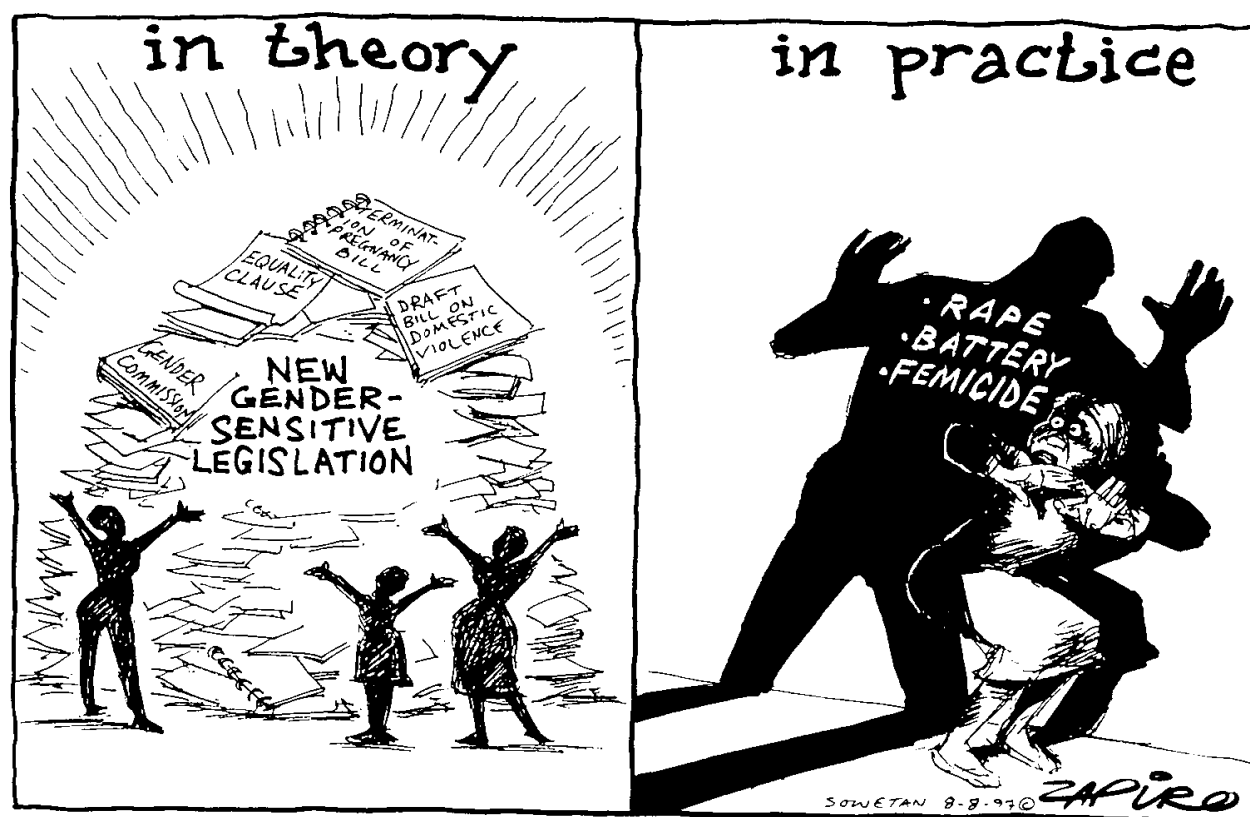


# What do we want to tell our children about violence against women?



Cartoon by Zapiro, Sowetan 8<sup>th</sup> August 1997  
And reproduced in *Reclaiming Women's Spaces: New Perspectives on Violence Against Women and Sheltering in South Africa*,  
Nisaa Institute for Women's Development, May 2000, p 101

## EVALUATION REPORT FOR THE PROJECT DEVELOPING A MODEL 'GENDER AND CONFLICT' COMPONENT FOR THE PRIMARY SCHOOL CURRICULUM

A Project facilitated and managed by the School of Public Health, University of the Western Cape – in association with The POLICY Project and The Rural AIDS & Development Action Research Program (RADAR).

June 2001

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**OPEN SOCIETY FOUNDATION FOR SOUTH AFRICA**

## Introduction

Recent years have witnessed the growing recognition of gender-based violence (GBV) as a critical public health issue affecting the health and well being of women and girls. The reproductive health consequences of such violence have been well documented, and increasingly, the links between GBV and vulnerability to HIV/AIDS is being recognized at policy levels. In South Africa, a recent Human Rights Watch Report has drawn attention to the high levels of sexual violence experienced by girls in school, and called for concerted action to address this hidden crisis.

It is within this context that teachers, educators and the public health community are faced with the challenge of addressing gender-based violence in schools. Although other sectors (such as Health and Justice) are recognized points of intervention, there is little experience to guide the Education sector in this regards. In response to this challenge the Public Health Programme at the University of Western Cape developed, implemented and evaluated a pilot project to incorporate the issue of gender-based violence into the primary school curriculum.

In late 2000 two training models - a 'whole school' approach and a 'train the trainer' approach were evaluated among a group of five schools in Mitchells Plain, a district within the City of Cape Town. Participating primary school teachers attended a 'master' training programme (8 two-hour sessions) & were provided with accompanying teaching materials for use in the classroom setting. The training focused on identifying and challenging teachers' own knowledge and attitudes regarding gender and GBV, reflecting on the messages they were sending to students, and identifying strategies for addressing GBV in their own schools.

This report outlines the results of the first phase of this pilot project – and describes the impact of the training intervention, highlighting the teachers' attitudes and experiences of GBV, and reflecting on the broader challenges and opportunities for integrating GBV initiatives into the Education sector.

## The intervention model

The “intervention package” consisted of a **training workshop** for teachers (8 two-hour sessions) plus accompanying **teaching materials** for use in the classroom setting.<sup>1</sup> It is important to note that the focus of this pilot was not to evaluate the impact of the intervention package at the level of the students, but rather at the level of the teachers. Behavioral change is a complex and gradual process and prior experience with Life Skills programmes has shown that the expected outcomes are strongly influenced by the duration of the intervention. Thus, in a pilot project such as this, where a programme is evaluated after being in place for only a few months, it would not be appropriate to look for changes in student behaviour in order to judge the effectiveness of the intervention.<sup>2</sup>

Therefore, the focus of the evaluation was to examine the impact of the training intervention at the level of the teachers – both in terms of the training content, and its method of delivery. There are 2 types of questions, which are important for evaluating the impact and effectiveness of such an intervention. There are **process evaluation** questions about the implementation of the programme: eg. do teachers understand and enjoy using the materials? There also are **outcome evaluation** questions about the impact and effectiveness of the programme: eg. does the programme enable teachers to gain a better understanding of gender violence, and to begin addressing this issue in their classes?

Two different training models were evaluated. **Model 1** (a ‘whole school approach’) is conceptually based on a holistic approach to training in which everyone from the Principal to the secretaries and cleaning staff are exposed to the training workshop. The hypothesis is that such an approach may provide a more supportive environment in which teachers may then begin to address gender issues and gender-based violence through their teaching in the classroom. **Model 2** (a ‘train the trainer approach’) is a training approach that has gained popularity in a number of settings because it aims to disseminate training expediently, using those who have been initially trained, to act as subsequent trainers. What is not well known, however, is how effective this model is in practice: do the initial trainers subsequently manage to train their peers? And if so, how well is the quality and content of the training preserved and transferred?

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<sup>1</sup> The teaching materials consisted of a ten lesson plan which was sourced and adapted from ‘Choosing A Future’ A resource booklet developed by The Centre for Development and Population Activities (CEDPA). Lessons addressed the issues of gender roles, relationships, rights and GBV and were specifically designed for young girls and boys.

<sup>2</sup> Life Skills Education: Planning for Research. World Health Organisation, Division of Mental Health and Prevention of Substance Abuse. Geneva, 1996.

The former approach, whilst having the benefit of being more holistic, is often considered too resource intensive and costly for schools to accommodate. The latter approach inevitably becomes the approach favoured by the education department. The 2 models were thus chosen in order to assist staff within the Education Department to consider the implications of using one model over another in future training - generally, and in relation to GBV specifically.

Teachers participating in both models received the same training workshop and training manual. The two models, and their evaluation methods are summarized in the Table below.

Teacher Training Model	Model 1 "Whole School Approach"	Model 2 "Train the Trainer Approach"
Description	<u>Aim:</u> To offer the training package to the whole school, including principal, teachers, and auxiliary staff. Participating teachers to integrate gender violence into their teaching curriculum with learners.	<u>Aim:</u> To offer the same training package to a subgroup of teachers from several schools in order that they then return to their schools to train colleagues.
<b>Name of school</b> (number of teachers trained)	Cornflower (Principal, 21 teachers, 3 support staff)	Tafelsig (2) Levana (2) Voorspoed (3) Caravelle (2) Caradale (2)
<b>Main research questions</b>	<ol style="list-style-type: none"> <li>1. <i>How well does the intervention equip teachers with the knowledge, attitudes, awareness, and confidence to teach about gender and gender violence in the classroom?</i></li> <li>2. <i>How useful are the exercises in the training manual? How adaptable is the package for younger learners?</i></li> <li>3. <i>What (if any) outside support is needed for effective implementation?</i></li> <li>4. <i>Are there any additional benefits from a "whole school" approach?</i></li> </ol>	<ol style="list-style-type: none"> <li>2. How well does the intervention prepare teachers to subsequently train other teachers?</li> <li>3. <i>What are obstacles to teachers training other colleagues?</i></li> <li>4. <i>Dilution effect: How well is the intervention transferred through a "cascade" approach to training? How well are the content and methodology preserved?</i></li> </ol>
<b>Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Questionnaire before/after training workshop</li> <li>2. Structured observations of classroom teaching</li> <li>3. Interviews with teachers</li> <li>4. Audit of implementation of classroom exercises</li> </ol>	<ol style="list-style-type: none"> <li>2. Questionnaire before/after training workshop</li> <li>3. Interviews with teachers</li> <li>4. Audit of implementation of train-the-trainer sessions</li> </ol>

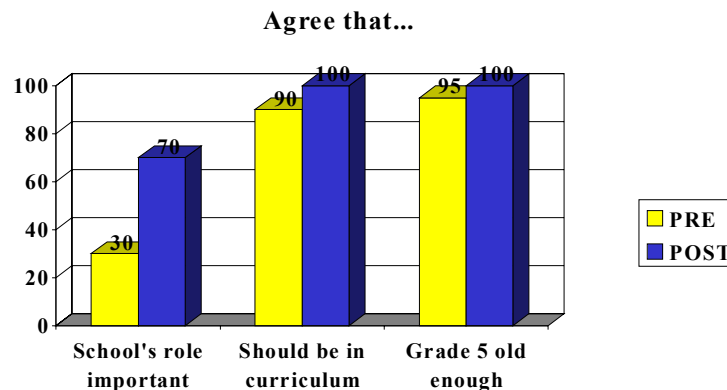
## Evaluation Results: The Teacher Training Workshop

*How well does the intervention equip teachers with the knowledge, attitudes, awareness, and confidence to teach about gender and gender violence in the classroom?*

Since all the teachers in both training models participated in the same initial training workshop, this question was addressed through a pre- and post-training questionnaire, which aimed to capture changes in various competencies relating to gender-based violence (GBV), ranging from teachers' knowledge, attitudes, and awareness about GBV, as well as their confidence to teach about the subject. Twenty teachers out of 33 completed the anonymous questionnaire both before and after the training workshop. Some teachers were not able to be present to complete the questionnaire following the training and their results are not included in the analysis.

### Teachers perceptions about teaching about gender-based violence in schools (Fig. 1)

*Figure 1*  
*Teachers' perceptions:*  
Teaching about GBV in schools



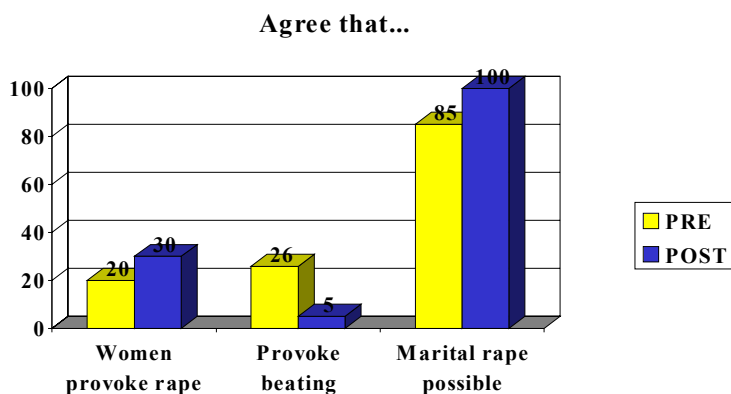
Because the subject of gender-based violence is currently not being widely addressed in South African schools (and particularly not at the primary school level), this pilot sought to assess teachers' perceptions regarding the acceptability and efficacy of addressing GBV in primary schools.

- ◆ Prior to the training, only 30% of teachers felt that, compared to parents, or the broader community, schools could play a meaningful role in addressing GBV. This perception changed substantially following the training – where 70% of teachers now felt that schools could play a meaningful role.
- ◆ 85% of teachers felt that GBV was a significant problem in their schools. In this context, it is not surprising that, even prior to the intervention, 90% responded that they felt that content on GBV should be included in the school curriculum. Following the training, this figure increased to 100%.

- ◆ Prior formative research with other schools in the area had suggested that teachers felt that primary school was *not* too early to begin addressing this issue. This finding was confirmed in the pilot study, where 95% (pre), and 100% (post) of teachers felt that Grade 5 was an appropriate age in which to do this. In fact, almost all of the teachers felt that it would be appropriate to begin addressing the issue of GBV *even earlier* than Grade 5.

**Teachers' Attitudes and Beliefs Regarding Gender-based Violence (Fig. 2)**

*Figure 2*  
*Teachers' attitudes and beliefs*  
**Regarding GBV**



Several questions were asked regarding prevailing beliefs about gender-based violence. These questions were based on prior indicators, which have been found to be relevant in a number of settings in South Africa.<sup>3, 4</sup>

- ◆ Prior to the training, about 1 in 4 teachers believed that women in abusive relationships often provoke their partners into beating them (for example, by disobeying them). However, following this initiative, this figure had dropped to 5%.
- ◆ South Africa's new Sexual Offences Bill recognizes the reality of rape within marriage, a concept which was also recognized by 85% of teachers prior to the training. This figure again increased to 100% following the training.

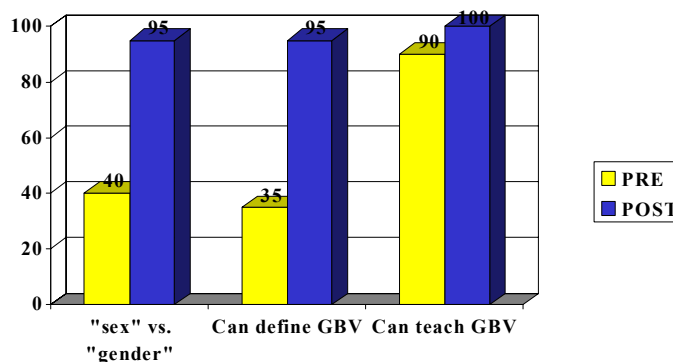
<sup>3</sup> Jewkes R and Abrahams N (2000) A review study: Commissioned by the Crime Prevention Research Resources Centre on violence against women in South Africa: Rape and sexual coercion. Crime Prevention Research Resources Centre and Medical Research Council, South Africa.

<sup>4</sup> Human Right's Watch. (1997). *South African Violence Against Women and the Medico Legal System*. New York/Washington: Human Right's Watch.

- ◆ The assumption that women are somehow responsible for provoking rape (through the way they dress, for example) has been noted to be a commonly held belief among many groups in South Africa, including health care workers, police, and the judiciary.<sup>5</sup> This has been thought to reflect prevailing conceptions of gender roles and sexuality which often represent women (and girls) as deliberately seductive, and men as aggressive, and unable to control their sexual urges.<sup>6</sup> In this context, it is perhaps not surprising to find that this belief was held by both male and female teachers – albeit, a minority (20%), prior to the training. That this belief persisted (and marginally increased) following the training may indicate how entrenched and contested such views are, and raises the need to address this particular issue in more depth in future training initiatives.

**Teachers' Confidence to Teach About Gender-based Violence in Schools (Fig. 3-5)**

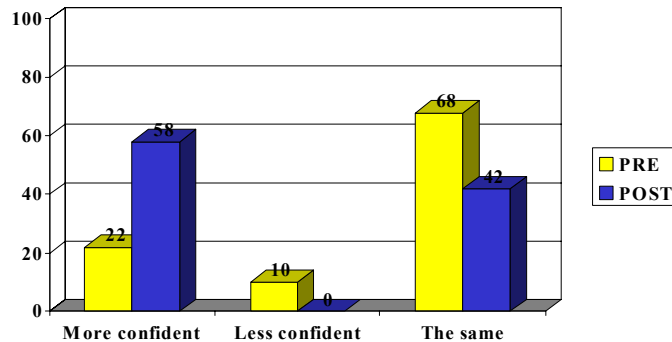
*Figure 3*  
**Summary**  
*Teachers' Confidence :*



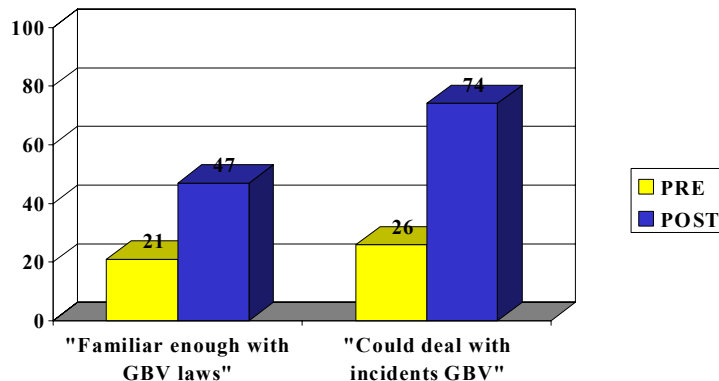
<sup>5</sup> Human Right's Watch. (1997). *South African Violence Against Women and the Medico Legal System*. New York/Washington: Human Right's Watch.

<sup>6</sup> Ending Violence Against Women. *Population Reports*, Series L, No. 11. Baltimore, Johns Hopkins University School of Public Health, Population Information Program. Heise L, Ellsberg M and Gottemoeller M. (Dec. 1999).

*Figure 4*  
**Teachers' Confidence to teach about GBV:**  
 Compared to other subjects...



*Figure 5*  
**Summary**  
**Teachers' Confidence :**



The questionnaire revealed striking improvements in several parameters relating to their confidence to address the issue of GBV in the classroom setting:

- ◆ The percentage of teachers who felt that they understood and could explain the difference between the concepts of “sex” and “gender” increased from 40% to 95% following the training. And similarly, those who felt that they could define the term “gender-based violence” increased from 35% to 95%. Overall, those who felt that they would feel comfortable and confident teaching about gender roles and GBV in the classroom increased from 90% to 100% following the training (Figure 3).
- ◆ Initially, the majority of teachers (68%) felt that their level of confidence to teach about GBV would be similar to that of teaching other subjects, while 10% felt that they would be less confident. Only 22%

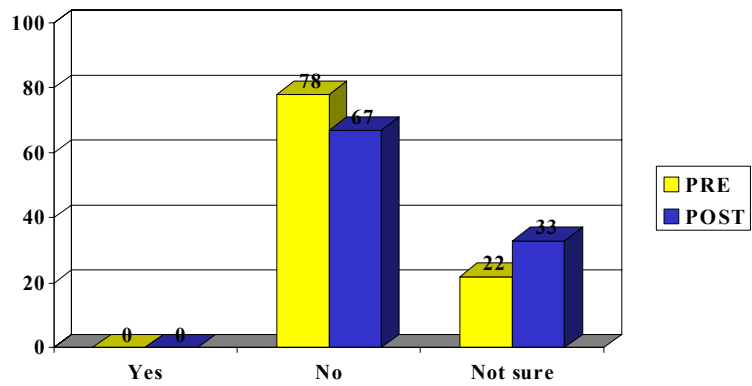
felt that they would be *more* confident in teaching about GBV compared to other subjects - this proportion increased to 58% following the training (Figure 4).

- ◆ Finally, the proportion of teachers who felt that they were sufficiently familiar with the current laws and legislation relating to child abuse, sexual violence, sexual harassment, and domestic violence increased from 21% to 47% following the training. Moreover, the percentage who felt confident that they would know what to do to address incidents of gender-based violence in their school increased from 26% to 74% following the training intervention (Figure 5).

**Teachers' Own Experiences of Gender-based Violence (Fig. 6-8)**

*Figure 6*

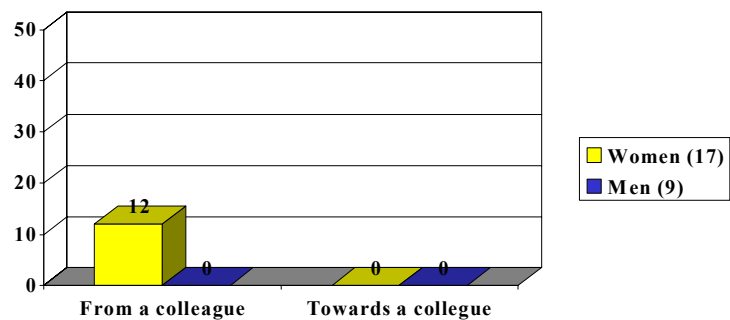
**Teachers' Perceptions:  
"Sexual harassment of teachers  
is a problem in my school"**



*Figure 7*

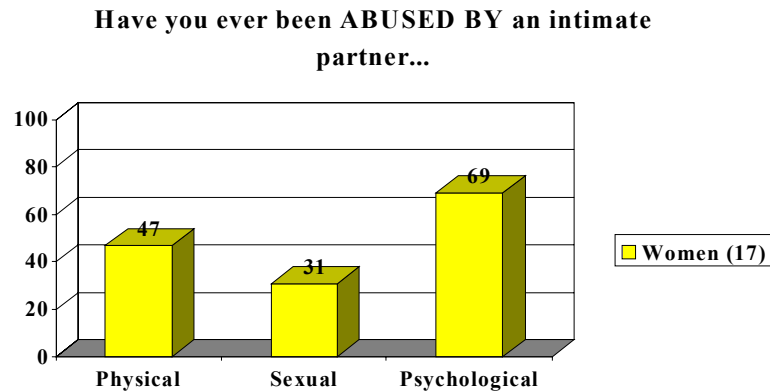
**Teachers' Experiences  
of Sexual Harassment**

**Have you ever experienced sexual harassment...**



*Figure 8*

## Female Teachers' Experiences of GBV



Finally, following the training, a separate and optional confidential questionnaire sought to ascertain the prevalence of GBV within the teachers' own personal experiences. Twenty-six teachers (17 women, 9 men) responded. This questionnaire was included based on prior research among healthcare professionals indicating that, in addition to attitudes and beliefs about gender and GBV, a person's own experiences of such abuse may have significant implications for her/his ability to address the subject in their professional capacity.<sup>7, 8</sup>

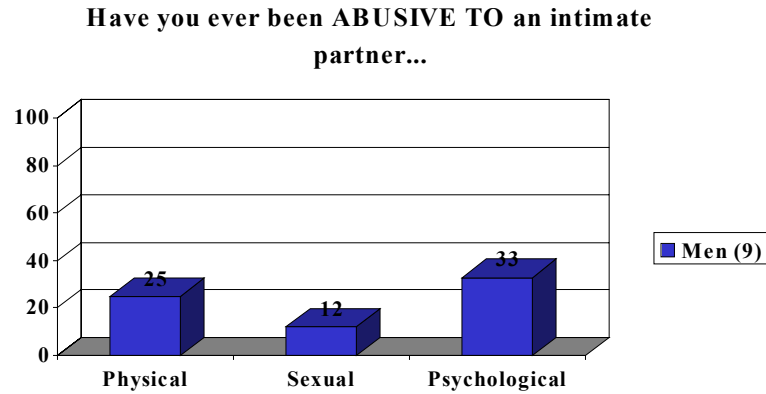
- ◆ It is interesting to note that, prior to the training, none of the teachers felt that the sexual harassment of teachers was a problem in their own school, and this did not change following the training. However, when later asked whether they had personally ever experienced such harassment from a colleague, 12% of the women teachers admitted that they had (Fig. 6 and 7).
- ◆ Moreover, when women teachers were asked whether they had ever personally experienced domestic violence, 47% reported experiencing physical abuse at the hands of an intimate partner, 31% sexual abuse, and 69% psychological abuse (Fig.8).
- ◆ In response to the questionnaire, 25% of male teachers admitted that they had been physically abusive, 12% sexually abusive, and 33% psychologically abusive to an intimate partner (Figure 9).

<sup>7</sup> Kim J and Motsei M. "Women Enjoy Punishment": Attitudes and Experiences of Gender Violence Among PHC Nurses in Rural South Africa. *Social Sciences and Medicine* (in press)

<sup>8</sup> Moore, M.L. *et al.* (1998) Attitudes and practices of registered nurses toward women who have experienced abuse/domestic violence. *Journal of Obstetric, Gynecologic and Neonatal Nursing* **27** (2), 175-182.

*Figure 9*

## Male Teachers' *Experiences of GBV*



These figures are similar to levels of violence reported in a prior study among South African nurses.<sup>9</sup> They testify to the prevalence of gender-based violence among the teachers themselves, and support one of the underlying principles informing this project's training approach – that of “personalizing” the issues, and drawing from participants' own life experiences in order to inform their teaching.

### Evaluation Results: The Training Approaches and Teaching Materials

#### A. Whole School Approach

*How useful are the exercises in the training manual? How adaptable is the package for younger learners?*

Following the teacher training, a particular lesson from the set of classroom teaching materials was observed by the researchers in one Grade 1 class, three Grade 6 classes and one Grade 8 class in Cornflour Primary, the school that was selected to follow the ‘whole school approach’. The size of the above classes ranged from a total of 22 – 42 learners. All the teachers made use of the original lesson plan but introduced the lesson in varying ways so that it complimented other work that they were busy with during that month.

The lesson that was used for observation focused on the issue of GBV. The lesson begins with a case study of a 9 year-old girl who is raped by her uncle during an overnight stay at her uncle and aunt's house. Threatened and intimidated by him, and traumatised by the incident she then stays away from school for a week. The story ends by her confining in her mother. Learners are asked whether this happens in their community, why it happens, what can be done about it, and where people can go for help.

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<sup>9</sup> Kim J and Motsei *op. cit.*

The observations showed that teachers were able to creatively adapt the lesson plans for use in their classrooms, that they were able to adapt the lesson to suit the particular age group of their learners and that holding a group discussion with the learners about the issue proved to be very useful - regardless of the size of the classes.

The extent to which some of the learners have heard about incidents such as these, or have themselves experienced such incidents of violence was clearly illustrated by the responses of one of the Grade 6 classes: when asked how the story ends their response was that:

‘The uncle stalks her’

‘She gets an interdict’

‘He rapes and kills her’

‘He (the uncle) goes to court and gets a sentence of about 3 years’

All of the responses – which were shared with the teacher and the researcher – illustrate how important it is to begin discussions about GBV with this age group as they clearly are familiar with some of the key aspects of the problem.

At a follow up meeting with all the teachers who had participated in the pilot project they were asked to reflect on their experiences of using the set of lessons in their classrooms. Teachers shared the following observations with the researchers:

- that the learners seem to ‘enjoy’ the lessons as they were something ‘new’ and ‘different’ and not ‘directly related to their school work’;
- that the learners realised – because of the content of the lessons - that the work of girls and boys can ‘in fact be the same’ and that ‘it solved many of the fighting problems with girls and boys had been having in the class’;
- that the stories in the lessons were ‘not far fetched’ and that learners could relate to them.

In addition, teachers also said that the initial training had shifted their own attitudes about what tasks ought to be assigned to girls and boys in the classroom and around the school. For example, one teacher said that she now ‘mixes up’ the lines of boys and girls as they enter the classroom (whereas previously they had been separated by sex), and another teacher says that he ‘allows girls to carry the sporting equipment’ – something which he previously only allowed the boys to do. Another teacher mentioned that the training and the lessons on gender roles, stereotyping and GBV ‘had taught me more about my learners’. This idea was supported by another teacher who suggested that the training had allowed him to consider how one could inform and change the attitudes and stereotypes that children had towards a particular issue – like violence against girls and women.

*What (if any) outside support is needed for effective implementation?*

The teachers who adapted and used the lessons in their classrooms did not specifically request any further information or support from the researchers or from the other agencies that had participated in the training. In discussion with the teachers, they felt that the lessons were a valuable resource in themselves and that they had been able to manage with the information that they had been provided with.

*Are there any additional benefits from a “whole school” approach?*

Teachers suggested that the commitment of ‘management’ (ie. from the principal and his deputy) had been an important part of the project. By having them participate in the training and discuss the issue of GBV within their own school context ensured that the practice of the teachers in integrating the teaching materials into their lessons would be supported.

## **B. Train-the-Trainers Approach**

*How well does the intervention prepare teachers to subsequently train other teachers?*

Following the teacher training programme the 3 teachers from Voorspoed Primary were allocated time in a staff meeting to report back to their peers about the programme. One of the 2 teachers from Levana Primary spoke to her colleagues from the same grade about the training. Whilst the teachers were thus able to inform their colleagues about the training they were not able to train other teachers – an important component of the ‘train- the-trainer’ approach.

Feedback from questionnaires distributed to these teachers revealed that they felt sufficiently prepared to train other teachers, and that they had in fact ‘planned’ to train other teachers but were hindered by deadlines and time constraints within their schools.

All of the teachers from these two schools, except one, were able to use the standard lesson in their classrooms.

As ‘late comers’ to the project, the other two schools who participated in the teacher training programme, Caravelle and Caradale, did not form part of either of the two training approaches – and had simply requested to send representatives to the training in order to access the information. There was thus no expectation placed on them to train other teachers or to provide the researchers with feedback.

*What are obstacles to teachers training other colleagues?*

Teachers explained that due to the backlog of reportbacks from the various training programmes that other teachers had attended there was frequently an inadequate opportunity for them to report to colleagues. When teachers did find a chance to speak to other colleagues it was often the same grade teachers or peers who they were close to and whom that felt would listen to them.

In addition, the participants of the teacher training felt that they were initially the ‘only’ ones interested at the school in attend the GBV training and when they returned to their schools they felt that ‘they were alone and not supported’ by the school – and felt uncomfortable to open up the topic and share the information with the principal and other teachers.

*Dilution effect: How well is the intervention transferred through a “cascade” approach to training? How well are the content and methodology preserved?*

Since neither of the two schools participating in the ‘train-the-trainer’ approach ‘cascaded’ the training to their colleagues this could not be assessed. The fact that teachers in both of the schools were not able

to transfer the content of their training onto other teachers suggests that the ‘train-the-trainer’ approach may have serious limitations beyond the “dilution effect”. This may be an area warranting further study.

### **Evaluation Results: Lessons Learned**

- ◆ Although our initial situation analysis revealed a lack of school-based programs to address GBV in South Africa, it is clearly regarded as an important issue by the teachers who participated in this project. Teachers expressed a willingness to begin addressing this issue in the classroom, and felt that primary school (Grade 5 and even earlier) was an appropriate age to begin doing so.
- ◆ The study revealed that personal experiences of GBV are common among teachers themselves, and confirmed the importance of addressing teachers’ own attitudes, beliefs, and experiences - in addition to providing factual knowledge about GBV and the strategies to address it.
- ◆ In some sessions, illustrating the links between GBV and the dynamics of the HIV epidemic in South Africa added significant impact to the training sessions.
- ◆ Following participation in the training, teachers demonstrated a positive change in attitudes and beliefs regarding gender and GBV; increased confidence to begin teaching about and addressing GBV in the classroom, and an increased appreciation for the role that schools might play in addressing this issue.
- ◆ When teachers were subsequently followed-up to assess their implementation of the training it was found that most teachers reported that they felt sufficiently comfortable to be able to use the training materials in their classrooms – and that a small proportion of the teachers had in fact adapted and used the lessons with their classes.
- ◆ Teachers reported that they found that the training materials a useful resource, that they were able to be adapt the lesson plans for their particular age group of learners and that the learners enjoyed participating in the various lessons as they found them to be ‘new’ and ‘not directly related to their school work’.
- ◆ Although the ‘whole school approach’ appears to be a valuable training approach it might be preferable in future training to separate the school principal from the other teaching and support staff during particular parts of the training programme. It is likely that the position of authority that a principal holds within a school can intimidate other teachers and staff from participating openly in discussions – which in turn is likely to diminish the impact of the programme on the individual learning process. In addition, particular attention needs to be given to ensuring that support staff are realistically able to participate in a training programme – without the necessary logistical arrangements being made for them to leave their tasks the likelihood of them attending training is minimal.
- ◆ The ‘train the trainer approach’ clearly did not work in this project. It appears that there are numerous training activities that teachers have to reportback on to their colleagues and requesting that teachers allocate a time collectively to receive training from their colleagues appears to be extremely difficult – given their time pressures and other commitments. This indicated to the

researchers that the 'train-the-trainer' approach may have serious limitations beyond the simple "dilution effect" of the cascade-style training – limitations which may warrant further study if it is to continue as one of the more popular approaches adopted by the Education Department.

- ◆ Information and training materials about GBV should be mainstreamed into other learning areas and programmes - such as the HIV/AIDS, sexuality and lifeskills programme supported jointly by the Departments of Education and Health, and the conflict resolution training programmes facilitated by the Safer School Programme. This will ensure that the links between the various issues are documented and illustrated in the separate training programmes and teaching materials.
- ◆ The final GBV training manual and set of teaching materials should be designed in such a way so as to compliment the outcomes-based approach to learning contained within Curriculum 2005 (ie. to illustrate how each lesson contributes to a specific life orientation learning outcome). This will also assist teachers to incorporate the issue of GBV into their phase organisers from the beginning of each year – and thereby ensure that they allocate sufficient time in their teaching calendar for all (or some of) the proposed lesson plans focusing on GBV.

### Areas for Further Exploration

Following the piloting of the intervention, it is evident that there are areas that need to be explored further in order to ensure that the issue of GBV is realistically able to be incorporated into both teacher training and into classroom teaching in the future. These include:

- ◆ The age at which one can begin to explore the issue of GBV with learners: Is it realistic to assume that one can begin with grades less than Grade 5 – and ought we then to be developing lesson plans for Grades 1 – 4 as well?
- ◆ How best ought we to integrate the GBV content a) with the HIV/AIDS and sexuality initiatives that are currently being piloted in some of the districts in the Western Cape, and b) with the Safer School Programme training – both of which make no link to issues related to GBV? And given that this is necessary, how does one avoid over-burdening teachers with endless parallel workshops?
- ◆ How can one ensure that the model teacher training programme and lesson plans that have been developed as a result of this first phase of the project support the development of a sexual harassment and sexual violence policy for schools – something which the provincial education department is likely to develop in the near future?
- ◆ How best would one expand this teacher training programme: ought one to move onto another district or to rather reach student teachers while they are still being trained at college or at university?

Equipped with a model intervention - that has now been tested in this pilot phase of the project - it is hoped that the implementation of phase II of the project will ensure that some of these questions can be explored and creatively addressed.