships between men and women are always unequal and oppressive. Similarly, in special schools for learners with intellectual disabilities, boys oppress female learners because male peer compulsion influences young boys to commit sexual violence against girls and small boys, including sexual harassment, sexual touching, rape and gang rape (UNICEF, 2010). These behaviours constitute toxic masculinity. They serve to show

and reinforce their dominance over female learners in the school. Furthermore, the findings of the study showed the failure of the response strategies that special school are using against gender-based violence. Current strategies are not gender-based specific, hence the problem continues to flourish.

Against this background, I suggest gender sensitive strategies which special schools for learners with intellectual disabilities can use to improve their prevention strategies to cope with the problem of abuse. The gender sensitive strategies are built around the recommendations made by participants and the literature reviewed. Gender sensitive strategies are about the empowerment of women and girls. There is sometimes a fear that advancing women's position means taking something away from men and giving it to women. Promoting equality between males and females does not mean granting females more control and taking power away from males; promoting gender equality is empowerment for everyone (Rajshree, 2016).

7.2 Defining Gender Sensitive Strategies

Gender-sensitive strategies refer to deliberate policies and procedures that are put in place to consider specific requirements of females by virtue of their sex (Van Wormer, 2010). The strategies promote the change of behaviour by instilling empathy into the views that people hold about gender. For instance, gender sensitive strategies raise awareness of gender equality concerns and changes in behaviour that are sensitive to certain female issues. Sensitivity makes the individual act in a way that is sympathetic and take into cognisance problems which emanate from gender fairness, justice and gender equality (Rajshree, 2016). In particular, gender-sensitive approaches establish a gender-sensitive atmosphere and decrease the obstacles that prejudice creates for female learners (Rajshree, 2016). An awareness of gender-sensitive strategies encourages people to behave in a manner which is sensitive to other sexes (Rajshree, 2016).

7.3 Why Gender Sensitive Strategies?

Gender sensitive strategies are built on an understanding of gender differences and benefit both males and females. The approach is responsive to gender differences and relations between genders. It generates respect for the individual regardless of sex. In addition, gender-sensitive approaches tackle issues and complications with regards to the way gender is viewed. The

approaches take into account the ill-treatment of females and children in society (Rajshree, 2016). Additionally, it is important to note that gender sensitive strategies do not set women against men. In fact, gender sensitive strategies benefit members of both sexes. Gender-sensitive approaches assist males and females to determine which gender assumptions are true and which generalisations are stereotyped. Gender-sensitive approaches open up a variety of opportunities for women and men alike and decrease inequalities (Rajshree, 2016). Finally, gender-sensitive strategies can be used in programmes for males to help them work through issues related to sex, such as masculinity and stresses related to being a boy or man in a competitive society (Van Wormer, 2010).

7.4 Guidelines for Gender Sensitive Strategies

Gender sensitive strategies should ensure that girls are in a safe space free from any verbal, physical, sexual and emotional abuse. Gender sensitive approaches acknowledge that, in some circumstances, it may be necessary to separate girls from adolescent boys because girls are socialised to place others first, especially boys and men, and this stops them from concentrating on their own needs. They need space to focus on themselves (Van Wormer, 2010). Female learners in this study unanimously suggested full or partial separation of boys and girls as a solution to gender-based violence in special schools.

Gender sensitive strategies also recognise developmental differences between boys and girls. These are important in the formulation of strategies that will tap into the interests and strengths of each gender. According to Leduc and Ahmad (2009), strategies to work with boys would be more successful when they offer ways to advance within an organised environment, while programmes for girls would do better when they focus on relationships and assertiveness within relationships. Ideally, gender sensitive strategies should open dialogue between boys and girls to bring shared understanding and respect of each other.

Leduc and Ahmad (2009) argue that gender strategies should be planned with the view that the requirements and interests of female learners and boys are different, but both are important to consider in programme formulation in order to address development and contribute to the development and good of all people. Sensitive gender policies teach females assertiveness, give them a safe space to express anger and boundaries for interactions. Programmes need to assist girls to value their interactions with other females as much as they value their male interactions

(Van Wormer, 2010).

Leduc and Ahmad (2009) further state that gender sensitive strategies must be inclusive of the capabilities and limitations that females face, which are often related to the socio-cultural context. For example, care must be given to tackle trauma when developing gender-sensitive policies. This study found that many female learners have been physically and/or sexually abused. Therefore, successful programmes working with girls need to be prepared to address these issues of previous trauma (Van Wormer, 2010).

7.5 Measures to achieve Gender Sensitivity

Many measures can be used to attain gender-sensitivity. Notably, successful gender sensitive strategies should combine but are not limited to teacher training, school rules and sanctions, classroom curricula, mediation training, individual counselling and materials for parents (Limber et al., 2013). Similarly, gender sensitivity can be attained through the use of different approaches and conducting various sensitisation campaigns, training centres, workshops or programmes (Rajshree, 2016). In this study, I suggest the following gender sensitive strategies to be used in special schools to fight gender-based violence: advocacy and awareness campaigns; partnering with stakeholders; training on handling gender-based violence; strengthening the Life Orientation Curriculum; empowerment of female learners; programmes that address boys; safe reporting systems; and legislation and policies.

7.5.1 Advocacy and Awareness Campaigns in Special Schools

Advocacy and awareness campaigns in special schools targeting staff, learners and parents are necessary. Gender-based violence awareness is the ability to identify problems arising from gender inequality and discrimination. It is the ability to identify gender-based violations even if these are not visible on the surface and are hidden. It includes activist and assertive forms of gender awareness, vigilance that gender issues are not overlooked and persistence that gender issues be addressed. Gender awareness requires not only intellectual effort but also sensitivity and open-mindedness. Findings of this study clearly establish that the understanding and awareness of gender-based violence by both staff and female learners is seriously limited. Gender-based violence awareness and advocacy campaigns in special schools will increase sensitivity to the implications of gender inequality and demand that problems of gender discrimination be identified and addressed in policies and programmes. Campaigns, advocacy

and lobbying can help efforts to prevent violence in schools by raising awareness and promoting better knowledge of children's rights to a safe education (Instituto Promundo, 2014). It is essential to make employees aware of how gender-based violence occurs when there is intellectual disability among the learners as female learners with intellectual disabilities face even further shortcomings due to their disability and the situation many find themselves in (UNESCO, 2013). Women and girls with disabilities often face disproportionately elevated levels of gender-based violence, sexual abuse, negligence, abuse, and exploitation (USAID, 2019a).

Advocacy and awareness campaigns are needed in special schools because, although gender-based violence occurs every day, anytime and anywhere within the special school premises, staff in this study claim that gender-based violence is not serious or is only "minor". This suggests that staff have a limited understanding of gender-based violence and underestimate its impact on the recipients. Staff are also not aware of some forms of gender violations that female learners experience at school. Threats, intimidation and female learners being searched for money and important possessions by gangs of boys happens at school and staff cannot detect these rampant forms of gender-based violence. Awareness and understanding of gender-based violence is crucial in formulating strategies to fight it. If staff are not well informed about gender and power issues, then they will not be able to tackle gender-based violence effectively.

Campaigns, such as the 16 days of activism against gender-based violence, are critical to help increase awareness of abuse. School-based initiatives, such as "stop verbal abuse day" to denounce openly certain types of unacceptable school behaviour, can be useful in combating gender-based violence (Plan International, 2015). Special schools can also do civic awareness campaigns that inform the public about gender-based violence and its consequences for girls. They can also encourage victims of abuse, even community members, to access services outside the school (Brock et al., 2014). This study found that staff address issues of gender-based violence in classes and at assembly. They infuse gender-based violence awareness and prevention in their lessons. The effectiveness of this intervention can be improved if there is a structured deliberate advocacy and awareness programme about gender-based violence.

Awareness initiatives can be in the form of raising consciousness. Staff and learners in special schools can be made aware of the lower status of female learners with intellectual disabilities and the possibilities of raising this status. This can be done through mobilisation, use of posters

and pamphlets. Sharing sessions among female staff and female learners with intellectual disabilities can be arranged to motivate them and enhance their perception of unequal gender relations. This creates an awareness of issues of female learners with intellectual disabilities and the disadvantaged status of women in society in general. To promote awareness around gender-based violence, the Education Department can send instructions and information brochures on gender-based violence to learners and teachers across the whole country (Brock et al., 2014). In addition, DBE can ensure that all learners are informed about their rights and what behaviours are illegal through school support programmes (Brock et al., 2014). It is also essential to ensure that both boys and girls have access to education in human rights, citizenship education, mediation skills preparation and peaceful conflict resolution (UN, 2011).

7.5.2 Partnering with Stakeholders to Fight Gender-based Violence

According to Plan International (2015), addressing gender-based violence is more effective to protect learners with intellectual disabilities if the schools work with the community and link school-based mechanisms to community-based child protection mechanisms. Gender-based violence in and around the school is of great concern, not only for education, but also for social service industries, local groups, those working for gender equality and child protection services (UNESCO, 2015a). Participants of this study recommended partnerships to deal with the scourge. Currently, strategies being implemented by schools in conjunction with other organisations are limited, not available for all learners and not tailor made for learners with intellectual disabilities. In working together, the health sector can provide reproductive health, medical and psychosocial support to gender-based violence victims. Shelters and counselling centres run by independent actors, such as women's and LGBTI organisations, can also offer their services to gender-based violence victims (SIDA, 2015). This study found that special schools have partnerships with community nurses, police officers, therapists, social workers, Teenagers against Drug Abuse (TADA) and local universities to fight gender-based violence. These partnerships ought to be strengthened and expanded.

Partnerships must include local, national and global advocacy groups and coalitions of civil society, study organisations, religious institutions and the private sector, as well as bilateral and multilateral contributors (UNESCO, 2015a). Activities can include school and community-based conferences and other activities from stakeholders (Plan International, 2015). It is also essential to involve women's organisations as they have extensive expertise and experience in

supporting and serving victims of gender-based abuse (SIDA, 2015). An assessment of the "Stop Violence Against Girls in School "(SVAGS) project by Action Aid discovered that clubs operated by qualified women mentors improved the ability of women to recognise and combat abuse (Parkes & Heslop, 2013).

The inclusion of communities and those most affected will ensure success of the programme and its sustainability. Gender sensitive strategies also bolster international co-operation, coordination and sharing of knowledge of good practices, programmes and evidence-based research to end sexual violence against children (UN, 2011). Partnership and collaboration reinforce links between schools and communities and raise awareness of the value of the schools as a community resource. Media can give a better understanding of gender-based violence in schools or among the general public. It can forewarn parents about the nature and negative impact of gender-based violence (UNESCO, 2015b).

Partnerships with civil society organisations and the private sector bring distinct perspectives, skills and resources for addressing gender-based violence. For example, community leaders, government officials and non-governmental organisations can be pressurised to change policy and adhere to the demands of the people (USAID, 2012).

7.5.3 Training on Handling Gender-Based Violence

Participants of this study recommended that training programmes should be offered for staff, parents and learners on gender-based violence. Staff agreed, firstly, to be trained on how to teach learners with special needs and, secondly, to address and intervene gender-based violence in special schools. Successful gender sensitive educational programmes train teachers on gender-based violence issues (USAID, 2012). Teachers who receive such training promote gender-sensitive and inclusive classrooms (Devers et al., 2012). Teachers also increase the practice of child-centred and gender-sensitive teaching methodologies (UNESCO & UN Women, 2016).

Effective gender sensitive educational programmes are those that train teachers about problems of gender-based violence. Training envisaged is around the causes and consequences of this (USAID, 2012). Trained teachers are instrumental in the creation of schools that are inclusive by accommodating different genders (Devers et al., 2012). Such teachers would also be more open to using child-centred and gender-sensitive methodologies of teaching and learning in

their classes (UNESCO & UN Women, 2016). Gender sensitive strategies require that all staff at school be empowered to address gender-based violence in and around the schools (Plan International, 2015). Empowered staff, together with relevant pre- and in-service teacher training programmes and school-based support, can reduce incidences of gender-based violence (UNGEI-UNESCO, 2013). Gender transformative content must be included in teacher training and other school-based orientation forums for teachers and parents. Teachers and existing student support platforms could be the first step in specific training. In addition, to be gender-sensitive, special schools should build a child-friendly and secure atmosphere. This can be complemented by hiring more skilled female teachers, improving their conditions of service, investing in training on children's rights, promoting accountability and developing a code of conduct to address all types of harassment (UN, 2011).

Notably, successful gender sensitive strategies promote partnerships of parents and teachers to prevent and respond to gender-based violence in schools (USAID, 2012). Participants of this study agreed that parents be trained to identify and handle gender-based violence on learners with special needs. Findings show that the training of parents is important as they have to work collaboratively with the teachers and ensure the continuity of what is being taught at school. Similarly, SAPS should give rigorous training for all police officers on how to handle issues of sexual violence generally and sexual violence in schools specifically. Additionally, all Labour Relations Officers tasked with investigating sexual abuse cases should receive thorough and ongoing training in law, policy and procedure (Brock et al., 2014). Finally, accountability mechanisms should be strengthened to ensure that police officers take allegations of sexual abuse in schools seriously and conduct comprehensive and effective investigations (Brock et al., 2014). Similarly, SAPS should provide all police staff with training to handle sexual violence reports from the communities and from the schools. Officers who handle sexual violence should be trained in legislation and guidelines to address gender-based violence (Brock et al., 2014). Finally, accountability should be strengthened to encourage police to carry out their work diligently (Brock et al., 2014).

7.5.4 Strengthening the Life Orientation Curriculum

Participants recommended the strengthening of Life Orientation content and delivery. Life Orientation (LO) is a central subject in responding to gender-based violence. The purpose of this subject is to empower learners to achieve their full physical, intellectual, personal,

emotional and social potential. Life Orientation content ought to assign particular attention to gender issues and ensure that lessons and teaching materials promote gender equality and are sensitive to the needs of learners with intellectual disabilities. There should be curricula modification for Life Orientation for learners and teacher training institutions to include programmes that help participants to recognise and contest everyday acts of abuse (Plan International, 2015). In responding to gender-based violence, the curriculum should include gender analysis, as well as an understanding of different forms of school related gender-based violence that affect learners with intellectual disabilities. The inclusion of sexuality and reproductive health education into Life Orientation can help girls and boys to develop the capacity for healthy and respectful relationships and prevent unwanted and unsafe sex. Curricula that incorporate dialogue about gender-based rights and power dynamics can be particularly effective in empowering female learners (Miske, 2013).

Female learners with intellectual disabilities have less access to informal sources of sex education than their non-disabled peers. The teaching of sex education is generally problematic in most schools as, in most instances, teachers are unwilling to discuss sexual issues with their learners (Ahmed, Flisher, Mathews, Mukoma & Jansen, 2009; Van Rooyen & Van den Berg, 2009). Phasha and Mcgogo (2012) contend that, even at home, parents do not provide useful guidance to girls on sexual issues. The few parents who engage in such discussions with their daughters are likely to be biased and defensive about how things should be done (Phasha & Mcgogo, 2012).

There is a need for a relevant sex education programme for female learners with disabilities, developed in a culturally sensitive way for each individual school (Rousso, 2003). Life Orientation for special schools should be able to address the needs of female learners with disabilities as they need access to both programmes for girls and programmes for female learners with disabilities. These programmes should be designed specifically to address their unique needs (Rousso, 2003). Furthermore, there should be a change of teaching and learning methodologies, content, including textbooks, pedagogy and classroom practices to be gender sensitive and contribute to gender equitable attitudes (UNGEI-UNESCO, 2013). In addition, teaching and learning should be transformed in order to be sensitive to sex equity behaviours (UNGEI-UNESCO, 2013).

7.5.5 Empowerment of Female Learners

Participants recommended that both boys and girls should be empowered to identify and take action against gender-based violence. Phasha and Runo (2017) believe that precedence should be given to empowering female learners by providing them with information and knowledge so that they can make informed choices. This is very important because of the prevalence of sexually transmitted diseases and widespread sexual violence. Initiatives to empower female learners need to redefine masculinity and ideas of manhood (Plan International, 2015). Staff must empower and enable female learners to transform their own lives but this can only be achieved if the teachers act decisively against gender-based violence. Sex education for female learners with disabilities should enable them to detect danger. It is important that empowerment programmes for female learners with disabilities also develop their social skills in a culturally sensitive way (Rousso, 2003).

Findings of this study show a lack of interest in programmes that specifically target female learners with intellectual disabilities. This study reports about a sexuality programme especially developed for learners with autism and intellectual disabilities that is used in special schools. Learners are taught self-identity, about making decisions, sexuality, relationships, health and abuse. Such programmes need to be heightened because women and girls with disabilities are not empowered. A study in Kenya by Phasha and Runo (2017) revealed that, with regards to sexuality education, teenagers with intellectual disabilities are still overlooked. This is against the knowledge that gender equality and women's empowerment are fundamental to ending extreme poverty and promoting resilient, democratic societies.

Women and girls are poised to be the key drivers of progress and growth of society in the future but they need to be empowered through equal rights and equal opportunities (USAID, 2016). Sex education for children with intellectual disabilities has tangible and significant benefits which include social skills, assertiveness, independence, positive behaviour, such as adopting more acceptable expressions of sexuality, as well as a reduced risk of sexual abuse, sexually transmitted infections and unintended pregnancies (DHS, 2014).

Women will be the main drivers of social advancement and development in the future, but they need to be empowered through equal rights and equal possibilities (USAID, 2016). Sex education for female learners with intellectual disabilities has important advantages. It develops social abilities, assertiveness and autonomy. It also increases beneficial behaviours,

such as embracing more appropriate forms of sexuality, as well as a decreased likelihood of sexual violence, sexually borne diseases and unintended pregnancies (DHS, 2014).

7.5.6 Programmes that Address Boys

Gender sensitive strategies must target boys and men. Female learners in this study recommended that teachers implement measures that would discourage the boys from committing violence. Boys must rather fight gender-based violence as allies in gender-based violence interventions. According to USAID (2015), gender sensitive strategies address men and boys' perceptions and behaviours on gender-based violence in their roles as perpetrators, gatekeepers, supportive partners and caregivers. It is critical to engage boys in order to confront damaging social norms and violence. Efforts to work actively with young males to change damaging behaviours decrease gender inequality and deter abuse (USAID, 2015). For instance, the Promundo programme, *Engaging Young Men for Gender Equality*, involves young men and their communities in campaigns, activities and dialogue on manhood (SIDA, 2015).

The Gentlemen's Club and Men's Forum are programmes used by special schools to encourage positive behaviour in boys by providing them with a male role model and engaging them in discussions on issues that affect males. Similarly, in Peru, ReproSalud programmes are used to promote non-violence among men and boys. The programmes have demonstrated positive shifts in attitudes to violence and gender inequality (OECD, 2012). Instituto Promundo and its partners have also implemented promising programmes that use trained teachers and student facilitators to work with boys and young men from secondary schools to promote non-violence and reflect on gender norms in Brazil, India and the Balkans (Barker et al., 2012).

7.5.7 Safe Reporting Systems

The reporting of gender-based violence presents a challenge. It is the most difficult barrier to addressing school-based gender-based violence. It is a complex phenomenon because staff rely on reports to act on gender-based violence and, due to a variety of reasons cited in this study, female learners do not report gender-based violence. Staff reported frustration in reporting to police, with paperwork and policies and because of unclear reporting processes and procedures. Gender sensitive strategies support safe and accessible reporting mechanisms that can help protect the rights and welfare of female learners at special schools (Reilly, 2014).

An open environment that supports dialogue together with safe and effective reporting and response systems encourages female learners to report incidents of violence (UNICEF, 2011). However, the reporting and response mechanisms should be consistent with the Convention on the Rights of the Child (UNGEI-UNESCO, 2013). Reporting mechanisms are instrumental in holding perpetrators of gender-based violence to account. This will also help to ensure that other female learners will not be victimised (USAID, 2009b).

Special schools should provide female learners with confidential counselling, complaint procedures and reporting mechanisms. They should feel free to report violence perpetrated on them or that they have witnessed (UN, 2011). Similarly, school staff should be aware of how to identify cases of violence and know whom to approach and refer cases to. In the case of serious incidents of violence, referrals to police and other authorities should have a clear protocol (UN, 2011). In addition, all staff and stakeholders should be regularly trained to identify violence within the school system (Brock et al., 2014).

Different types of gender sensitive reporting mechanisms that female learners with intellectual disabilities can use should be provided. These may include telephone helplines, chat rooms and online reporting, "happiness and sadness" boxes, as well as school-based focal points, such as teachers (UNESCO & UN Women, 2016). Child Helplines and referral services have been successfully used as a critical first line contact between child victims and protection services in national-level initiatives, such as UNICEF's programme in Côte d'Ivoire (UNICEF, 2011). In Sierra Leone, Family Support Units were established to link police, social workers and health personnel with schools and communities to provide mechanisms for students and their families to report violations and receive support (Reilly, 2014).

Finally, legal, social and psychological support should be available to complement the reporting and responses to gender-based violence (Plan International, 2015). Brock et al. (2014) suggest that incentives can also be used to encourage schools to report teachers who sexually abuse students. A safe space should also be created where staff can report colleagues.

7.5.8 Legislation and Policies

Gender sensitive strategies cannot be successful without the necessary legislation and policies in place. According to Rousso (2003), legislation, policies and penalties for perpetrators should protect female learners with disabilities from violence. To be gender sensitive, there must be a

comprehensive review of all education-related policies in schools to advocate for the inclusion of gender equality and the prevention of gender-based violence in policies and plans. Legislative frameworks should be strengthened to ensure the protection of all children from violence. Institutional arrangements, procedural protocols and codes of conduct must be enforced by policy. These should clearly outline appropriate and proportionate measures on how to deal with school related gender-based violence (Plan International, 2015).

Furthermore, policy interventions and programmes to prevent and respond to school related gender-based violence must be supported by sufficient and credible data from research on the phenomenon. Efforts to fight gender-based violence need to be broad, incorporated, multi-sectoral and long-term (Plan International, 2015). Ideally, policy advocacy must accompany school-focused initiatives. Gender equality and gender-based violence must be the focus of educational strategies and must be integrated in curriculum (Plan International, 2015).

The whole school, students and teachers should have a part in developing and enforcing school rules through the code of conduct. This reduces levels of violence and increases the learners' knowledge of their rights as well as their responsibilities (UNICEF, 2011).

Finally, reliable and up-to-date information about relevant policies and legislation on gender-based violence should be made available to all through various media platforms (UNGEI-UNESCO, 2013). For gender sensitive strategies to be implemented effectively there should be a buy-in from stakeholders. For instance, teachers' trade unions should be part of the initiative to ensure that members are always alerted to the legislation and policies governing sexual violence in schools. Teacher unions could also provide regular training for members on the consequences of sexual violence on the teacher's career and the various disciplinary procedures that may arise (Brock et al., 2014).

7.6 Summary

This chapter has presented possible gender sensitive strategies which serve as guidelines for special schools to use to prevent and stop gender-based violence. The eight gender sensitive strategies suggested above can be used to reinforce and strengthen the strategies that are currently being used to address gender-based violence in special schools for learners with intellectual disabilities. However, for the gender sensitive strategies to work successfully, staff in special schools must be willing to be accountable and responsible for, amongst other things,

the protection, promotion and fulfilment of the rights of female learners to equal opportunities and equal treatment in a school environment which is free of any form of sexual harassment, violence and intimidation.

CHAPTER 8: SUMMARY, CONCLUSION AND RECOMMENDATIONS

8.1 Introduction

This study investigated the situation of special schools catering for learners with intellectual disabilities and how they are responding to gender-based violence with the aim of suggesting gender sensitive strategies to prevent the problem. This chapter firstly revisits and recaps the background of the problem presented in Chapter 1. Secondly, it gives a summary of the findings of the study for each research sub-question presented in Chapter 1. It gives the conclusions of the study and discusses possible obstacles to the undertaking of this study that could have influenced the outcomes. Finally, it presents recommendations for future research.

8.2 Review Summary of the Research Problem

Incidents of different forms of sexual violence that occur in schools continue to make headlines in the media. The background to the study shows that gender-based violence is a problem in special schools catering for learners with intellectual disabilities. The safety of learners is not assured in these schools. The predicament is that these special schools are struggling to respond to gender-based violence which is a universal occurrence. Inherent characteristics of gender-based violence in special schools have continued to be the same over time. Sexual violence against girls in schools is high in both developing and developed countries (Plan International, 2008; UNICEF, 2014).

Equally, gender-based violence is also a major problem in other South African schools that are the major sites for gender-based violence, sexual harassment, sexual abuse and sexual violence. Sexual harassment is mostly perpetrated on female learners by males in schools (Mncube & Harber, 2012). Consequently, some girls fall pregnant, contract sexual diseases, become stressed, develop poor self-esteem or become emotionally withdrawn. Furthermore, gender-based violence often leads to absenteeism and contributes to low achievement causing girls to eventually drop out of school.

Female learners with intellectual disabilities in special schools are also victims of gender-based violence, sexual coercion and harassment. They are likely to experience personal abuse four times more than their non-disabled peers (Human Rights Watch, 2014). Female learners with intellectual disabilities are abused because the perpetrators know that they have difficulty

defending themselves or reporting the abuse. Additionally, their accounts of the abuse are often seen as "naughty" and are dismissed (UNICEF, 2007:19). In this situation, little or no relevant support and risk reduction programmes target female learners with intellectual disabilities. School programmes offer learners with disabilities little training about sexuality matters and teachers often feel unprepared to handle such issues (Phasha, 2009:191). Service providers are also failing to connect intellectual disability and sexual abuse (Phasha, 2009:88).

Gender-based violence is motivated by the desire to punish, demean or intimidate female learners with intellectual disabilities in special schools (UNICEF, 2006:118). Through gender-based violence, inequalities are perpetuated and gender roles are reinforced. Against this background, greater mobilisation against gender-based violence is necessary in schools for learners with intellectual disabilities. The status quo is that special schools are frustrating the potential of females with intellectual disabilities to excel by denying them an enabling environment. Measures against gender-based violence in special schools are mostly limited and irrelevant (UNESCO, 2010). In most cases, DOE programmes target learners in regular schools ignoring schools for learners with disabilities (Phasha & Nyokang'i, 2012b:174). Female learners with disabilities are often excluded from prevention programmes, support services and access to legal redress. There is a shortage of responses aimed at combating gender-based violence in special schools that specifically consider people with intellectual disabilities as a target group (Human Rights Watch, 2015; Human Rights Watch, 2014; Human Rights Watch, 2001; Phasha & Nyokang'i, 2012a; Phasha, 2009). It can therefore be argued that special schools catering for learners with intellectual disabilities are not using the optimum gender-sensitive strategies to try to curb the problem. There is a significant lack of awareness among educators of the processes that are meant to deal with sexual violence in special schools catering for learners with intellectual disabilities. Local branches of the DOE do not know how to respond to sexual violence in schools (SAHRC, 2006).

8.3 Summary of the findings

Findings of this study established that gender-based violence continues to thrive in special schools for learners with intellectual disabilities and that special schools are struggling to respond to it. Findings were presented in five themes that emerged from the study, which are: (a) the nature of gender-based violence; (b) factors that encourage gender-based violence to thrive; (c) schools' responses to gender-based violence; (d) challenges in responding to gender-

based violence in the schools; and (e) strategies for responding to gender-based violence in schools catering for learners with intellectual disabilities. The themes that emerged from the study aligned with the four sub-research questions are presented and discussed below. The main research question was to establish how special schools catering for learners with intellectual disability are responding to gender-based violence.

8.3.1 What is the nature of gender-based violence in schools for learners with intellectual disabilities?

The study established that gender-based violence exists in special schools for learners with intellectual disabilities. The basic ingrained attributes of gender-based violence in special schools has remained homogeneous over the years. It occurs frequently anywhere within the special schools' premises and outside the school in the communities involving learners. As a result, female learners do not feel safe.

Findings show that gender-based violence in special schools for learners with intellectual disabilities occurs in different forms. Physical violence happens more often. Male learners are the perpetrators of most of the gender-based violence and female learners are the victims. Same gender physical gender-based violence is also common in special schools for learners with intellectual disabilities. Sexual violence in the form of inappropriate touching, rape and attempted rape was also reported. Emotional violence occurs in special schools in the form of teasing, name-calling, inappropriate sexual comments, taunting, swearing and intimidation. Harassment in the form of invasion of privacy, searching of female learners' bags and disrespect of female staff was reported in this study.

This study found that gender-based violence in special schools for learners with intellectual disabilities is caused by a variety of factors. The exposure of learners to violence on the media and in the community together with dating and relationships of learners are the main factors that affect gender-based violence. Community members perpetrate gender-based violence on female learners with intellectual disabilities taking advantage of their disability. Dagga, alcohol and drug use amongst teenagers also contributes to gender-based violence. Similarly, dilapidated school infrastructure, including the boundary fence around the school, contributes to gender-based violence. Boys in the school use money to make demands for whatever they want from female learners and maintain power over them. The schools also contributed to the scourge by not fully protecting female learners, rendering them susceptible to gender-based

violence. Some female learners brought gender-based violence upon themselves by seeking attention from boys.

8.3.2 Which forms of responses aimed at combating gender-based violence are in special schools catering for learners with intellectual disabilities?

Special schools for learners with intellectual disabilities follow government policy guidelines such as SIAS. They also use demerit and merit discipline plans to encourage appropriate behaviour around the school premises. The code of conduct is also used to respond to gender-based violence. In lessons and at assembly staff discuss gender-based violence awareness and prevention. Staff also offer one-on-one discussions about gender-based violence to learners who need the service.

Curriculum teaching, particularly Life Orientation (LO), is used to respond to gender-based violence by empowering learners. Learners with intellectual disabilities learn about power relations, masculinity, femininity and gender-differences between men and women. They also learn about human rights violations and prevention of violence against women.

Special schools for learners with intellectual disabilities have special programmes to respond to gender-based violence. Teenagers against Drugs (TAD) prevent the use of dagga, alcohol and drugs by learners. This reduces incidents of gender-based violence. The Gentlemen's Club and Men's Forum are programmes aimed to encourage positive behaviour in boys by providing them with a male figure who serves as their role model. Movie nights and dinners are used to promote positive interactions and foster respect between female and male learners. A sex education programme, especially developed for learners with autism and intellectually disability, is used to teach learners self-identity, making decisions, sexuality, relationships, health and abuse. This is the only programme tailor-made for learners with intellectual disabilities in special schools.

Stakeholders are involved in responding to gender-based violence programmes in special schools for learners with intellectual disabilities but their services are limited and infrequent. Behaviour modification and therapy, run by therapists, are other means by which special schools respond to gender-based violence.

Special schools have a referral system in place. Teachers handle minor incidents or refer them to a grade tutor. Serious cases are referred to SBST via the grade tutor. The SBST or SMT is

expected to take further steps to deal with the cases. Cases of gender-based violence received at special schools are recorded in the book of incidents and SA-SAMS.

8.3.3 What are the factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence?

Staff have many responsibilities and many learners in their classes. Their efforts to respond to gender-based violence are also thwarted by the amount of paperwork that accompanies referrals in the reporting process. This compromises their capacity to respond to gender-based violence, even in reported cases. Staff are also frustrated by the unclear reporting protocols and policies that govern the reporting process. Protocols and policies limit staff intervention on gender-based violence. Generally, staff do not have the necessary knowledge and skills to handle gender-based violence when it gets reported to them. This is worsened by staff not working together as a team in fighting gender-based violence.

A lack of parental support makes it difficult for staff to effectively deal with gender-based violence. Parents do not complement the school efforts to deal with gender-based violence. Furthermore, some learners with intellectual disabilities do not report gender-based violence while others make false reports making it difficult for staff to respond to gender-based violence in special schools.

8.3.4 Which gender sensitive strategies can special schools catering for learners with intellectual disabilities use to prevent the problem of abuse of their learners?

Eight gender sensitive strategies can be used in special schools catering for learners with intellectual disabilities to prevent the problem of abuse. Advocacy and awareness campaigns against gender-based violence can be used targeting staff, learners and parents in special schools for learners with intellectual disabilities. These campaigns would improve the understanding of gender-based violence by both staff and female learners which this study found to be poor in special schools for learners with intellectual disabilities.

Special schools could strengthen and expand partnerships with stakeholders to fight gender-based violence. Gender-based violence in and around schools concerns all stakeholders. Staff should be trained to prevent and respond to gender-based violence in special schools for learners with intellectual disabilities. They should be trained on how to teach learners with special needs and to intervene with gender-based violence in special schools. Training on

gender-based violence should be extended to parents and to pre- and in-service teacher education programmes

Empowerment of both boys and girls should be encouraged as a strategy to respond to gender-based violence in special schools for learners with intellectual disabilities. Learners must be empowered to transform their own lives. There is a disinterest in empowerment programmes that target female learners with intellectual disabilities.

It is important that gender sensitive strategies target boys and men. Engaging men and boys challenge harmful social norms that perpetuate the cycle of violence in special schools for learners with intellectual disabilities. Reporting of gender-based violence must be improved in special schools for learners with intellectual disabilities to make it easy for learners to report cases of gender-based violence and for staff to deal with reported cases. Special schools for learners with intellectual disabilities should ensure that learners have access to confidential counselling, complaints and reporting mechanisms when they are violated at school or at home.

Lastly, legislation and policies should be in place for gender sensitive strategies to be successful. Legislative frameworks should be strengthened to ensure that they explicitly protect all children from violence, including school related gender-based violence. Notably, the codes of conduct must be mandated by policy and effectively enforced.

8.4 Limitations

This study had some limitations; hence the results should be considered in the light of these limitations. Firstly, there is a dearth of literature on gender-based violence in special schools for learners with intellectual disabilities in South Africa. The experiences of female learners with intellectual disabilities are largely undocumented (Plummer & Findley, 2012). The scarcity of information about the abuse of girls and women with disabilities suggests a continued reluctance of society to acknowledge that violence towards this population may be occurring. This is also compounded by the overall devaluation of those with disabilities, and the categorising of women with disabilities as dependent and asexual (Curry et al., 2009). Despite this scarcity though, the literature available about this country provided a significant base to the present study, although it was less than literature from other countries. The inclusion of literature from other African countries and Asia gave a balanced base on which the research was done.

Secondly, whilst the use of only two special schools in the study provided information about the nature of gender-based violence, responses and factors affecting it, the findings cannot be generalised to other schools. This current study was carried out in the Johannesburg Metropolitan region in the Gauteng Province. Manifestation of gender-based violence in other South African schools may be totally different. The nature of gender-based violence, responses and factors affecting it may also be different therefore caution should be exercised when making generalisations to other situations.

Furthermore, the findings of this study cannot be generalised because I collected data from female learners and staff using interviews. If the same interviews were to be held with a different group of participants and the same questions posed, it is possible that different responses would be received. Similarly, if the same questions were asked by another researcher, the same participants may respond differently.

Lastly, the researcher, being a male, could not probe some participants further with the fear of making them uncomfortable. Since this was a sensitive topic, the researcher felt that it was not necessary to probe all female learners and to make follow-up questions especially when they had to relate issues involving sex and rape. In some instance, I would make sense of the information that I had collected to make conclusions.

8.5 Summary

This concluding chapter to my thesis presents a recap of the background of the problem presented in Chapter 1 that indicates that gender-based violence is a problem in special schools catering for learners with intellectual disabilities. The character of gender-based violence in special schools has remained consistent over time indicating the failure of the way special schools are responding to the scourge. The summary of the findings of the study aligned to each of the research sub-question in Chapter 1 is given in this chapter. Research sub-questions are aligned to the findings that are presented in the five themes that emerged from the study. The main research question was to establish how special schools catering for learners with intellectual disability are responding to gender-based violence. In this chapter, I also discuss four possible obstacles to the undertaking of this study that could have influenced the outcomes. Finally, below I present four recommendations for future research in line with themes of the findings of the study

8.6 Recommendations

Further research is recommended in the following:

8.6.1 The nature of gender-based violence in schools for learners with intellectual disabilities

Findings of the study indicated that gender-based violence exists in special schools for learners with intellectual disabilities. The inherent features and character of gender-based violence in schools for learners with intellectual disabilities has remained consistent over the years. These findings relate to the situation of only two cases of urban schools in Johannesburg, Gauteng, hence, the findings cannot be fully generalised to other situations without caution. Results do not allow for the generalisation of the findings to other districts within the regions of the Gauteng Province or the whole of South Africa. South Africa has a total of nine provinces. The study concentrated only on the Johannesburg region of Gauteng Province. This means that other regions in the various provinces might have different experiences and view gender-based violence in a different light. I recommend that similar studies be done in more than two schools or in other special schools, for instance, in other countries, provinces or rural areas. I also recommend that a mix of qualitative and quantitative methodologies be used and that parents be involved in the study. This would enhance further understanding of the gender-based violence in schools for learners with intellectual disabilities from a broader perspective. It will also lead to more conclusive generalisations. This would enhance the soundness of the present research in terms of the transferability of findings.

8.6.2 Special schools' responses to gender-based violence against learners with intellectual disabilities

Measures against gender-based violence in schools catering for learners with intellectual disabilities do exist but school related gender-based violence continues to be a serious barrier to the education of female learners with intellectual disabilities. This indicates that the responses to the violence are failing. I recommend that further investigations be done on specific interventions, such as SIAS policy, to establish why they are failing. This study found that teachers are not sure how SIAS works and they are generally disinterested in it.

8.6.3 Parental involvement

Like many other studies, this study found that a lack of parental support makes it difficult for staff to effectively deal with gender-based violence. Parents do not make efforts to complement the schools' efforts in dealing with gender-based violence. Parents refuse to come to school when they are called for issues that involve their children. Some parents have even given up on their children. I recommend that studies should be conducted to investigate practical solutions that will enhance the involvement of parents in special schools' initiatives. These solutions need to be relevant to the particular school situations.

8.6.4 Factors affecting the responses of special schools catering for learners with intellectual disabilities to gender-based violence

It is important to understand that the drivers of gender-based violence in special schools catering for learners with intellectual disabilities keep changing over time. Findings showed a difference in the causes of gender-based violence described by female learners and those described by staff. This indicates a gap or a lack of knowledge about the drivers of gender-based violence in schools today. I recommend ongoing studies that will continually inform policy makers and schools managers about the new drivers of gender-based violence in schools so that they can plan their responses appropriately.

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Annexure A: Approval Letter from Gauteng Department of Education

education
Department: Education
GAUTENG PROVINCE

For administrative use:
Reference no. D2012/231

GDE RESEARCH APPROVAL LETTER

Date:	8 March 2012
Validity of research Approval:	6 February 2012 to 30 September 2012
Name of Researcher:	Professor T.N. Phasha
Address of Researcher:	P.O. Box 55714
	Arcadia
	0007
Telephone Number:	012 429 8748 / 076 473 0402 / 082 877 4001
Email address:	phashnt@unisa.ac.za
Research Topic:	Sexual violence in schools for learners with special needs
Number and type of schools:	13 LSEN schools
District/s/HO	Johannesburg South; Tshwane North; Tshwane South; Ekurhuleni East and Ekurhuleni West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.* 1

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Dr David Makhado 2012/03/12

Director: Knowledge Management and Research

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Annexure B: Letter of Ethics

Letter from the Ethics Committee, University of Johannesburg

UNIVERSITY of JOHANNESBURG

ETHICAL CLEARANCE

20 October 2008

Dear Dr Phasha

Ethical Clearance Number: 221a/20/10/08

Re: Ethical Approval for

The problematic of care and support for sexually victimised individuals with intellectual disabilities

The FAEC has decided to

Options	Decision marked X
approve the proposal	X
provisionally approve the proposal with recommended changes	
recommend revision and resubmission of the proposal	

Sincerely,

Professor B. Smit
Chair: FACULTY ACADEMIC ETHICS COMMITTEE

185

Open Rubric

Annexure C: Approval Letters from Gauteng Department of Education District Offices

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Enq: Gugu Khumalo
Tel: 011 666 9066

TO : **The Principal**

FROM : **Mr. Mnyamezeli Ndevu**
District Director

DATE : **13. 02. 2018**

PURPOSE : **Research Permission**

Dear Colleague,

Kindly be informed that Mr Samuel Satuku who is currently registered with the University of South Africa will be conducting research in your school and the topic is: Sexual violence in schools for learners with special needs.

Participants will be informed that being part of the study is voluntary and that they would have the right to withdraw from this study, without penalty, at any stage of the research.

It would be appreciated if the research report was forwarded to the district in order for the district office to attach meaning.

Hope for a positive outcome at the end of the research.

Thanking you for your cooperation.

Yours Faithfully

13/02/2018

Mr. Mnyamezeli Ndevu.
Johannesburg East District Director

OFFICE OF THE DISTRICT DIRECTOR: JOHANNESBURG EAST
142 Fourth Street, Parkmore, Sandton 2146
Tel: (011) 666-9002 | Email: Mnyamezeli.Ndevu@gauteng.gov.za
www.education.gpg.gov.za | Call Centre: 0800000789

Johannesburg West Department of Education District Office

December - January

Dear Sir/Madam,

Re: Permission to Conduct Research

My name is Samuel Satuku, a doctoral student in the Department of Inclusive Education at the University of South Africa, under the supervision of Prof T.N Phasha. The topic of my research is: **Response to gender-based violence: The situation with special schools catering for learners with intellectual disabilities in Johannesburg.**

The study aims to investigate how special schools catering for learners with intellectual disabilities are responding to gender-based violence. The intention is to suggest gender sensitive strategies which special schools catering for learners with intellectual disabilities can use to prevent the problem of abuse. I intend to encourage special schools to be more inclusive in their role by responding appropriately to gender-based violence.

I wish to do this research in special schools situated in the Johannesburg. I am requesting permission to conduct this study in your District at your schools. I am particularly interested in inviting learners of the range 11-16 years. I will collect data from your school documents, staff and learners. Selected staff and learners will be interviewed individually face to face.

I will be considerate of all ethical issues and that my research will not pose any physical threat to the participants. I will verbally and in written form provide participants with all the details of the study, with research methods explained to them. I will assure them that neither their names nor their schools will appear anywhere in the documentation, and that only pseudo names will be used.

For safety of the participants all the interview sessions will be conducted in the school vicinity only. The duration of the interview session will be 60-90 minutes in the afternoons. The purpose and benefits of this research will be explained to participants and a copy of the proposal will be provided to your office. Participation to the study will be voluntary without any pay. All the participants will be informed

about their rights to withdraw at any time during the research process if they decide to, and there would be no negative consequences for that. The information obtained from the study will only be shared with the supervisors. The interview sessions will be tape recorded for my use later but with participants' permission and consent. Information will further be repeated verbally before any form of data collection to ensure that they understand their rights and what they are committing themselves to. There will also be an opportunity for participants to ask questions about any matter related to the research.

All the tapes will be kept in a safe place, and will be destroyed after submission of thesis.

Since this topic is sensitive and may evoke the emotions of some learners, I will arrange with school counselling teams to attend those affected. I will also provide toll free numbers for specialised counselling. I have enclosed my details and address for your response to this request.

Your acceptance of this study will be highly appreciated.

Yours faithfully,

Samuel Satuku (Student Researcher)
Contact Details: Mobile 0792476057/0781654110
Email: samuelsatuku@gmail.com

Reply Slip

I D. Tshabalala the District Official

of JW District. hereby

give permission to **Mr Samuel Satuku** to conduct his research at the proposed schools in my District .

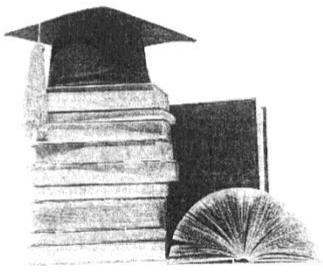
Signature D.Tshabalala.

Date 30/11/2017

GAUTENG DEPT OF EDUCATION
JOHANNESBURG WEST
D12
30 NOV 2017
P.O. BOX 1995, FLORIDA 1710
TSIBE LEZENFUNDO LASE GAUTENG
LEFAPHA LA THUTO LA GAUTENG

Annexure D: Code of Conduct Sizanani School

CODE OF CONDUCT



1 | Page

Index:

1. Introducation
2. Legislative Framework
3. Vision
4. Mission
5. Preamble
6. Definitions
7. Objective of the policy
8. Review
9. School Times
10. Procedures For Handling Late-Comers and Detention
11. School Fees
12. Hostel Fees
13. Computer
14. School Rules
15. Girls Uniform
    a. Shoes
    b. Socks
    c. Tunic
    d. Top
    e. Winter wear
    f. Blazers & Ties
    g. Jewellery
    h. Hair
    i. Ethnic Hair
    j. Make Up
    k. Sports Clothes
16. Boys' Uniform
    a. Shoes
    b. Socks
    c. Belts
    d. Shirts
    e. Blazers & Ties

Index: (Continued)

f. Winter wear
g. Jewellery
h. Sports Clothes
i. Hair
j. Shaving

17. Behaviour
a. General Behaviour
b. Classroom Behaviour

18. Bounds

19. School Attendance

20. School Bags

21. Stationery

22. Homework

23. General
a. Change of address / Telephone numbers
b. Newsletter
c. Breakfast
d. Lunch
e. Valuables

24. Teenage Pregnancies

25. Sexual Abuse and Pornographic Materials

26. Discrimination

27. Violence and Drug free measures for school safety.

28. Weapons / Dangerous Objects

29. Searches

30. Responsibilities of Educators

31. Responsibilities of Parents

32. Disciplinary Committee

Index: (Continued)

33. Violation of roles and procedure on misconduct.

34. Suspension

35. Important Numbers
    a. Sanca
    b. Sanca Soweto
    c. Youth Worx
    d. First Step
    e. The GAP
    f. Crescent Clinic
    g. Horizon Clinic
    h. Houghton House Recovery Clinic
    i. Sharp

36. Drug Programme Emphasis

37. Learner Support Programme Goal

38. Signatures

Annexure E: Code of Conduct Mphendulo School

CODE OF CONDUCT FOR LEARNERS

INTRODUCTION

This **Code of Conduct** is aimed at establishing a disciplined and purposeful environment to facilitate effective education and learning at our school.

It is meant to inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. It sets the standards of moral behavior for learners and equips them with the expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens.

It promotes the civic responsibilities of the school and seeks to develop leadership.

The main focus of this **Code of Conduct** is positive discipline. It is not punitive and punishment oriented but facilitates constructive learning.

The **Code of Conduct** clarifies and promoted the roles and responsibilities of various stakeholders in the creation of a proper learning environment in our school. It is therefore imperative that all key stakeholders in our school must be committed to it despite its being directed specifically at learners.

RIGHTS AND RESPONSIBILITIES OF LEARNERS

School and classroom rules

School rules shall be designed to regulate the general organization of the school, and the relationships between the Principal, educators and learners. Also, classroom rules shall be designed specifically to give effect to relationship between educators and learners in the classroom.

Learners must be involved in the formulation of school and classroom rules and must conform to such rules. These rules shall be consistent with the overall **Code of Conduct.**

Annexure F: Demerit System Sizanani School

THE DEBIT POINTS SYSTEMS (NEGATIVE RE-INFORCEMENT) FOR 2018

NO	DESCRIPTIOIN	POINT
	SCHEDULE 4 (HEADMASTER + DEPUTY + SGB +THERAPISTS (DISCIPLINARY HEARING)	
1	Possession / use of drugs or weapons at school	-200
2	Sexual harrassment / Rape (Phone SAP)	-200
3	Theft	-200
4	Malicious vandalism (major damage to property)	-200
5	Serous fighting (assault + injury)	-200
6	Possession / use of alcohol at school	-200
7	Pornography (possession and / or distribution)	-200
8	Fraud documents / fake letters / money / reports etc	-200
9	Insubordination / rank defiance / insulting or threating a teacher	-200
10	Discriminatory - racist / gender / HIV / Disability	-200
11	Gambling	-200
	SCHEDULE 3 (DISCIPLINARY HEARING / HEADMASTER THERAPISTS/DEPUTY / HOD AND SGB)	
12	Dishonesty / cheating in test / exam	-50
13	Engaging in public indecency	-50
14	Bullying / threating to assault / intimidating behaviour / Aggressive behaviour	-50
15	Failure to attend detention	-50
16	Smoking / being in possession of cigarettes	-50

	SCHEDULE 2 (TUTOR INTERVIEW WITH PARENTS / TEACHERS)	
17	Truancy from school	-50
18	Unacceptalbe behaviour (at school / in busses / in public / disturbing class)	-50
19	Failure to attend a schedules sport / class / cultual practice or match	-50
20	Selling of goods on school premises	-50
21	Learners out of bounds	-50
22	Not attending detention on Fridays	-50
23	Truancy from class / centre	-50
24	Swearing / insulting language	-50
25	Rudeness / being impolite	-50
26	Disobedience / Insubordination	-50
27	Untidy hairstyle	-50

NO	DESCRIPTIOIN	POINT
	SCHEDULE 1 (EDUCATORS)	
28	Disruptive behaviour	-30
29	Arriving late for school	-30
30	Minor theft	-30
31	Dishonesty / lying	-20
32	Copying of homework	-20
33	Failure to attened class detention	-20
34	Shouts through windows to disturb class	-20
35	Opening door of class to disturb class	-20
36	Arriving late for class / centre	-20
37	Walking around without a permission note	-20
38	Disobeying RCL Member	-20
39	Being unshaven	-20
40	Books / overall materials or stationery left at home	-20
41	Not wearing the correct uniform	-20
42	Walkman / cellphone (confiscated to be returned end of year)	-20
43	Homework / classwork not done	-20
44	Littering	-20
45	Absent without a letter	-20

CORRECTION RESPONSE FOR NEGATIVE POINT
Schedule 4 - Disciplinary / hearing / SAPS / SBST /THERAPISTS Suspension and / or expulsions (immediate detention) SGB
Expulsions (immediate detention)
Schedule 3 - Principal + Deputy Therapists (Immediate detention)
Expulsions (immediate detention)
Schedule 2 - Parent interview / Register Teacher
Schedule 1 - Class Teacher intervetnion

	RESPONSE
-30	Phone parents - Register teacher, inform parents via detention letters
0	Phone parents - Register teacher, inform parents via detention letters (interview schedule)
-100	Disciplinary Committee Hearing

Ref: Education law and policy handbook (1999)

NOTES	NOTES

[redacted]

THE CREDIT POINTS SYSTEMS (POSITIVE RE-INFORCEMENT) FOR 2018

CATEGORY			RESPONSES FOR POSTIVE POINTS	
NO	DESCRIPTIOIN	POINT		
	CATEGORY A		A.	100
46	Selected as RCL Executive member (Once a year)	80 +	B.	200 - Certificate
47	Selected as RCL member (Once a year)	60+	C.	300 - Certificate / Civvies (Following day)
48	RCL duties performed well (quarterly)	60+	D	400 - Certificate / Tuck Shop voucher of R10.00
	CATEGORY B (PRINCIPAL, DEPUTY AND HODS')		E	500 - Certificate / Tuck Shop voucher of R20.00
49	Identification and information of offender/s	50+	F	600 - Certificate / Tuck Shop Voucher of R30.00
50	Community service	50+	G	700 - C.N.A Voucher - R40.00
	CATEGORY C (COACHES: SPORT + CULTURAL)		H	800 - C.N.A Voucher - R50.00
51	Selected for a provincial team	60+	I	900 - C.N.A Voucher - R80.00
52	51	60+	J	1000 - C.N.A Voucher - R100.00
53	Representing a school team in sport	30+	K	1100 - C.N.A Voucher - R120.00
54	Participating in a cultural event	30+	L	1200 - C.N.A Voucher - R140.00
	CATEGORY D (EDUCATORS)		M	1300 - C.N.A Voucher - R160.00
55	100% Attendance for a term	50+	N	1400 - C.N.A Voucher - R180.00
56	Scholar Patrol (per term)	50+	O	1500 - C.N.A Voucher - R200.00
57	No yellow slips received (quarterly)	40+		**NOTES**
58	Selected as register class monitor	30+		
59	Detention done	30+		
60	Determination / academic perseverance (per cycle)	30+		
61	Highest marks in term test / exam / project / assignments	30+		
62	Extra ordinary assistance	30+		
63	Good / improved behavours (quarterly)	20+		
64	70% in test (class test)	20+		
65	Trustworthy / Honesty	20+		
66	Good manners / consistently polite behaviour (quarterly)	20+		
67	Neatness in dress	20+		
68	Improvement of work / marks (quarterly)	20+		
69	Learning Area average above 60%	20+		
70	Work handed on time	20+		
71	Effective use of diary (weekly)	20+		
72	Neatness in school work	10+		
73	Return slips / Payment infor / Admissions form	10+		
74	Helpfulness (per week)	10+		
75	Resources brought from home	10+		
76	Punctuality (Register teacher) (Quarterly)	10+		

Annexure G: Life Orientation Book

education
Department: Education
GAUTENG PROVINCE

LIFE ORIENTATION

GRADE 10

WORKBOOK

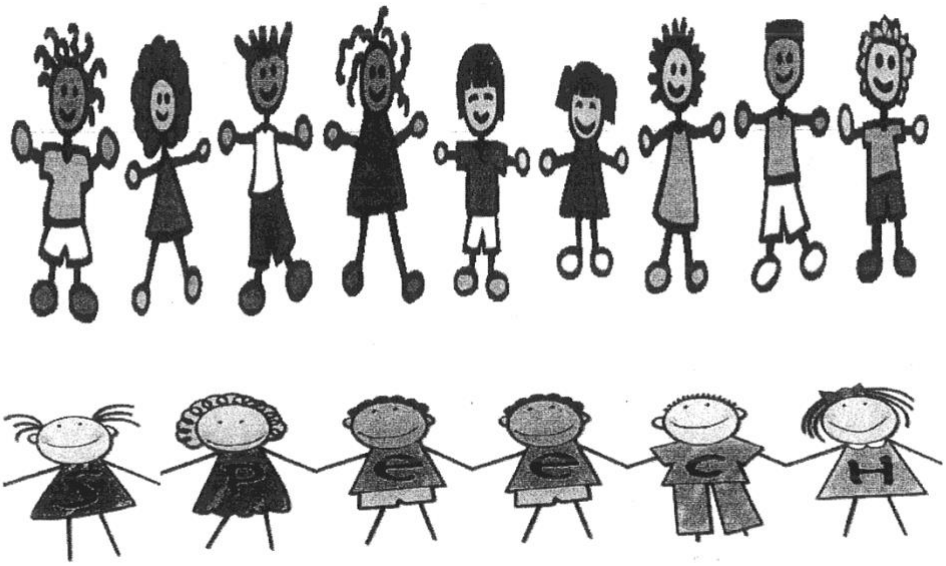
TERM 1

2018

TOPIC: DEVELOPMENT OF SELF IN SOCIETY

SUBTOPIC: STRATEGIES TO DEVELOP SELF - AWARENESS, SELF - ESTEEM AND SELF – DEVELOPMENT

NAME AND SURNAME OF A LEARNER

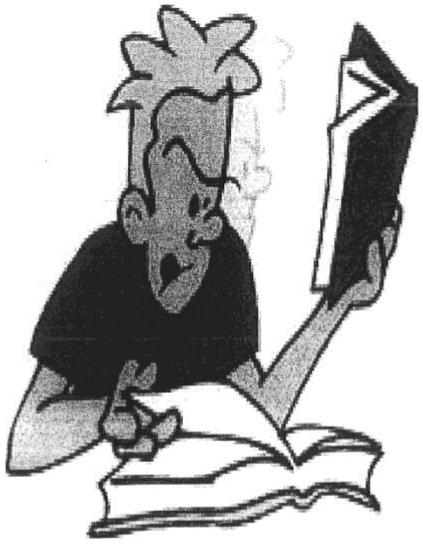


1

INDEX

MODULE 1

1. Development of self in society
    a. Strategies to develop self – awareness, self-esteem and self – development.
    b. Power, power relations and gender roles.
2. Career and career choices
3. Democracy and human rights
    a. Human rights concepts
4. Participating in sport.
    a. Benefits and outcomes of participating in sports.



Annexure H: Special Programmes

HIV/AIDS and Sexuality Education Programme

for learners with
Intellectual Disabilities and Autism

Programme for the

Senior Group (Ages 14—21 years)

TEACHER'S GUIDE

Developed by

TRAINING WORKSHOPS UNLIMITED:
Training Department: Santie Terreblanche

Based on the outcomes of the
HIV/AIDS Lifeskills and Sexuality Education
Primary School Programme,
Western Cape Education Department
With permission from and as commissioned by Mr. Peter Fenton

June 2004

HIV/AIDS and Sexuality Education Programme

for learners with
Intellectual Disabilities and Autism

Senior Group (14-21 years)

Teacher's Guide

Annexure I: Sample letters

Sample letter to School Principals

November - December

Dear Principal,

Re: Permission to Conduct Research

My name is Samuel Satuku, a doctoral student in the Department of Inclusive Education at the University of South Africa, under the supervision of Prof T.N Phasha. The topic of my research is: **Responses to gender-based violence: The situation with special schools catering for learners with intellectual disabilities in Johannesburg, South Africa**

The study aims **t**o investigate how special schools catering for learners with intellectual disabilities are responding to gender-based violence. The intention is to suggest gender sensitive strategies which special schools catering for learners with intellectual disabilities can use to prevent the problem of abuse. I intend to encourage special schools to be more inclusive in their role by responding appropriately to gender-based violence.

I wish to do this research in schools situated in the Johannesburg. I am requesting permission to conduct this study at your school. I am particularly interested in inviting learners of the range 11-16 years. I will collect data from your school documents, staff and learners. Selected staff and learners will be interviewed individually face to face.

I will be considerate of all ethical issues and that my research will not pose any physical threat to the participants. I will verbally and in written form provide participants with all the details of the study, with research methods explained to them. I will assure them that neither their names nor their schools will appear anywhere in the documentation, and that only pseudo names will be used.

For safety of the participants all the interview sessions will be conducted in the school vicinity only. The duration of the interview session will be 60-90 minutes in the afternoons. The purpose and benefits of this research will be explained to participants and a copy of the proposal

will be provided to your office. Participation to the study will be voluntary without any pay. All the participants will be informed about their rights to withdraw at any time during the research process if they decide to, and there would be no negative consequences for that. The information obtained from the study will only be shared with the supervisors. The interview sessions will be tape recorded for my use later but with participants' permission and consent. Information will further be repeated verbally before any form of data collection to ensure that they understand their rights and what they are committing themselves to. There will also be an opportunity for participants to ask questions about any matter related to the research.

All the tapes will be kept in a safe place and will be destroyed after submission of thesis.

Since this topic is sensitive and may evoke the emotions of some learners, I will arrange with school counselling teams to attend those affected. I will also provide toll free numbers for specialised counselling. I have enclosed my details and address for your response to this request.

Your acceptance of this study will be highly appreciated.

Yours faithfully,

Samuel Satuku (Student Researcher)

Contact Details: Mobile 0792476057/0781654110

Email: samuelsatuku@gmail.com

Reply Slip

I ……., the principal of…….……hereby give permission to **Mr Samuel Satuku** to conduct his research at my school.

Signature…….
Date…….

Sample Letter to Parents/Guardian

November - December

Dear Parents/Guardian

Re: Permission to Collect Data

The topic of my research is: Responses to gender-based violence: The situation with special schools catering for learners with intellectual disabilities in Johannesburg, South Africa

The study aims **t**o investigate how special schools catering for learners with intellectual disabilities are responding to gender-based violence. The intention is to suggest gender sensitive strategies which special schools catering for learners with intellectual disabilities can use to prevent the problem of abuse. I intend to encourage special schools to be more inclusive in their role by responding appropriately to gender-based violence.

Data will be collected from in-depth interviews of (8 -10 learners) of age range 11 to 16 years. The interviews will be kept confidential and only pseudo names will be used instead of their real names, and that of their schools. All the interview sessions will take place in the school vicinity for the safety of the learners and the researcher. Participants have the right to withdraw at any stage of the interview or skip any questions they feel uncomfortable to answer, without any negative consequence. The language used will be English, but those who want to use their home language will be allowed to do so. The interview will be audio taped only with the participants' permission for remembrance purposes. A copy of the letter from the Department of Education and the proposal with all the details of this study will be available at the principal's office for clarification of the study. The duration of the interview sessions will be between 60-90 minutes, depending on participants wish to talk and any breaks.

All the information obtained from this study will be used for this research purposes only. The tapes will be kept in a lockable safe place and will be destroyed after the end of the study. Participation in the study is voluntary without any pain. Since this topic may evoke the emotions of some learners, we will refer such cases to the school counselling team to provide counselling to those who might need it. I will also provide toll free numbers and other sources for free counselling sessions

If you choose the above child to participate in this study, please both you and the child should sign on the informed consent form enclosed in the learners' letter. Learners' participation in this study will be highly appreciated.

Thanking you in anticipation.

Yours faithfully,

Samuel Satuku (Student Researcher)

Contact Details: Mobile 0792476057/0781654110

Email: samuelsatuku@gmail.com

Sample Letter to the Learners

November - December

Dear Student /Learner

Re: Permission to Collect Data

My name is Samuel Satuku and I am a doctoral student in the Department of Inclusive Education at the University of South Africa, under the supervision of Prof T.N Phasha. The topic of my research is: **Responses to gender-based violence: The situation with special schools catering for learners with intellectual disabilities in Johannesburg, South Africa.**

The purpose of this study aims is **t**o investigate how special schools catering for learners with intellectual disabilities are responding to gender-based violence. The intention is to suggest gender sensitive strategies which special schools catering for learners with intellectual disabilities can use to prevent the problem of abuse. I intend to encourage special schools to be more inclusive in their role by responding appropriately to gender-based violence.

I wish to request for your permission to be one of the participants in this study in your school. I intend to explain verbally and in written the purpose and benefits of this study to you as a participant for more clarity of the topic. Details about the study will be available at the principals' office. The language of communication will be English, but a translator will be availed for those learners who would want to use their local language. The study will be conducted face to face. The in-depth interviews sessions will take between 60-90 minutes. I will carry the in-depth interviews at least once, but in some cases I will carry it twice or even three times, for clarification. However, there will be a debriefing in the beginning, pilot-interview session, and at the end of the interviews for confirmations or feedbacks by participants.

For confidentiality and anonymity your real names and those of your school will not be used, instead fictitious names will be used. All the information obtained in this study will only be used for research purposes and shared with the supervisors. For your safety and mine, all interview sessions will be conducted in the school vicinity. Participation in this study is voluntary without pay. You have the right to withdraw or skip any questions you feel uncomfortable with, without any negative consequences. There is no wrong or right answers

and you are free to ask any questions or give comments that will assist in the study. I also request for the use of a translator and a tape recorder for my remembrance of the discussion, but only with your permission. All the information recorded will be kept in a safe lockable place and will be destroyed after submission of the thesis.

Since this topic is sensitive and could evoke emotions among participants, I have arranged with school counselling team, nurse and the social worker to provide counselling to those who will need it. I will also provide toll free numbers for call centres that offer free counselling on sexual violence. I am requesting you to complete the consent form and return to your registered teacher.

Thanking you in anticipation.

Yours faithfully,

Samuel Satuku (Student Researcher)

Contact Details: Mobile 0792476057/0781654110

Email: samuelsatuku@gmail.com

Annexure J: Learner Consent Form

I……. have read about this study and I am satisfied with the detailed explanations . I agree to the use of the interpreter and to be audio taped. I also fully understand that the participation in the study is voluntary, and that I can withdraw at any stage without any negative consequences. I am a willing/Not willing candidate to participate in the research

Child Signature: ……

Parent Name: …….

Signature: …….

Date: ……

Annexure K: Participants in the study

Table 1a: List of all Participants of the Study

School	Female Learners	Principal	Deputy Principals	LO Teachers	Therapist (SBST/SMT)
Mphendulo	7	0	1	2	0
Sizanani	8	1	1	1	3
Total	15	1	2	3	3

Table 1b: List of Staff Participants Mphendulo School

Designation and Name	Sex	Age	Teaching Qualifications	Teaching Experience in Years	Subjects Taught
D/Principal Ms Mashiane	Female	52	BEd Hons, DipEd	23	None teaching
Tr PL1 Ms Mlotshwa	Female	44	BEd Hons	9	LO
Tr PL1 Ms Baloyi	Female	56	BEd Hons	27	LO

Table 1c: List of Female Learner Participants Mphendulo School

Name	Grade Level	Age in years	Years at School
Learner 1 Zodwa	10	17	3
Learner 2 Ipelenge	10	17	3

Learner 3 Dudu	11	18	3
Learner 4 Lerato	11	18	4
Learner 5 Banele	10	17	2
Learner 6 Khanyile	11	19	2
Learner 7 Boikanyo	10	17	1

Table 1d: List of Staff Participants Sizanani School

Designation and Name	Sex	Age	Teaching Qualifications	Teaching Experience in Years	Subjects Taught
Principal Ms Khumalo	Female	52	BE Hons, DipEd	25	None teaching
D/Principal Mr Maseko	Male	55	BE Hons, DipEd	24	None teaching
Tr PL1 Ms Beyers	Female	29	BEd Hons	5	LO
OT Ms Ferreira	Female	45	BSc OT Hons	15	OT
Psychologist Ms Govender	Female	35	BA Hons	7	PSY
Counsellor Mr Ngcobo	Male	27	BA Counselling	25	SW

Table 1e: List of Female Learner Participants Sizanani School

Name	Grade Level	Age in Years	Years at School
Learner 1 Thabisile	11	19	3
Learner 2 Modiegi	11	18	3
Learner 3 Paballo	10	17	3
Learner 4 Sinozulu	10	18	3
Learner 5 Ntsako	10	17	3
Learner 6 Banele	10	17	2
Learner 7 Bongiwe	11	18	2
Learner 8 Keletso	10	17	2

Annexure L: Editor's letter

Barbara Shaw
Editing/proofreading services
18 Balvicar Road, Blairgowrie, 2194
Tel: 011 888 4788 Cell: 072 1233 881
Email: bmshaw@telkomsa.net
Full member of The Professional Editors' Group

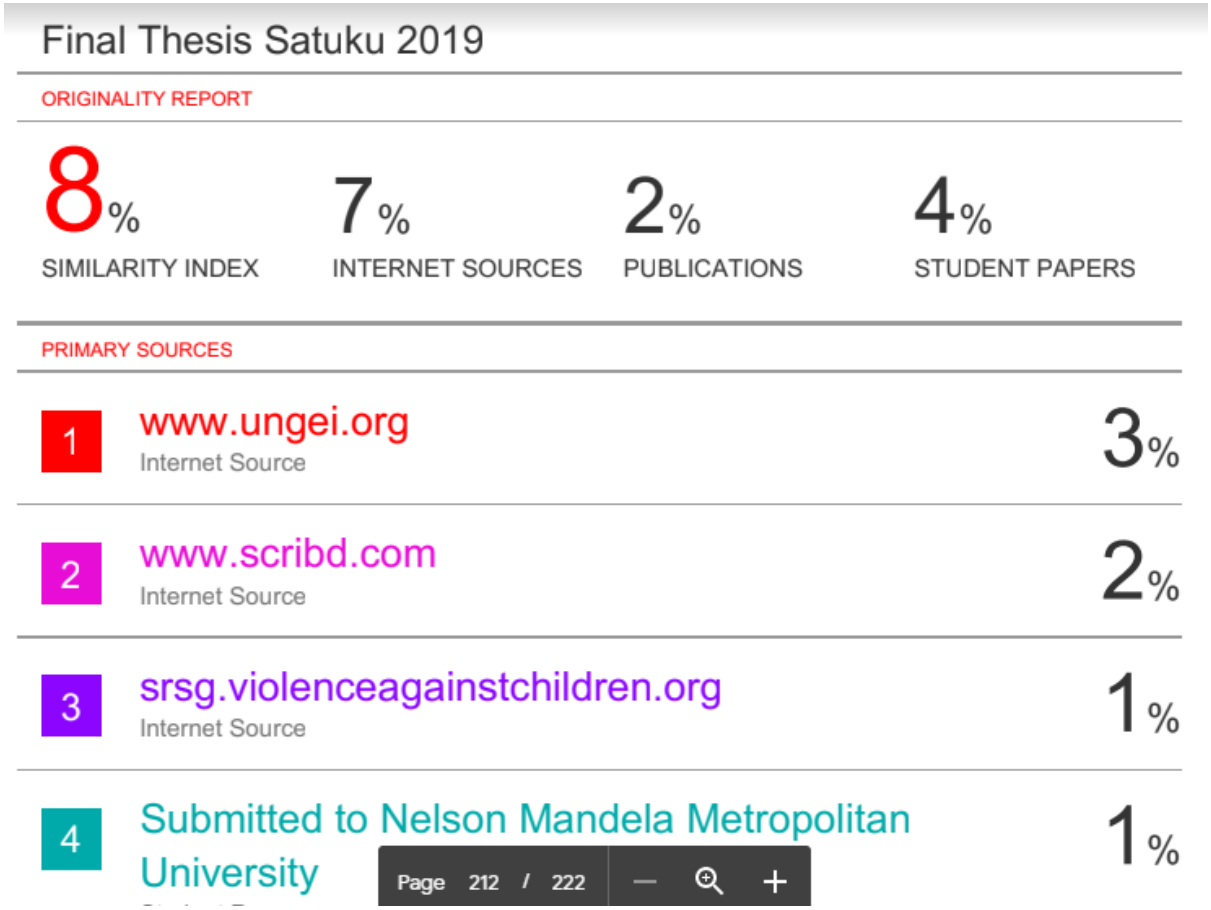
To whom it may concern

This letter serves to inform you that I have done language editing, reference checking and formatting on the dissertation **Responses to Gender-Based Violence: The Situation with Special Schools Catering for Learners with Intellectual Disabilities in Johannesburg, South Africa** by **Samuel Satuku**.

Barbara Shaw

9th October, 2019

Annexure M: Turnitin report



Final Thesis Satuku 2019

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Page 212 / 222