Promoting gender-based violence awareness in higher education institutions: The case of student representative councils in selected South African universities

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Dissertation accepted in fulfilment of the requirements for the degree Masters of Public Management and Governance at the North West University

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Graduation ceremony: May 2021
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**ABSTRACT**

Gender-based violence (GBV) has not only become a grave concern for society but also for higher education institutions (HEIs) all over the world. There is, however, limited research on the prevalence of GBV incidents on campuses as well as inconclusive studies on its effects on academic success of victims. This state of affairs is exacerbated by a lack of official statistics and reporting arrangements. GBV locates itself within various segments of society, including the student population of the country. The purpose of this study is to investigate ways in which GBV awareness in HEIs can be promoted by focusing on the particular contribution that Student Representative Council (SRC) members can make in this regard. To this end, this study followed a qualitative research design, a case study approach, and utilised semi-structured interviews as a data collection method to obtain rich data about the nature of the problem. The results were thematically analysed to interpret the findings. The primary objective of the study was to analyse challenges in promoting effective awareness of GBV by the SRC on South African campuses and to design a GBV awareness model for both university management and SRC members to address these challenges.

The thematic analyses of findings revealed that there are various challenges associated with the awareness creation role that SRCs should play. Some of the most significant challenges include the general lack of university management support, limited funding for awareness programmes and campaigns, the general apathy of students and their limited participation in awareness programmes, as well as the general loss of trust in the justice system. The student population can be regarded as a micro cosmos of the larger population of the country. The challenges identified should thus also be interpreted within a broader social context where cultural norms influence conceptions of gender roles and human relations, and power dynamics influence the general priority given to GBV issues.

In order to address the identified challenges and to propose a more suitable approach for GBV awareness creation on university campuses, various recommendations are made based on ten key themes. These themes were: the role of the SRC in GBV awareness creation; policies and structures in place to support GBV; reporting
arrangements regarding GBV incidents; the influence of GBV on academic success of victims; university support and empowerment of the SRC in GBV matters; GBV awareness methods; the level of SRC involvement in the design and implementation of GBV programmes; student awareness of university support services and structures; challenges influencing the SRC to create awareness; and suggestions for promoting GBV awareness. Based on these themes and the triangulation of various data sets, the study proposed a GBV awareness model to assist universities and SRC members in designing and implementing effective GBV awareness campaigns on campuses.
KEY WORDS

Gender
Gender-Based Violence (GBV)
Higher Education Institutions (HEI)
Student Representative Council (SRC)
Awareness
South African universities
DECLARATION

I, the undersigned, hereby declare that the content contained in this dissertation is my own work and it has not been submitted at any University and sources used or quoted in this dissertation have been duly acknowledged.

N VON MEULLEN

25 Feb 2021
DATE
DEDICATIONS

I would like to dedicate this dissertation to the following people:

- **Maureen Stellenberg**: My mother, thank you for always believing in me, my dreams and goals. Thank you for showing that patience is indeed a virtue. Your understanding means the world to me. I love you unconditionally.

- **Winston Morris**: A father I never had. Thank you for always believing in me even when I had doubted myself. You are truly the father I never had. Thank you for loving and supporting me throughout. Thank you for reminding me that my gift will always make room for me. I love you so much my pa, and last but not least;

- **Mpape Molote**: The love of my life, there is no way of expressing myself to you, thank you for everything, your love, patience, understanding and most importantly your forgiveness. Thank you for allowing me to believe in my potential and that I am good enough. Thank you for being a true friend and thank you for all the coffee you always made for me. I love you infinitely.
ACKNOWLEDGEMENTS

I would also like to express my heartfelt appreciation to the following people:

- Gerrit van der Waldt: My supervisor, Prof thank you. Thank you for never giving up on me. You are truly the epitome of what a true supervisor is. I would have never written this dissertation without your help, guidance, support and understanding. I pray that God bless you so much more then He already has. Thank you for letting my dream of obtaining my Masters come true. You are a hero to me, and many more to come. May God bless you abundantly.

- Gerda van Dijk: Prof thank you so much for believing in me. Thank you for shaping me and showing me that I got what it takes. Your support during my academic career so far has been nothing short of compassion, help, guidance and understanding.

- To my siblings, Carmen van Wyk, my late brother Allen Stellenberg, Brian Stellenberg, Rudy Stellenberg, Clintine Kleynhans, Cameron Kleynhans, Bevan von Meullen and brother in-law Nick van Wyk thank you for always loving me and allowing me to shine and act on my dreams and potential. I love you guys so much.

- To my nieces and nephews, Alvandre Stellenberg, Shanique Stellenberg, Keevan van Wyk, Delron Stellenberg and Lebrone Frazenburg. I love you guys with every fibre in me and thank you for always respecting me as your aunt. I am blessed to be a second mother to you.

- To the language editor Prof SJ Kubayi, thanks, you for taking the time to edit my dissertation. My gratitude runs deep.

- To participating SRC members of selected universities. Without you this never would have been possible. Thank you so much for your cooperation.

- To myself Natalie von Meullen, once more you have done it again. Keep on being the best version of yourself and remember “Jy kan want God is”.

“I pray that God bless each person I have mentioned above abundantly and I wish each and every one nothing short of favour, happiness and blessings. Thank you”
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>APA</td>
<td>American Psychiatric Association</td>
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<td>CBO</td>
<td>Community Based Organisations</td>
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<td>CEDWA</td>
<td>Convention on the Elimination of All Forms of Discrimination</td>
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<td>CFID</td>
<td>Canadian Foundation for Infectious Diseases Gender Team</td>
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<td>CGE</td>
<td>Commission for Gender Quality</td>
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<tr>
<td>CIDA</td>
<td>Canada International Development Agency</td>
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<tr>
<td>COVID</td>
<td>Coronavirus Disease</td>
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<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
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<td>DVA</td>
<td>Domestic Violence Act</td>
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<td>GBV</td>
<td>Gender-based violence</td>
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<td>HEBCAC</td>
<td>Historic East Baltimore Community Action Coalition</td>
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<td>HEI</td>
<td>Higher education institutions</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>ICJ</td>
<td>International Commission of Jurists</td>
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<tr>
<td>LGBTIQ</td>
<td>Lesbian, Gay, Bisexual, Transgender/Transsexual, Intersex and Queer</td>
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<td>NGO</td>
<td>Non-governmental organisations</td>
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<td>NPA</td>
<td>National Prosecuting Authority</td>
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<td>NPF</td>
<td>National Policy Framework</td>
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<td>NUSAS</td>
<td>National Union of South Africa</td>
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<td>OCHA</td>
<td>Office for Coordination of Humanitarian Affairs</td>
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<tr>
<td>PEPUDA</td>
<td>Promotion of Equality and Prevention of Unfair Discrimination Act</td>
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<tr>
<td>PTSD</td>
<td>Post-traumatic Stress Disorder</td>
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<td>RAINN</td>
<td>Rape, Abuse, Incest National Network</td>
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<td>RHRC</td>
<td>Reproductive Health Response in Conflict Consortium</td>
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<td>SADC</td>
<td>Southern African Development Community</td>
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<td>SAHRC</td>
<td>South African Human Rights Council</td>
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<td>SAMRC</td>
<td>South African Medical Research Council</td>
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<td>SAPS</td>
<td>South African Police Services</td>
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<td>SASO</td>
<td>South African Student Organisation</td>
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<tr>
<td>SRC</td>
<td>Student representative council</td>
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<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>STI</td>
<td>Sexually-Transmitted Disease</td>
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<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>UNFPA</td>
<td>United Nations Populations Fund</td>
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<td>UNICEF</td>
<td>United Nations Internationals Children’s Emergency Fund</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>USDJ</td>
<td>United States Department of Justice</td>
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CHAPTER 1

INTRODUCTION

“One of the features that makes it difficult to eliminate GBV is its multi-sectoral nature. If we explore only the health aspects of the problem, it is easy to see that GBV has pathological implications for the psyche and health of both perpetrators and victims, but what about education on GBV?”

(Mahlori et al. 2018:3)

1.1 ORIENTATION

Gender-Based Violence (GBV) in Higher Education Institutions (HEI) is often regarded as an epidemic of global proportions. According to Singh (2016:1), sexual assault is a serious concern at HEIs and requires a comprehensive approach to address it. According to Finchilescu and Dugard (2018:1), instances of GBV at universities are rarely reported to authorities. Individual and collective silence that surrounds such violence enables its penetration. It is thus imperative that GBV be addressed by creating awareness and by breaking the silence (Treffry-Goatley et al. 2018:1). Du Toit (2005:253) contends that GBV is one of the greatest issues affecting South African universities. Sexual violence is a significant problem. Young women are experiencing violent actions such as rape and other forms of GBV on a seemingly uncontrollable scale (Du Toit 2005:253). According to Mahlori et al. (2018:3), data regarding GBV in universities in South Africa are generally unreliable and sporadic. The under-reporting of GBV on campuses means that it is difficult for universities to gain a holistic and comprehensive perspective regarding its nature and scope on campuses (Sexual Assault and Misconduct Task Force 2016). Relative low levels of awareness regarding the nature and scope of GBV and the fact that incidences are often not reported further complicate empirical data regarding its status on South African on campuses.

According to Ntsala and Mahlatji (2016:1), Student Representative Councils (SRCs) have a duty to be representative about matters affecting students as well as provide meaningful input in the way universities are governed. In this regard, Ntsala and Mahlatji (2016:1) state that SRCs enable students to have access to information on
policies, academic rules as well as other information and issues that affect them. SRCs were established in terms of section 35 of the Higher Education Act 109 of 1997 (Centre for Higher Education Transformation 2003:4). According to Sibiya (2017:191), the SRC is the governing body that represents students, and exists firstly to cater for the needs and interests of students within HEIs. It is an important stakeholder of academic institutions and is responsible for student governance (Klemenčič 2012:2). According to Klemenčič (2012), SRCs are also entrusted with specific student matters by their constituency and the management of universities.

Amnesty International UK (2016) states that violence against women is a worldwide problem. The Declaration on the Elimination of Violence against Women (United Nation 1993) defines violence against women as “any act of gender-based violence that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life. This Declaration explicitly covers a broad range of acts, including marital rape, sexual abuse of female children, sexual harassment, trafficking in women, forced prostitution, and violence perpetrated by the state”. The study acknowledges that the definition above by the United Nations places GBV not only as manifestation within the family, but in all public and private spaces. According to the United States Agency for International Development (USAID) (2012:1), violence directed at women can be defined as acts that are directed to an individual “based on her biological sex, identity, or adherence to socially defined norms of masculinity and femininity”. It can include:

- “female infanticide;
- child sexual abuse;
- sex trafficking;
- forced labour;
- sexual coercion and abuse;
- neglect;
- domestic violence;
- elder abuse; and
harmful traditional or cultural practices such as early and forced marriage, ‘honour’ killings, and female genital mutilation” (USAID 2012:1).

Baldasare (2012:1) and the Global Protection Cluster (2017) further argue that such violence is rather difficult to assess since it manifests in various ways and forms. GBV does not only cause physical harm but also undermines the general health, dignity, security and autonomy of victims. In this regard, the United Nations Population Fund (2017) argues that “victims of violence can suffer sexual and reproductive health consequences, including forced and unwanted pregnancies, unsafe abortions, traumatic fistula, sexually transmitted infections including HIV, and even death”. The scientific analysis of GBV thus requires a multidisciplinary perspective. In this respect, the Social Feminist Theory and theories pertaining to Public Management (i.e. SRCs, public policy and HEIs as Government-funded institutions) are relevant for this study.

1.2 PROBLEM STATEMENT

Studies show that one in five women experience completed or attempted sexual violence during their tertiary education years (Krebs et al. 2007; Krebs et al. 2009). According to Krebs et al. (2009), a recent study of 9 colleges in the United States of America (USA) show the prevalence rate for sexual assault experienced by undergraduate female students was 10.3%. Globally, universities have thus begun to conduct regular surveys in an attempt to better understand the underlying causes, scope and nature of GBV on campuses (Sexual Assault and Misconduct Task Force 2016). Increasingly students’ stage peaceful protests against GBV on campuses and demand gender equality (Wafula et al. 2018:28).

South Africa is no exception to the crisis of GBV in HEIs. According to Finchilescu and Dugard (2018:3), reflecting the broader experience of GBV in South African universities and promoting awareness thereof are sometimes antipathetic. To date there have been a few systematic surveys that determine the extent and experiences of GBV in universities and among students in South Africa (Sheplavy and Hull 2015; Finchilescu and Dugard 2018:3). However, according to Dastile (2008), there exists no national data that documents the extent of GBV on campuses in South Africa. There
have only been a few studies that are specific to a few universities, and often particular faculties that focus on student experiences of GBV on campuses.

Although there is no reliable data, it is widely accepted that South Africa experiences extremely high levels of GBV (Vetten 2014; Centre for the Study of Violence and Reconciliation 2016; Wilkinson 2017). The design of suitable awareness programmes are seriously hampered by the absence of reliable data.

According to the Department of Higher Education and Training (DHET) (2016), there are 76 HEIs in South Africa with two million students and staff members across 420 campuses. While there is no data that confirms the extent of sexual violence in HEIs in South Africa, a study on rape justice by the South African Medical Research Council (SAMRC) provided some insights (Mercilene et al. 2017). According to Mercilene et al. (2017), the sample used by the SAMRC consisted of 3952 cases of rape that were reported at 170 police stations across South Africa in 2012. The report does not detail where these reported student rapes occurred or who the perpetrators were (Mercilene et al. 2017).

Martin (2015: online) and Krug et al. (2002: online) argue that the recent #MeToo Movement that took place on Twitter in 2017 brought international attention to the prevalence of sexual violence in both private and public spaces all over the world. Also, Du Preez et al. (2017:97) state that the recent “fallism” movements (e.g. #RapeCultureMustFall) by students in South Africa reflects the way students think and on matters that affect them. According to Matebeni (2015: online), a “rape culture” emerged that violates women who constantly have “to look over their shoulder as well as having to attend classes with their perpetrators”.

Le Roux (2016) and Du Preez et al. (2017:97) analysed the prevalence of GBV in society, and concluded that it is primarily shaped by historical injustice, patriarchal systems and gender inequalities. In this regard, Seale (2016: online) stresses the urgent need for universities to intervene and act against GBV. However, Sesant (2016: online), Treffry-Goatley (2018:1) and Kgosana (2019: online) argue that universities generally lack relevant awareness programmes and mechanisms to address GBV and sexual assault amongst students. There are, however, pockets of excellence in this
regard from which best practice can be extracted. The “Chapter 212 Movement”, for example, that forms part of the larger “Unashamed” Movement is named after chapter 2.12 of the Constitution of the Republic of South Africa, 1996, which speaks to human rights, security and freedom of students (Wazar 2016: online). Corke (2016: online) argues that the University of Western Cape, the University of the Witwatersrand, the University of Cape Town, and Rhodes University all have sexual policies to deal with assaults and harassment. Student activists argue, however, that these policies are “not worth the paper it is written on” and need to be reviewed as they contain narrow definitions of just rape while creating a safe haven for perpetrators (Corke 2016: online). Students are often unfamiliar with the contents of sexual policies while incidents of sexual violence go under-reported (DHET 2017:5). A further positive development is the fact that the Department of Higher Education and Training has developed a policy that addresses GBV in HEIs. Hames et al. (2005) argue, however, that this policy is not yet implemented by many universities in South Africa. Joubert et al. (2011:1) confirm that HEIs still lack a relevant policy framework, while others have failed to implement policies consistently. Also, the Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008) and the White Paper for Post-School Education and Training (2013) stress the general pervasiveness of sexual harassment of female students at universities. Furthermore, the Commission for Gender Quality (CGE) conducted hearings in 2014 and 2016 in relation to gender transformation in HEIs in South Africa and found that there are “uneven responses to sexual violence in universities”. The problem is that HEIs do not have uniform or adequate GBV awareness programmes in place. The purpose of this study is thus to analyse the prevalence and manifestations of GBV in HEIs in order to advocate awareness and suitable interventions. In particular, this study seeks to analyse the role of SRCs in promoting awareness of GBV by assessing their reflections, experiences and challenges in this regard.

1.3 RESEARCH QUESTIONS

Within the context above, the research questions are as follows:
• What are suitable conceptual and theoretical frameworks to analyse GBV and HEIs?
• What are legislative and policy frameworks supporting GBV in HEIs in South Africa?
• What could be learned from international best practices to enhance awareness of GBV on campuses?
• What are key challenges experienced by SRCs in promoting effective awareness of GBV on campuses?
• What dimensions and aspects should be incorporated in an appropriate approach to more effectively promote and create awareness of GBV on South African campuses?

1.4 RESEARCH OBJECTIVES

The study focused on finding sustainable ways to promote and create awareness of GBV on South African campuses through active participation of the SRC. The research objectives were to:

• analyse the conceptual and theoretical framework for GBV and HEIs;
• explore the legislative and policy environment supporting GBV in HEIs;
• evaluate international best practices of GBV in HEIs;
• investigate challenges in promoting effective awareness of GBV by SRCs on South African campuses; and
• design a more appropriate approach to effectively promote and create awareness of GBV on university campuses in South Africa.

1.5 CENTRAL THEORETICAL STATEMENTS

Crucial transformation at HEIs is a commitment to combat sexual violence and to create safe spaces within institutions. However, sexual violence is a grave concern at HEIs in South Africa which requires a strategic approach to address it (Singh et al. 2016:1). According to female students, sexual violence at HEIs is “real and happens a lot”, and requires a comprehensive approach or model to help prevent, report and
address it when it happens (Singh et al. 2016:1). It is the responsibility of SRCs to help effectively promote awareness and address the issues of GBV on campuses (Corke 2016: online; Wazar 2016: a). It can thus be inferred that in order to find new and effective ways to promote awareness of GBV on campus in order to reduce GBV, a new approach of tackling GBV in HEIs needs to be promoted.

Gender can be defined as “the state of being masculine, feminine” (UNESCO 2003:1). It refers to the “roles and responsibilities of men and women that are created in our families, our societies and our cultures” (UNESCO 2003:1). According to Saltzman (1999:1), “after the revolution of the universal suffrage of the 20th century and the women’s liberation movement of the 1960s and 1970s, gender emerged to observe the differences between women and men”. According to Scott (1988:2), Gender Theory mainly emerged to explain that gender itself could be a category which is operated through male domination. This may result in abuse. Scott (1988:2) also states that power could operate in several ways. For instance, because gender means differentiation, it could also be used to distinguish “better from worse” or the “more important from the less important”.

According to Macionis (2012), most radical feminists have different views on their stance of what exactly patriarchy is. The general assumption is that it mostly involves sexuality of women and their bodies. For radical feminists, patriarchy is deeply rooted in society.

Hartman (1979) states that patriarchy can be defined in various ways. The term patriarchy is usually used to refer to male power over females in society. According to Mitchell (1974), the root of patriarchy is biological, and the system of power usually depends on male ordering in society. Further, Atakan (2014) is of the view that patriarchy manifests itself in economic relations. Lener (1986) argues that patriarchy is the manifestation of male power over a woman as well as children within a family.

Heilman and Barker (2018) is of the view that masculinity is undoubtedly linked to violence towards women. While biology plays a significant role in shaping the nature of men and boys towards violence, men and boys are raised to be either physically strong or violent depending on their surroundings. Similarly, Kuki (2018:1) argues that
the complex nature of gender and power relations between men and women does not exist alone, it plays a significant role in gender identity. It is within this capacity that such a symbolic relationship exists between the two, where one gender does not exist without one overpowering the other one.

According to the WHO (2009:3), social norms normally shape behaviours of people, especially those who used violence against others. Social norms can protect as well as be for violence. For example, cultural acceptance of violence as a method of resolving problems or simply just raising a child in that manner. The above theories are used as guiding theoretical frameworks of the study, and describe its contribution to GBV in society.

1.6 RESEARCH METHODOLOGY

According to the Industrial Research Institute (2010), research methodology can be defined as a way to gather results for a given problem or a specific matter that can be referred to as the research problem. Rajasekar (2013:2) adds that research can be regarded as a way of searching for new information or knowledge. The research approaches through which new information or knowledge may be created can be classified as qualitative, quantitative and mixed method research approaches. For the purpose of this study, a qualitative research approach is utilised.

According to Mason (2002:1), qualitative research is important as well as exciting. It is a highly rewarding approach mainly because it allows researchers to engage in things that matter in ways that actually matter. In qualitative research, researchers can explore various dimensions of the social world, including understandings, experiences as well as the imagination of research participants. According to Hancock et al. (2009:6), qualitative research tends to focus on groups or people that have in some way different perspectives on how they view reality. Qualitative research also takes account of complex situations as they manifest in reality by incorporating the real world and showcasing different perspectives held by different individuals or groups. Elliot and Timulak (2005:147) state that qualitative research is descriptive and explorative in nature.
According to Salaria (2012:1), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Gall et al. (2007) maintain that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. For purposes of this study, descriptive research is used mainly to describe the legislative, policy and theoretical frameworks presented to enhance the understanding of GBV in HEIs.

This study also utilised exploratory research. According to Van Wyk (s.a:7), the essence of exploratory research is to gain a clear understanding of a research problem within a study. Van Wyk (s.a:7) argues that exploratory research is the most helpful as well as appropriate research design in terms of addressing projects that have high levels of uncertainty and ignorance about the subject, especially when the problem is not very well understood (i.e. very little existing literature about the subject matter). Using exploratory research in the study was a valuable advantage as it contributed to understanding different dimensions of GBV in HEIs and the promotion of awareness of GBV in HEIs. According to Zikmund (2003:33), exploratory research is used in order to gain a clear understanding of dimensions of a problem. With regard to this study, exploratory research was valuable as it contributed to a clearer understanding of GBV in HEIs and the promotion of GBV awareness amongst students on campuses by SRCs to combat GBV.

1.6.1 Research design

A research design can be defined as an overall plan of obtaining answers to questions being studied and of handling difficulties that the study encounters during the research process (Polit and Beck 2004:49). Research designs are specifically developed to meet the unique requirements of a study. According to De Vos (1998:123), a research design can be defined as a blueprint or a detailed plan on how research should be conducted. Polit and Beck (2004:209) indicate that when selecting a good research design, it should be guided by an overarching consideration, namely whether the
design does the best possible job for providing trustworthy answers to research questions. The study will incorporate a case study research design.

According to Crowe et al. (2011:1), a case study can be regarded as a research approach that generates in-depth and multi-faceted understanding of a complex situation in real life scenarios. Case studies can be seen as robust research particularly when a holistic and in-depth investigation is required. According to Canhoto et al. (2015:9), concerns against case studies are a variant of what is known as “selection bias” whereby the choice of case biases the findings of the research, particularly with respect to excluding cases that contradict favoured theory. In light of the statement above, the study acknowledges that case studies offer little support for scientific generalisation, which in this case is not a prerequisite for the research. Case studies are time-consuming and tedious and often result in the accumulation of large amounts of data (Yin 1994:10).

For the purpose of this study an intrinsic case study was utilised. According to Yin (2003:60), the intrinsic design of a case study is descriptive and instrumental in nature as it endeavours to investigate, understand and describe a specific phenomenon. An intrinsic case study was valuable for the study as it assisted to describe, analyse and interpret GBV in HEIs in promoting awareness of GBV on campuses by the SRC.

1.6.2 Sampling

Polit and Beck (2004:289) define a population as an entire aggregation of cases which meet a designated set of criteria. The target population aggregate the cases about which the researcher aims to make generalisations about. According to Tuner (2003:3), the definition of a sample encompasses the purpose of sampling frames, which is to provide a means for choosing particular members of the target population that are to be interviewed. With regard to a specific sampling strategy, non-probability sampling will be used in the study. The study will utilise purposive sampling. According to Palys (2008:1), to engage in purposive sampling signifies that one will engage in sampling about strategic choices about where, whom and how one does one’s research. Palys (2008:1) state that purposive sampling is virtually synonymous with
qualitative research whereas there are many objectives in qualitative research. The list of making use of purposive strategies is virtually endless. For the purpose of this study, purposive sampling was used focusing of SRC members as unit of analysis within selected universities as cases.

The relevant population that was used in the study were Student Representative Councils (SRCs) from selected universities in South Africa. The following universities were sampled:

- Central University of Technology
- North West University
- University of Kwazulu-Natal
- University of Limpopo
- University of Pretoria
- University of South Africa
- University of Stellenbosch
- University of Venda
- University of Witwatersrand

These purposively-sampled universities represent different provinces and were selected based on their relative large residential student population. These nine universities thus served as cases representing the total population of 26 public universities in South Africa. The units of analysis within these cases were SRC members. The rationale for selecting SRC members is mainly that they represent the total student population, serve as partners with university management to design student-related programmes, and have particular portfolios that make provision for gender-related matters. As the governing body of students dealing directly with all student matters at hand, SRCs serve as valuable sources of rich data.

1.6.3 Data collection instrumentation

Research instruments have to be used to collect data. Semi-structured interviews and documents as sources of data were utilised in the study. According to Burgess (1984),
a semi-structured interview in qualitative research is a method that combines a pre-determined set of open questions with the opportunity for the interviewer to explore particular themes or responses further.

According to Hawkins (2018:494), the benefits of making use of e-mailed semi-structured interviews are that participants can respond to questions in their own free time and at their own convenience. Hawkins (2018:495) argues that one of the biggest disadvantages of using email semi-structured interviews is the potential for very short answers from participants. Fritz and Vandermause (2017:1) argue “that written responses of email interviews lack some of the social cues that contribute to the full understanding of participant’s experiences. There is no opportunity to observe and interpret visual cues, tone, hesitation or silence”. Follow-up questions for clarification were e-mailed to combat this potential limitation.

Documents as sources of data include a review of available literature published on specific topics. According to Kumar (2014:48), the literature review is an integral part of the research process, and makes a valuable contribution to almost every operational step. Taylor (2014:47) states that a literature review is a critical evaluation of what has been published on a topic by accredited scholars and researchers. With regard to the above, the study deduces that a literature review comprises secondary sources or sources that are being used by researchers to substantiate their research findings. Taylor (2014:48) maintains that the purpose of a literature review is to provide theoretical background, to establish a link between what you are proposing to examine and what has already been studied, which will enable the researcher to show that his/her research findings contribute to the existing body of knowledge, and to integrate his/her research findings into the existing body of knowledge. According to Gay et al. (2006:3), the researcher will also be prevented from plagiarising another person’s work unintentionally. Gay et al. (2006:3) continue by stating that existing literature also gives insight and understanding in relation to the chosen topic. For the purpose of this study, documents were used as part of the literature in order to collect data for the study. These documents included articles, government publications, dissertations, journal publications and books.
For the purpose of this study, Google Forms (Survey) were used to conduct semi-structured interviews with participants due to the current Coronavirus (COVID-19) pandemic. The interview schedule was e-mailed by means of a Google Forms (Survey) link to participants in order for them to respond to the survey. This was also convenient for the nature of the study, which extended across different provinces of South Africa. Nine universities participated in the study. A total of 26 SRC members (n=26) from the nine universities responded to the survey. The motivation behind using only SRC members from universities as the sample above was because they have experience and knowledge with regard to challenges experienced in relation to the promotion of GBV awareness on their campuses. The interview schedule used in the study is listed as Annexure A.

1.6.4 Data analysis

Polit and Beck (2004:716) define data collection as a means of gathering information to address any situation or research problem. According to Nigatu (2009:3), qualitative data analysis can be regarded as data that cannot be easily reduced to numbers. This can relate to concepts, values and opinions within a social context. Qualitative data analysis consists of transcripts of individual interviews. Bogdan and Biklen (1982:1) argue that data analysis in qualitative research can be defined as the process of systematically searching and arranging interview transcripts, observation notes or other non-textual materials collected by the researcher to increase understanding of the phenomenon. For the purpose of this study, thematic analysis was used to interpret and classify data. According to Bruan and Clarke (2006:82), a theme captures something important about data in relation to the research question, and represents some level of patterned response or meaning within the data set.

The researcher utilised key findings emanating from the conceptual and theoretical framework explored in chapters 2, 3 and 4 and empirical results obtained in Chapter 5 to ascertain 10 key themes. Google Forms (Survey) also assisted to statistically (i.e. numerical priority of responses of participants) determine key themes. The researcher analysed participants’ responses and reported on these results using their verbatim
quotes. The responses were juxtaposed and cross-referenced with the literature survey.

1.6.5 Ethical considerations

When it comes to dealing with human participants, research projects should rigorously follow ethical considerations. According to Cohen et al. (2007), as interviews are considered an intrusion into respondents' private lives with regard to time allotted and level of sensitivity of questions asked, a high standard of ethical considerations should be maintained. Therefore, ethical issues should be considered at all stages of the interview process. That is, participants should provide their informed consent before participating in the interview: a key step that researchers should adhere to throughout the whole research project.

According to Alshenqeeti (2014:44), an ethical challenge to most researchers is the intimacy and openness of the interview situation as it may lead to respondents disclosing information that they may later regret. This may lead to a quasi-therapeutic relationship which most researchers are not trained for. In order to avoid causing harm and to protect participants, researchers should assure that the collected data remain strictly anonymous. Most importantly, participants should be informed that their participation is strictly voluntary, which they can withdraw at any time during the study.

The researcher provided a full overview of the study (see Annexure A) where appropriate consent from participants was asked. All participants provided full consent that they are agree to participate in the study. It was also made clear to them that the study is voluntary and that they can withdraw at any time during the study if they no longer want to participate. Participants were only identified through numeric descriptors (i.e. SRC1, SRC2, SRC3, etc.), and particular universities were not named. The study furthermore fully complied with the North-West University Ethics Committee policy and guidelines and obtained an ethical clearance certificate (Ethics Number: NWU-01497-19-A7) in order to be able to conduct the research in an appropriate manner.
1.7 SIGNIFICANCE OF THE STUDY

As can be determined from the orientation to the study, there is an increasing body of scholarly knowledge regarding GBV in general and GBV in HEIs. There is, however, very limited research conducted in relation to the role and contribution that SRCs in universities can make to create awareness among students regarding GBV. Research in this regard within the ambits of South African HEIs is even more lacking. The significance of this study mainly centres around two dimensions, namely scholarliness and practicality. On a scholarly level, this study makes a significant contribution by investigating the role of SRCs in creating GBV awareness on South African university campuses. Secondary contributions include the development of a conceptual and theoretical framework to direct scientific inquiry into this phenomenon. On a more practical level, this study reflects on the status of GBV on campuses and challenges experienced by SRCs in creating awareness. The study proposes a practical model that can be applied in the design and implementation of awareness programmes. The model is also intended to address key challenges identified.

1.8 CHAPTER LAYOUT

To operationalise the respective research objectives and to answer the research questions, the study was divided into six chapters. These chapters individually served as different data sets to, by means of deductive logic in argumentation, come collectively to certain research conclusions.

Chapter 1: Introduction

The purpose of Chapter one was to provide background and to contextualise GBV in general. The chapter also focused on providing relevant information about GBV in HEIs within South Africa. It provided an overview of the research methodology, the research design, and methods of data collection, sampling and instruments used in data collection.
Chapter 2: GBV: A conceptual and theoretical exposition

Chapter two provided the theory through which GBV is understood in general as well as in HEIs in particular. Furthermore, the chapter explored the conceptual framework of the study. It assessed relevant theories such as feminism, radical feminism, patriarchy and masculinity. It also conceptualised key constructs such as gender, violence, power relations and social norms.

Chapter 3: Statutory and regulatory framework governing GBV and HEIs in South Africa

Chapter three outlined international conventions, protocols and national legislative and theoretical framework related to GBV in general as well as within HEIs in South Africa.

Chapter 4: The role of SRCs pertaining to GBV awareness programmes in South African universities

This chapter analysed the roles and responsibilities of the SRC with specific reference to GBV awareness programmes in South African universities. The chapter also assessed international best practices regarding GBV in HEIs globally to enable comparative perspectives.

Chapter 5: GBV awareness in HEIs: Empirical findings

Chapter five focused on analysis and the creation of awareness of GBV in HEIs by SRCs. The chapter also presented a discussion of thematic analysis of empirically collected data within a broader theoretical discussion. Through analysis of data, the study was able to identify, present and discuss GBV awareness challenges experienced by SRC members who participated in the study at universities.
Chapter 6: Conclusion and Recommendations: The design of GBV awareness model

Chapter six focused on providing concluding remarks around GBV in HEIs as well as an appropriate GBV awareness model/approach.

1.9 CONCLUSION

This chapter provided a detailed introduction, orientation and problem statement as well as a central theoretical statement with regards to GBV and GBV in HEIs. In addition, the chapter provided clear research questions and objectives that were achieved in the study. The chapter also gave an overview of the significance of the study as well as a detailed discussion of concluding chapters for the study.

The next chapter provides extensive overview of literature and conceptualisation of relevant concepts and theories pertaining to GBV as well as an overview of GBV in HEIs in South Africa.
CHAPTER 2

GENDER-BASED VIOLENCE: A THEORETICAL EXPOSITION

“Gender-based violence often have difficulty sharing and comparing information, because ideas about how gender-based violence is defined are inconsistent both within and across cultures”

(The Reproductive Health Response in Conflict Consortium (RHRC), 2004)

2.1 INTRODUCTION

The creation of safe spaces for students and the establishment of an environment where quality education can be promoted demand extensive research. As confirmed by the American Association of University Professors (2013), freedom to study in safe spaces is of paramount importance and can never be separated from a safe learning environment. Gender-based violence (GBV) on university campuses is therefore a prominent concern for policy makers, activists, general society, students and theorists. This concern can only effectively be addressed if the nature, scope and underlying causes of such violence are fully understood. Scientific inquiry into this phenomenon is, however, complicated by the multidimensional nature of GBV. The social, cultural, legal, health and safety dimensions of GBV can be analysed from a multitude of theoretical perspectives and dispositions. The particular theoretical vantage point that analysists choose to apply is furthermore influenced by the particular gender, age, social stratus and cultural setting in which scholars find themselves.

The purpose of this chapter is to outline a broad conceptual and theoretical framework to direct scientific inquiry into the phenomenon of GBV on campuses of higher education institutions. The chapter will commence with a robust literature review to uncover relevant theoretical perspectives to GBV. As such, the chapter aims to operationalise the first research objective of the study.
2.2 CONCEPTUALISING GBV

GBV occurs within society at large, but the higher concentration of young people on campuses may lead to higher incidences in these settings (Fisher et al. 2000). According to Osborne (1990:685), it is noteworthy that a significant number of young women on campuses encounter young men at various public and private spaces on campus. This particular setting makes the average female student more vulnerable. Universities are no longer perceived as safe spaces since women are constantly exposed to sexual harassment or sexual violence. O’Connor and Kingkade (2016) state that GBV in higher education institutions remains a grave concern and a serious social problem for society. O’Connor and Kingkade (2016) further stress that the increase of GBV is mainly driven by high acclamation of social norms related to sexual violence showing an increase in universities around the world amongst students. Strebel and Foster (2000:11) further contend that although a significant amount of research on GBV has been done, there are only relatively few studies conducted with regards to GBV on university campuses. Fisher et al. (2000:1) shine further light on the need for thorough studies in this regard. It is thus imperative to obtain conceptual clarity on the main constructs of this study, namely violence, gender and gender-based violence.

2.2.1 Violence

A robust literature review revealed that scholars still struggle to formulate an all-encompassing definition for the notion “violence”. This state of affairs is mainly due to various types, forms and levels of violence that occur within society. According to Coady (1986), violence in its most basic form can be defined as the use of physical force. Olweus (1999:12) adds that violence can be regarded as the infliction of physical harm or a form of force. The Gulbekian Foundation (1995) mainly focuses on the behavioural dimensions of violence and defines it as people’s behaviour or people that are liable to cause emotional, physical or psychological harm to others. This implies that violence entails the aggressive behaviour of a person aimed against another to inflict discomfort or pain. Dewey (1980:246) concurs that violence is “force gone wrong” in that it is destructive and harmful. To this, Krug (2002) adds that
violence is the use of intentional power that may result in pain, death, psychological harm, deprivation or maldevelopment. As far as the latter broader context is concerned, the World Bank (2009) holds that violence has negative consequences for socio-economic development in countries. According to the Commission for Gender Equity (2016:3), “violence is underpinned by an understanding that violence against women, in particular, constitutes a fundamental violation of the right to gender equality”. Violence against women, in terms of its scale, is mainly understood theoretically as a cause and a consequence of gender inequality across communities and within society (Banyard et al. 2004). For purposes of this study, violence can be conceptualised as any physical or psychological harm or force from one individual against another that has unfavourable consequences on their general health and psycho-emotional wellbeing.

2.2.2 Gender

The New Encyclopaedia Britannica (1994:172) holds that any attempt to conceptualise gender as a construct should consider conceptions and dynamics of masculinity and femininity. Zavallos (2014) reflects that gender is a multidimensional construct and is dependent on various societal conceptions of gender roles and sex categories. This includes cultural meaning attached to it as well as typical roles and responsibilities ascribed to “men” and “women” in society. As confirmed by Zavallos (2014), gender also refers to what is allowed within society and what is expected about men and women within a given context. Zavallos (2014) adds that conceptions of gender mainly involve social norms, behaviour and attitudes that society deems appropriate for each sex category.

The Office for Coordination of Humanitarian Affairs (OCHA) (2012:1) states that the term “gender” refers to opportunities and attributes are associated with being male or female. It also refers to the a-typical relationship between men and women. Gender in this case places sensitivity, meaning that different societies and cultures may view it differently. Conceptions of gender are further complicated by the fact that most societies experience significant levels of gender inequality and women generally have fewer opportunities than men concerning work, decision making, and access to
resources (World Health Report 1997). The World Health Report (1997) and Canada International Development Agency CIDA (2000:1) also maintain that gender relations vary among societies, but that the general perception is that women have less power and less influence in decision making and control than men in shaping their own lives. This is regarded as both a human rights issue as well as a developmental issue. As far as the power dimension of gender is concerned, the World Health Organization (WHO) (2009:3) states that differences between gender roles often create inequalities, whereby gender is often used as an instrument of power. In this regard, Moore (2015: online) asserts that women are far too submissive. This perpetuates power imbalances between genders. Women in society are often viewed as being submissive and subordinate to men and as having a lower social status. This allows men to control them and have greater decision-making power over them.

According to the Canada International Development Agency (CIDA) (2000:1), gender is similar to notions like race or ethnicity, which functions as an organising or categorising principle within society. In this regard, Goldman (2014: online) reports that the social media platform, Facebook, has introduced different categories of gender identities for its users. This follows on the Australian Government Guidelines on the Recognition of Sex and Gender (2013:4), where much broader definitions of gender are outlined. This Guideline holds that gender is “a person’s personal and social identity and can be legally defined in more ways than just male and female”. Furthermore, the Australian Government’s Guidelines (2013:4) is of the view that gender refers to the way a person “feels, presents, and is recognised within the community. A person’s gender may be reflected in external social markers, including their name, external appearance, mannerisms, and dress”. Goldman (2014: online) maintain that there are at least fifty-eight distinguishable forms of gender, among others, the following:

- Androgyne
- Androgynous
- Bigender
- Cis
- Cisgender
- Non-binary
- Pangender
- Trans-Female
- Trans-Male
- Trans-Man
A detailed exposition of each category falls outside the scope of this study. Gender can be regarded as a social construct that is mainly influenced by social norms, attributes and behaviours. For purposes of this study, gender can be defined as a multidimensional construct that influences power and sexual relations between different genders. It also includes notions of gender equality in society, and role clarification that generally exists between men (male) and women (female). Based on the focus of this study, broad notions of the gender “female” will be used to simplify differentiation between “male” (i.e. men, masculinity) and “female” (i.e. women, femininity) violence. This simplification, however, is not exclusive and does not eliminate or disregard any other forms of gender.
2.2.3 Gender-based Violence

Straus (2011:279) states that GBV can be regarded as a basic human rights issue that is often violated in societies around the world. Strauss (2011:279) also asserts that there is a causal relationship between GBV and unequal gender relations in society. GBV gives rise to unequal power relations between men and women that can take the form of sexual violence, rape or discrimination embedded in legislation or those that manifest themselves in societal perceptions and norms.

Morrison et al. (2004:2) define GBV as “actions related to sexual violence, physical violence, psychological violence, systematic humiliation, controlling behaviour, threats of harm, molestation, exploitation, social ostracism, forced sexual intercourse, inappropriate touching, and intimidation or forced actions to take part in sexual activities”. These actions are also listed in the United National Declaration on the Elimination of Violence against Women (1993). The Declaration states that violence against women can be defined as “any act of GBV that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life”. Over and above actions listed by Morrison et al. (2004), the Declaration adds “battering, dowry-related violence, rape, female genital mutilation, and other traditional practices harmful to individuals”. Gross et al. (2006) and Krug et al. (2002) contend that GBV consists of any form of sexual advance that is made by one individual to another which is not consensual. As a result, it includes unwanted sexual comments, sexual advances and or unwanted touching. Coercion and rape, whether physical or psychological, are defined as GBV committed against the will of an individual (Krug et al. 2002; Gross et al. 2006).

In an organisational setting, Fatusi and Oyeledun (2002:18) define GBV as violence related to exploitation, sexual harassment and intimidation at work, trafficking of women, forced prostitution, and violence perpetrated or condoned by the state. In a broader social context, Fatusi and Oyeledun (2002:18) argue that the discourse on GBV is generally informed by societal factors such as social norms and cultural practices. They maintain that issues such as cultural acceptance of the practice of wife-beating and general male domination strengthen gender disparities and
inequalities in society. In a similar vein, Scully and Marolla (1985:251) claim that sexual violence almost fulfils a social function and has become a social norm that rewards perpetrators beyond sexual gratification. These authors suggest that scientific inquiry into the nature of these “rewards” is necessary for an attempt to counter them.

Fatusi and Oyeledun (2002:18) add a unique dimension to GBV. They contend that GBV constitutes psychological and biological factors and characteristics of both perpetrators and victims of violence. These factors and characteristics include low self-esteem, drug and alcohol abuse, exposure to domestic violence, and a history of childhood abuse. Individuals that are exposed to these situations and hold some of these characteristics or personal traits have a higher likelihood to become involved in unacceptable behaviour and acts. In a similar vein, the United States Government (2012) reason that studies of GBV should address issues such as gender identity and biological sexual orientations.

Gross et al. (2006) and Krug et al. (2002) reason that GBV consists of any form of sexual advance that is made by one individual to another which is not consensual. As a result, it includes unwanted sexual comments, sexual advances, and or unwanted touching. Whether physical or psychological, coercion and rape are defined as GBV committed against the will of an individual (Krug et al. 2002; Gross et al. 2006). In line with the definitions above, it can be deduced that GBV is a phenomenon that undermines the health, dignity and empowerment of women within society.

For the purpose of designing a theoretical framework of this study, relevant theories concerning the contribution of GBV will be examined to analyse the nature and occurrence of GBV in tertiary-educational settings as well as to investigate its impacts on female students generally.

2.3 THEORIES PERTAINING TO GBV

Over time several theories emerged that collectively inform the corpus of knowledge of GBV. In the subsections below, some of the most prominent meta-theoretical
underpinnings as well as pertinent theories pertaining to the study of GBV will be analysed.

2.3.1 Feminism

In response to the perceived cultural differences between genders, the study presents feminist theory as one of its core approaches as a theoretical framework of the study. Feminism entails mainly three movements which consist of first-wave feminism, second-wave feminism (1960s–1980s) (Walker 1992:39), and third-wave feminism (1990s–2000s) (Krolokke and Sorensen 2005:24), which were all developed to ensure equal rights of women. According to Humm (1990:251), modern Western feminist history is split into three periods, or “waves”, each with slightly different aims. First-wave feminism of the 19th and early 20th centuries focused mainly on overturning legal inequalities, particularly women’s suffrage, while second-wave feminism (1960s–1980s) broadened the debate to include cultural inequalities, gender norms, and the role of women in society (Walker 1992:39). Lastly, according to Krolokke and Sorensen (2005:24), third-wave feminism (1990s–2000s) refers to diverse strains of feminist activity, seen as both a continuation of the second wave and a response to its perceived failures. Women meeting in safe spaces named, analysed, and strategised to end violence against women. They understood their experiences as arising from their subordination as women in interlocking systems of gender, race, and class oppression (Meer, s.a:21).

Bograd (1998:2) argues that feminist theory emerged from the fact that violence against women mainly emerged due to gender inequality in society. Feminists typically argue that men dominate all spheres of society and thus “create the world from a male point of view” (MacKinnon 1982:23). Feminists furthermore regard society as a patriarchal system, which means that women are generally subordinate and submissive to men. Abuse can be perceived as “male power used by men mainly to control women” (Dominelli 1986:1).

Feminism continues to be a platform for women who belong to different sectors such as class, religion, education, ethnicity as well as nationalities (Mbatha 1998:22).
McKay (1994:2) states that feminist scholars commit to investigating situations that are experienced by women within society. As such, they should aim to be activists on behalf of all women in society to improve their lives. This study is theoretically located within radical feminism as one of its foundational approaches to analyse the nature and dimensions of GBV, mainly towards women in society.

2.3.1.1 **Radical feminism**

According to Dobash *et al.* (1979:7), some of the earliest feminist theories, including radical feminism, emerged as a response to a patriarchal system where male domination over women often manifests in violence. Teasly (2017) states that radical feminist beliefs are primarily based on the idea that the main cause of women's oppression originates from social gender roles and institutional structures being constructed from male supremacy and patriarchal perspectives. The main difference between radical feminism and other branches of feminisms is that it does not concentrate on attempting to equalise the distribution of power between genders in society. Instead, it focuses its efforts on eliminating patriarchy by transforming the entire structure of society. More specifically, radical feminists regard themselves as “deeply oppressed” and attempt to terminate traditional gender roles (Hartmann 1997:63). Inequality and violence manifest, according to Simpson (1989:607), in patriarchy which is perceived as “male aggression by radical feminists and the control of women’s sexuality”. Radical feminism thus focuses on current trends of patriarchal relationships (Leburu *et al.* 2015:410). Mbatha (1998:22-23) indicates that according to radical feminists, patriarchy is seen as the essence of structural domination of men over women.

In the context of family life, Nancarrow (2003:6) is of the opinion that radical feminism theory assert that domestic violence should be understood from the perspectives of “male privileges within families”. Men typically internalise these privileges and it manifests later in their lives, first as students, then in the work place and eventually in their own families. To address the continuation of this situation, radical feminists propose “lesbian separatism” and “control over sexual reproduction” (Firestone 1970:5). Also, according to Sweeny (2004:1), radical feminists attempt to address the
biological differences between the sexes. Gender is being viewed as only the “anatomical possessions or non-possessions” of people. Radical feminists hold that these “possessions” or biological differences should not serve as a distinguishing factor to discriminate between the sexes (Sweeney 2004:1). In a similar vein, Macionis (2012) reflects that radical feminist theory hold that ending patriarchy in society would mean that society has to eliminate notions of gender itself. Griffin (1971), Firestone (1972), Brownmiller (1975), Russell (1975) and Capupti (1989) concur that radical feminists seek a democratic and gender-free society that is not controlled by a patriarchal system. Cornell (1995:41) and Fisher (2014:7) assert that within feminist studies, gender analysts have identified the concepts of “masculine” and “feminine” as central to a hierarchal system in which masculinities are privileged over femininity.

Male domination is also noticed within the educational sector where students prepare for and seek to get access to the labour market. Men maintain their control and power by often excluding women from career opportunity (Leburu et al. 2015). Ulrich (2000) and Kambarami (2006) add that radical feminists maintain that research into GBV can only be understood from the perspective of women. They argue that all forms of discrimination, unequal societal power relations and male-dominated state structures should be eradicated. Gouws (2018:3) states that within the South African university context, recent feminist campaigns held in 2015/2016 by university students under the hashtags #RhodesMustFall, #OpenStellenbosch, #EndRapeCulture, and #FeesMustFall came from young females on South African university campuses. Gouws (2018:3) further states that these female students claimed a feminist identity that portrayed a “radical, intersectional, and African approach to feminism”. “Black pain” was expressed as a sign of exclusionary institutional cultures in most tertiary institutions in South Africa (Gouws 2018:3). Gouws (2018:3) further reasons that the pain associated with the oppression of black bodies also evoked the notion of the entrenched feminist strategy of “the personal is political”. The importance of these student campaigns was to embrace a feminist identity and to express the high levels of GBV committed against female students on university campuses in South Africa. Radical feminists generally argue that patriarchy is extremely difficult to eradicate because it is rooted in the belief that women are different and inferior to men. According to Mackinnon (1982:3), radical feminism holds that the basis of all gender inequality manifests in sexual violation of women in the form of rape, wife battering,
sexual abuse of children, sexual harassment, involuntary prostitution and pornography. Authors such as Brownmiller (1975), Russell (1975) and Capupti (1989) further maintain that contrary to popular belief, radical feminists argue that violence against women is fundamental to male supremacy as sexual violence, domestic violence, rape or sexual harassment which are all part of the system of oppression against women in society. As such, the contribution of radical feminists to gender-based violence has been significant as a comprehensive theory to analyse this phenomenon. It could be argued that feminism in general offers a sound theoretical framework to assess the occurrence of violence against women, while radical feminism narrows the arena specifically to the manifestations of male dominance through GBV.

2.3.2 Patriarchy

According to Fisher (2014:9), the term patriarchy has been and continues to be used to describe this system of gender domination. The New Encyclopaedia Britannica (2002:200) defines patriarchy as “an assumed social system that is based on the total authority that a father or elder of a family assumes”. To this, Pilcher and Wheelehan (2004:93) add that patriarchy means the “rule by a male head of a social family where the societal elder has legitimate power over others in the social unit, which is mainly the family”. Lerner (1986) concurs that patriarchy is the manifestation of male dominance over women in society in general. Walby (1990) adds that it is generally a system of social structure where men exploit women. Asiyanbola (2005:3) adds that patriarchy is used within feminist theory to explore the “systematic organisation of male supremacy and female subordination”.

According to Mackinnon (1987:3) and Walby (1990:12), patriarchy mainly manifests in six ways, namely:

- access to labour and other socio-economic opportunities;
- disparities in remuneration;
- sexuality culture;
- housework or chores;
• domestic violence; and
• general women subordination.

It is thus evident that GBV cannot fully be understood in isolation from feminism and patriarchy. It can be deduced that patriarchy comprises a societal system that compromises the position of women and exclude females from fully participating in socio-economic positions of power. It can furthermore be argued that patriarchy contributes to violence against women through various acts such as rape, sexual violence, subordination and exploitation that are often regarded as acceptable social norms.

2.3.3 Masculinity

Vonarx (2014:1) states that masculinity can be defined as “the identity of an individual sense of being that is determined by gender such as being male or female”. Vonarx (2014:1) adds that masculinity can be regarded as a social construct that characterises men, the roles they play and the social groups they belong to. In this regard, masculinity can be regarded as a type of personal identity. Moore and Stuart (2005) and Reidy et al. (2014) add that men, in conformance of male identity expectations, have a norm tendency of using violence against women. Nash (2005) concurs but notes that conforming to gender expectations often adds stress to men, and thereby further increases the risk of women abuse.

Heilman et al. (2014) note that masculinity is deeply rooted in men’s psyche, and research suggests that violence by men against women are demonstrations of power and control over victims. Jewkes (2012) confirms that the perpetration of sexual violence can serve as a way for men and boys to prove their manhood and establish power over victims. Furthermore, Crowther-Dowey and Silvestri (2017) reason that the use of violence often concerns expected norms of masculinity.

In the context of university campuses, Schwartz and DeKeseredy (1997: online) are of the opinion that most male students see the subjugation of female students as a means to confirm their masculinity and to receive approval from their peers. Schwartz
and DeKeseredy (1997: online) further argue that most university male students devote much of their time to “scoring” and “wanting to be the so-called ‘man of the hour’”. As such, Heilman and Baker (2018:8) argue that all aspects related to masculinity are relevant to the study of GBV on university campuses. It can be deduced that masculinity is closely connected to the occurrence of violence against women especially on university campuses.

2.3.4 Gender and power relations

Balan (2010) notes that gender and power relations exist between parents, children, employers, members of society, spouses and political institutions. These relations are generally influenced by notions of masculinity and femininity. Balan (2010) further adds that power relations are historically and culturally constructed based on the perceived gender roles of men and women in society. Fricker (2007) confirms that gender and power relations are informed by culturally-imbedded social norms. These norms are also influenced by stereotypes and traditional gender roles. As a result, women are often excluded from socio-economic opportunities in society.

Brownmiller (1975) argues that unequal power relations between men and women mainly centre around male dominance and power and not just sex alone. Brownmiller (1975) and Griffin (1971) also hold that disparate power relations are often maintained by the common misperception that the way a woman dresses instigates a man’s sexual desire. Women are thereby often accused of instigating rape or other forms of sexual violations by the way they look or behave. Furthermore, the Canadian Foundation for Infectious Diseases Gender Team (CFID) (2011) confirms that gender inequality and dissimilar power relations are the root cause of violence against women.

In line with the above, it can be deduced that men in society may use their positions of power as well as their physical power to abuse women. Radical feminism theories such as patriarchy, masculinity as well as gender and power relations are all forms of social norms that are highly relevant to construct a theoretical framework for the analysis of GBV.
2.3.5 Social norms

Berkowitz (2004) reasons that the social norms theory has been applied successfully and extensively in health promotion and prevention. Demetriou (2005:49) adds that the theory became prevalent since the 1990s in the development of student literature and research. Clark et al. (2017:1) state that the theory was proposed by Perkins and Berkowitz in 1986 as a mechanism to decrease behaviours associated with social problems. Clark et al. (2017:1) go on to state that societal harmful practices are mostly sustained by social norms which are collective behaviours or beliefs about what people expect from one another. Alexander-Scott et al. (2016:6) define social norms as “the rules of behaviour that people follow or adhere to merely because they believe the majority of people in the group act according to the rule”. Mackie and LeJeune (2009) argue that to change the culture of social norms, accurate and positive norms must be presented to people to change unhealthy behaviour. Miller and Prentice (2016) note that some theorists suggest that in order to change a social norm, it is important to reach out to a reference group, such as men who hold the same social norms about the treatment of women. In this regard, Berkowitz (2002) states that studies of social norms suggest that most males have misguided notions about the attitudes and behaviour of other males towards women in general and sexual relations in particular. Also Gottfried (2002) and Berkowitz (2003) suggest that men often overestimate the extent to which other men are sexually active. Thus, what men think other men think and do is one of the strongest determinants of how men will in all likelihood act.

The social norms theory has been successfully applied to the prevention of sexual violence. A campaign developed by Rodriguez et al. (2003) has successfully reduced the misperceptions of men about the comfort of other men’s sexist comments and conduct. A media campaign was developed to address and expose the misconceptions and perceptions of men. Also, Berkowitz (2004) confirms that a social norms approach is very effective when responding to sexual violence and to alter the attitude and behaviour of male perpetrators. Kilmartin et al. (1999), Fabiano et al. (2003) and Heise (2011) assert that addressing social norms regarding GBV and related matters could significantly reduce the likelihood that other men merely act as silent bystanders in cases of GBV.
This brief exposition of social norms illustrates the necessity to address misguided social norms and perceptions regarding patriarchy, masculinity, and gender and power relations through adequate GBV awareness programmes. When information regarding social norms is adequately distributed, it could significantly help shift attitudes of people, changing them from being silent bystanders to performing active roles in changing social perceptions about GBV.

2.4 CONTEXTUALISING GBV: PREVALENCE IN HIGHER EDUCATION INSTITUTIONS (HEI)

GBV has been persistent and continues to be a grave concern for universities globally and within South Africa. In the subsections below, the study will contextualise the prevalence of GBV in higher education institutions (i.e. universities). The purpose of this contextualisation is to uncover and investigate some of the most concerning outcomes of GBV and to detect factors that may influence its impact on students.

2.4.1 The status of GBV in South African universities

According to Sloan and Fisher (2011:23), historically GBV on university campuses was mostly handled informally by university administrations. This was mainly to avoid negative publicity, thereby ruining universities’ reputations since it may have led to lower student enrolments. Administrators usually tended to “sweep cases of sexual violence under the carpet which in effect meant that victims were silenced”. Sloan and Fisher (2011) continue to state that the lack of justice for victims and having to face their perpetrators on campuses daily led to a situation whereby the victims left the institution or stopped studying altogether. This state of affairs was not only an unfair and irresponsible way of treating victims of sexual violence but also implies that institutions of higher learning did not accept accountability. Offenders went largely unpunishment, which eventually meant that other students were also exposed to these offenders on campus (Sloan and Fisher 2011).

The history of sexual violence in South African university campuses has been mounting since 2012 (Mothibi et al. 2013). Chetty (2008) and Collins et al. (2009) hold
that several studies in South Africa have revealed that sexual violence on university campuses has high prevalence. The University of the Witwatersrand, for example, conducted a sexual harassment research project on campus in 2012 to ascertain the patterns, problems and prevalence in regulating sexual harassment among students. The study established that sexual harassment is highly prevalent and persists in several different ways on campus. Also, Seddon (2016) reports that students at Rhodes University became desperate about the lack of action against perpetrators and therefore publicised a list of sexual offenders themselves in 2016. Radloff et al. (2014) furthermore report on recent studies at the University of Kwa-Zulu Natal, Rhodes University, Stellenbosch University and the University of the Western Cape that all confirmed that the prevalence of GBV is significantly higher than what statistics generally suggests. In this respect, Fox et al. (1995) and Jewkes and Abrahams (2002) maintain that in the South African context, there is a general lack of research regarding GBV, and that statistics is typically not accurate due to the fact that universities tend to deal with such matters unofficially. Also, Fineran et al. (2003) argue that most research in South Africa mainly focuses on severe cases of GBV such as rape and assault, and tend to neglect all other related risk factors of sexual violence. Gross et al. (2006) confirm that most research deals with sexual violence that is very much focused on the implications thereof on Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS) statistics.

Already in 1995, Braine et al. (1995) conducted a survey at South African universities to determine how students experience and perceive GBV and sexual harassment on campuses. The survey found that students have multiple understandings of GBV and sexual harassment, mainly due to different cultures and social norms of respondents. Braine et al. (1995) also confirm that perceptions of GBV differ vastly among genders. The study found gender differences in perceptions of the seriousness of sexual violence as well as the appropriate actions that should be taken against perpetrators. Seventy-nine percent of female students called for expulsion as punishment for perpetrators while only 68% of male students opted for such action. Braine et al. (1995) argue that the findings of the survey pointed out that female students feel far more in danger of being sexually assaulted than male students.
In a more recent study about GBV and gender imbalance at South African universities, Gordon and Collins (2013:102) ascertained how female students comprehend and experience GBV. The study revealed that female students are almost accustomed to fear. Gordon and Collins (2013:102) report that the responses of participants illustrate the fact that female students perceive GBV almost as an unavoidable fact of life. The majority of participants in the study further explained that “having to dress a certain way and being in the company of men while drinking puts them at high risk of being sexually violated” (Gordon and Collins 2013:102).

It is evident that GBV in South African universities is persisting while at the same time putting female students at a higher risk of being victims of GBV. GBV is also more likely to negatively impact the academic life of female students.

2.4.2 The effects of GBV on students and academics

According to KPMG Human and Social Services (2015), the impact of GBV on South African society is profound given the extent of sexual violence incidents in the country, and that GBV costs South Africa between R24 to R42 billion annually. Also, the true costs associated with sexual health, reproductive health, mental well-being, and productivity are being severely underestimated as not all of them are considered. Campbell et al. (2008) state that problems associated with physical health include unwanted pregnancies, chronic illnesses, injuries, HIV and sexual dysfunction that mostly affects women. According to Gidycz et al. (2007), the psychological health issues that affect women are sexual violence, humiliation, depression, stress, suicidal thoughts and trouble concentrating.

According to Hembree et al. (2009), sexual violence on university campuses has many detrimental factors and has lasting effects on students’ wellbeing. Students who have been sexually violated suffer from a multitude of diagnoses that may include post-traumatic stress disorder, anxiety, low academic marks, substance abuse, suicidal thoughts, malfunctioning, or eating disorders. Chivers-Wilson (2006:111) asserts that it is common that sexual violence is mostly associated with negative health outcomes. Ullman and Brecklin (2002:117) contend that it is these factors that lead to suicidal
behaviour and dropping out altogether. Regarding the prevalence of sexual violence on university campuses that have not changed in nearly sixty years, Muehlenhard et al. (2017:549) stress that this problem is by no means anything new to society; needs to be addressed. The following subsection briefly outlines some of the negative effects of GBV on students and academics on university campuses.

2.4.2.1 Post-traumatic stress disorder

Most incidences of sexual violence on campus have been associated with post-traumatic stress disorder. Lindquist et al. (2013) examined a large sample of women at historically black university campuses where sexual violence has been reported since the beginning of university. They reported high levels of post-traumatic stress disorder amongst women who were victims of abuse. According to the National Institute of Mental Health (NIMH) (2016), sexual violence is the most common psychological disorder associated with post-traumatic stress disorder. Sexually violated victims have three symptoms which are re-experiencing, avoidance and hyper-arousal. According to Vickerman and Margolin (2009), when sexually violated victims re-experience what happened to them, they are likely to relive the event to a point where it is severely affecting their daily routine. Also, for Campbell (2009), campus sexual violence can be one of the most severe complications of all traumas that causes long term side effects that severely impact the lives of students. Between 17% and 65% of university students develop post-traumatic stress disorder (PTSD). Victims of sexual assault suffer from a trauma syndrome that is connected to PTSD and includes repetitions of their experience.

2.4.2.2 Depression

According to Chang et al. (2015), sexual violence on campuses has often been associated with symptoms associated with depression. A study conducted by Lindquist et al. (2013) showed that a sample from a historically black university campuses holds the truth of sexual violence being connected to depression. Krahé and Berger (2017) argue that sexual violence on university campuses before the first year of students predicted depression in their second year of university. According to
the Rape, Abuse, Incest National Network (RAINN) (2016), sexual violence victims and survivors are highly likely to be diagnosed with depression. The American Psychiatric Association (APA) (2013) goes further and states that depression that is related to sexual violence may harm the lifestyle of an individual. In this regard, it may cause an individual to withdraw from social activities, may result in lack of concentration or it may affect academic performance negatively.

2.4.2.3 Academic consequences

Jordan et al. (2014) state that sexual violence continues to harm the academic performance of students. However, a longitudinal research study conducted by Jordan et al. (2014) indicated that for three times which includes high school, the first semester of university and the second semester of the university found that being sexually violated during high school, and during the first and the second semesters in university predicted poor academic performance by victims.

Baker et al. (2016) concur with Jordan et al. (2014) by stating that in addition to low academic performance, sexual violence is connected to students dropping out or leaving the university environment permanently. However, Baker et al. (2016) found that the exposure of sexual violence amongst female university students has a greater effect on them leaving the university altogether. While Mengo and Black (2016) also assert that students experiencing sexual violence are more likely to leave than students who just experience a verbal or physical assault on campus.

2.4.2.4 General health complaints

According to Ulirsch et al. (2014), experiencing sexual violence commonly leaves physical scars on victims. However, health consequences extend beyond just physical pain caused by the perpetrator. Sixty percent of women who have reported sexual violence reported pain. According to Golding (1994), health conditions related to pain in the event of sexual violence may include heart disease, hypertension and arthritis. Sexually-violated women are most likely to experience bodily pain, reproductive and neurological symptoms.
2.4.2.5 Alcohol and drug abuse

According to McAuslan et al. (2004), the relationship between sexual violence and alcohol abuse is a significant challenge given the fact that the use of alcohol often leads to violence. For example, perpetrators may give alcohol to victims or target highly-intoxicated victims. Thus, the use of alcohol is significantly related to sexual violence in a distinct way. This is a potential predictor of assault since half of the victims and half of the perpetrators report that they were under the influence of alcohol at the time of the incident. The Washington Department of Justice (1999) contends that alcohol abuse is highly associated with college or university students and often with sexual violence on campus. Sexual violence continues to occur on campuses because of the belief and attitudes in gender roles, which result in the physical and sexual abuse of students on campus even if alcohol was not involved. The Washington Department of Justice (1999) further argues that campus policies regarding underage drinking and the use of substance abuse may be that which keeps victims of sexual violence from reporting their perpetrators because they fear disciplinary actions for violating school rules. Thus, to help encourage victims or survivors of sexual violence to report their incidents, universities and colleges should not penalise victims of sexual violence when the use of alcohol and substance abuse was involved (Washington Department of Justice 1999). According to Tharp et al. (2013:133), research has shown that alcohol abuse and sexual violence are highly related to one another. A systematic review found that the use of alcohol is significantly associated with sexual violence incidents among college or university students. Tharp (2013:133) notices that an alcohol policy has the potential to prevent or rather reduce sexual violence but can only be used as one component in a comprehensive strategy to prevent sexual violence. A recent study by Banyard (2014) highlighted the potential to implement and evaluate policy approaches that prevent sexual violence in colleges and universities. This included policy related to alcohol, response rate, reporting of incidents as well as training of faculties and administrators on campuses. In this regard, Banyard (2014) concurs with the above, and states that for campus policies to be effective, it must be accessible to campus community members providing training to specific sub-
committees on campus. This includes students, staff, the SRC, faculties and administrators to ensure that prevention policies are implemented.

2.4.2.6 Confidentiality issues

Many victims of GBV do not report their incidences often because they fear reactions from friends, family and fellow students on campus if they disclose what happened to them. However, it is important to treat those that report incidences with sensitivity. Authorities need to understand their fear to talk and ensure the confidentiality of reports (Washington Department of Justice 1999:13).

2.4.2.7 Re-victimisation

According to Krahé and Berger (2017), sexual violence victimisation before the first year of university is likely to occur during both the second and third year. In this regard, Livingston et al. (2010) assert that victimisation in high school predicts re-victimisation in university.

From the above, it is evident that sexual violence has multiple negative effects on university students. In this regard, sexual violence on university campuses needs to be addressed adequately by promoting GBV awareness efficiently and effectively to ensure that every student who is sexually assaulted reports the incident. Being a victim of sexual assault may lead to both physical and psychological health issues, but also contain life-changing cost that changes the lives of victims considerably.

2.4.3 Life-changing effects of GBV

According to Miller et al. (2010), most costs associated with sexual violence are often ignored or neglected. These costs may come in the form of Human Immunodeficiency Virus (HIV), sexually-transmitted diseases (STI’s), unwanted pregnancy, financial expenses, general quality of life, and even suicide. Miller et al. (2010) further state that victims of sexual violence often contract STI’s and HIV that may require them to take additional care. Female victims of sexual violence may become pregnant, requiring
months of tests and medical costs. According to Gyorky (1994), victims of sexual abuse often need therapy that is also highly time-consuming as well as a limited amount of visits that a victim can have, which could cause him or her not to heal properly in time.

In line with the above, it can be deduced that experiencing life-changing events due to sexual violence should be dealt with in an effective manner that extends support to victims. Should a student experience any of the above life-changing events, it may be argued that the particular university should have the necessary resources and support mechanisms in place to assist the victim.

### 2.4.4 Under-reporting of GBV incidents on university campuses

Fisher *et al.* (2000:65) reason that there are approximately 81% on-campus sexual assaults and 84% off-campus sexual assaults that are not reported. The under-reporting of sexual violence on campuses reveals that the problem is undoubtedly more widespread than what statistics presents to society. Many college or university students who have been victims of GBV have various reasons for not reporting their incidents. This may include thinking that the violent incident is a private matter, and believing that their perpetrators’ behaviour was not a criminal act, worrying that they might be embarrassed if they report the crime or feeling pressured by friends to let the matter go, especially if the perpetrator is well known in the campus community (Fisher *et al.* 2000:23). Gonzales *et al.* (2005) explain that the significant reason for the occurrence of sexual incidents on university campuses is the under-reporting of sexual violence committed by perpetrators who are known to most victims on campus. The New Jersey Task Force on Campus Sexual Assault (2017:9) insists that nearly 85% of sexual violence that occurs is by perpetrators that know the victim. However, they frequently fail to report the crime to campus law enforcement or any other enforcement authority outside of campus. Victims of sexual assault are mostly uncertain of their rights and know very little about the treatment and services available to them. Treatment and services should be easily available and accessible to any student in need of help (New Jersey Task Force on Campus Sexual Assault 2017:9).
Tjaden and Thoennes (2006) argue that sexual violence is commonly under-reported because it is difficult to obtain precise numbers. Brubaker (2009) goes on to state that under-reporting may be part of the high male-dominated (patriarchal) culture of some university institutions. According to the United States Department of Justice (USDJ) (2005), other explanations for the under-reporting of sexual violence on campus is that some students may lack knowledge of what GBV is, and concerns regarding confidentiality or victims being ashamed, and not wanting to get involved in adjudication. According to Fisher et al. (2007), it is very common that victims of sexual violence do not report these crimes for several reasons that could include exposure as a rape victim, peer pressure, lack of faith in the criminal system as well as fear for their lives.

According to Buhi et al. (2009:419), only one in five female students on university campuses reports crimes against them. Truman et al. (2015) argue that this goes back to the general norm in public where sexual violence is rarely reported to the police and even so less amongst university students. According to Williams (1984), circumstances shape victims’ decisions to report or not to report their sexual violence crimes. According to Williams (1984), women in society see themselves as classic rape victims who are mostly attacked by strangers or those familiar with them and are most likely not to report their crimes. According to Sinozich and Langton (2014), there is little use of government or university policy in the use of data when it comes to campus sexual violence where no research to date reports this. It is critically important to use police data to better understand campus sexual assaults.

It could be argued that reported campus sexual violence is the exception rather than the norm. This implies that a significant number of cases are not reported to the police or campus officials. It also means that if more cases go under-reported the harder it will be to gather reliable data or conduct research to inform GBV awareness programs. This is a highly significant reality and deserves further scholarly attention. The next section of the study thus assesses the significance of the lack of data and research related to GBV in South Africa.
2.5 THE STATUS OF GBV RESEARCH IN SOUTH AFRICA

Reliable and credible data is the foundation of policy formulation and addressing challenges adequately. Research and data also play a significant role in planning, implementation, evaluation, reviewing, and informing programmes. However, according to the National Strategic Plan on Gender-Based Violence Shadow Framework (2020:33), most incidents of GVB remain undocumented, under-reported, and affect national statistics as previously stated in the study. Furthermore, the Institute for Security Studies Policy Brief (2019) maintains that there is poor information and research base in response to GBV in many countries. There is also a lack of national, provincial, and local existing services to provide comprehensive databases, structures, and systems to be able to respond to GBV. There are also unsuitable methodologies to compare the effectiveness of various policies and strategies that the government can use to measure their impact.

According to the National Strategic Plan on Gender-Based Violence and Femicide (2020:34), a study conducted in 2016 by the SAMRC and United Nations International Children’s Emergency Fund (UNICEF) found that government departments collect various administrative data related to GBV in a systematic and synchronised way but cannot be utilised effectively. Again, the Department of Monitoring and Evaluation’s Diagnostic Review of the State’s response to GBV IN 2016 found that the state relies on the South Africa Police Service (SAPS) to supply data. However, it was also found that the data was not adequately disaggregated nor did it represent the degree of GBV victimisation in South Africa.

Given the above, it can be deduced that if there is limited reliable data or research gathered and conducted regarding GBV, then South African policy-makers, strategists, and programme designers are not adequately informed to design suitable responses. The South African Government should not only rely on the SAPS for crime data but should also engage universities to gather evidence of the scope of the phenomenon. The government should furthermore continuously monitor and evaluate its policies and programmes to determine their effectiveness. A possible reason for the lack of research and data regarding GBV in South Africa could also be that there
is inadequate resourcing for research purposes and that there is limited accountability as far as statistics are concerned. This aspect receives attention in the next section.

2.5.1 Accountability and resourcing

According to the National Strategic Plan on Gender-Based Violence and Femicide (2020:33), the inadequate response to GBV in South Africa and the extent to which political, community and faith leaders have not taken pride in responding to the issue of GBV has led to a significant increase in the crisis. The National Strategic Plan (2020:33) continues to argue that GBV has not received the much-needed attention to address the issues due to the absence of leadership and political support that could have a huge amount of influence in the allocation of resources and the holding of relevant parties accountable.

The above makes it apparent that the South African Government generally does not have adequate structures in place to deal with the issue of GBV. It is for this reason that most perpetrators of GBV are not held accountable for committing such crimes against women due to lack of research, data as well as under-reporting.

2.5.2 Potential effects of Corona Virus (COVID-19) on GBV

According to Lau et al. (2005), Reissman et al. (2006), Yeung and Fung (2007), Mak et al. (2009) and Brand et al. (2013), pandemics and health emergencies have been associated with challenging coping behaviours, anxiety, suicide as well as mental health disorders. These may include post-traumatic stress disorders, quarantine anxiety, social isolation as well as a limitation to freedom. In this regard, Lau et al. (2005) state that a survey conducted in Hong Kong in 2003 and 2004 investigating social responses to Severe Acute Respiratory Syndrome (SARS) revealed that 16% of the population showed signs of post-traumatic stress disorder as well as high levels of anxiety and stress. According to Cluver et al. (2020), quarantines associated with pandemics can be challenging for students since they are in constant proximity to potential abusers. People who do not have access to ordinary stress relievers may resort to unacceptable behaviour. Brooks et al. (2020) state that quarantines due to
Pandemics cause diverse negative effects in households that may include sleep difficulties, substance abuse, child abuse, GBV, as well as emotional and behavioural problems. According to Capaldi et al. (2012), Devries et al. (2018), Okeke-Ihejirika et al. (2018) and Oram et al. (2014), poor mental health disorders often lead to alcohol abuse, which in turn may increase incidences of violence against women during periods of quarantine. Mobarak and Ramos (2019) concur that quarantines have been seen to increase the risk of violence against women and children in their day to day exposure to their perpetrators.

According to the World Bank Group (2020:1), the outbreak of COVID-19 is affecting the globe extraordinarily but not everyone will be affected in the same way. The World Bank (2020:2) further states that severe increase in GBV during this time is unprecedented and impacts the lives of most women negatively. The study argues that the outbreak of COVID-19 has further reduced the capacity of the state to respond to cases of domestic violence due to the fact that certain social services are not provided during lockdown periods. Violence during this time can range from sexual exploitation by public officials or members of communities who are in charge of enforcing quarantine measures by taking advantage of vulnerable women.

According to News24 (2020: online), the national lockdown has seen a rise in GBV cases across South Africa. The Minister of Police, Bheki Cele, has reported 2320 complaints of GBV during the first week of the national lockdown. According to the Head of Institute for Gender Studies at the University of South Africa, Professor Nokuthula Mazibuko, this was an increase of 37% the usual weekly average of 87 290 domestic violence cases reported to the police in 2019. The researcher believes that for this reason, not only is data and research in South Africa lacking, but many women are forced during this pandemic to stay home with perpetrators and are scared to report incidents due to the fear of becoming financially unstable or homeless should they report their incidents.
2.6 CONCLUSION

In light of the above theoretical exposition, the study has presented a clear overview of GBV literature, and clarified related concepts. The theory presented in the chapter is fundamental to understanding the reality of social issues, and guides the research and interpretation process. The theoretical perspectives have also discovered that GBV is viewed within power and gender. The study went as far as providing the necessary information related to challenges experienced by universities. An overview of GBV in higher education institutions and the impacts thereof were also provided. The chapter furthermore contemplated the potential impact of COVID-19 as far as GBV is concerned. The literature above paints a clear picture of GBV globally in South Africa and university campuses. Throughout the chapter, it became clear that GBV has always been researched from a psychological, security and safety point of view, but never really from an awareness perspective within university campuses. It is noteworthy to mention that GBV in South African university campuses has become a serious challenge and a grave concern especially for female students.

In conclusion, the chapter has reviewed wide-ranging literature on GBV and within university campuses, and has answered the first research question and achieved the first research objective of the study. It is for this reason that the study calls for university campuses to design an appropriate approach to effectively promote and create awareness of GBV on university campuses in South Africa. In the next chapter of the study, extensive literature review regarding legislation pertaining to GBV will be conducted.
CHAPTER 3

STATUTORY AND REGULATORY FRAMEWORK GOVERNING GBV AND HIGHER-EDUCATION INSTITUTIONS IN SOUTH AFRICA

“In many developing countries, male privilege and female subordination are reflected in law, public policies, and institutions due to the patriarchal system of power”

(Marshall 2014:71)

3.1 INTRODUCTION

The South African Government’s first commitment towards violence against women and children was made following the 4th United Nations (UN) Conference on Women, which was held in 1995. According to the Department of Higher Education and Training (DHET) (2017:4), the lack of legal and political recognition of violence towards women was initially addressed following the first democratic elections in South Africa in 1994. The DHET (2017:4) reflects that legislative and policy reforms in 1995 were instituted and have been in place for some time to respond to the problem of GBV. In 1997, the DHET established a Gender Equity Task Team which released a report with a range of recommendations that intended to promote gender equity in the field of education. De Klerk et al. (2007) further maintain that these recommendations were meant to address GBV in the field of education. In 1997, the Department of Education released the White Paper 3 which focused on institutions of higher education in order to develop policies for GBV. The White Paper 3 created an important body of knowledge and practice around GBV on campuses in South Africa. De Klerk et al. (2007) argue that the commitment in relation to the White Paper 3 has not been equally evident across South African university campuses, while some universities still have no GBV policies in place to date. The DHET (2017:4) continues to state that certain sectors have lagged behind in responding to the problem of GBV, including the higher-education and training sector.

The successful implementation of legislation and regulatory policies is a key responsibility of executive institutions. The administration of the state culminates in the establishment of various government institutions, including those aimed at providing
higher education. These institutions have to set organisational policies, design strategies, and set operational procedures to implement national legislation. As the executive arm of government, public administration is, according to Olla and Aderibigde (2014:65), "primarily engaged in activities associated with the enactment and judicial interpretation of laws and their pursuant regulations, and the administration of programmes based on them". This includes the activities of higher-education institutions by implementing national legislation and policies as well as the launching of initiatives such as campaigns and prevention strategies to address GBV in universities. However, this function, according to Cooper et al. (2004), Matthews et al. (2004) and Smythe (2004), is compromised by the lack of policy implementation competencies, the absence of due diligence and accountability in public institutions, as well as inadequate budgeting and resources to implement, monitor and evaluate policies.

Jewkes et al. (2003) maintain that there are huge gaps within and around sex education, gender inequalities, as well as preventative measures pertaining to GBV. Jewkes et al. (2003) argue that adequate education and awareness programmes are essential to address these gaps. Dunkle et al. (2004) confirm this assertion and claim that there is a significant need to understand the occurrence and increased health risks associated with GBV. Furthermore, Matthews et al. (2004) and Usdin et al. (2005) hold that the gaps as outlined by Jewkes et al. (2003) mainly centre on cultural and attitudinal issues. In this regard, Hunter (2006) infers that the implementation of South African GBV-related policies and acts is competing with established cultural beliefs and social norms. This severely constrains the execution of legislation by public and government institutions. However, Usdin et al. (2005) stress the need for appropriate action by public institutions to reduce incidences of violence against women.

The purpose of this chapter is to outline the nature, scope and content of the statutory and regulatory framework governing GBV in HEIs in South Africa. This exposition includes an assessment of compliance with international conventions, protocols and treaties that have a bearing on GBV. The content of this chapter is essential to operationalise the second research objective of this study. For data triangulation purposes, this chapter aims to establish a further data set against which current GBV initiatives in sampled universities could be gauged.
3.2 INTERNATIONAL CONVENTIONS, PROTOCOLS AND TREATIES GUIDING GBV

According to the South African Human Rights Council (SAHRC) (2018:10), South Africa is signatory to a number of international and regional conventions, protocols and treaties aimed at promoting and protecting the rights of women and children. These conventions, protocols and treaties compel the South African Government to introduce and implement domestic laws and policies in compliance with international standards and obligations (SAHRC 2018:10). However, according to Artz et al. (2018:2), international conventions, protocols and treaties that are signed and ratified by the South African Government have been inconsistently accommodated in the criminal justice system.

This section aims to assess the nature, scope and content of international conventions, protocols and treaties governing GBV with the aim to ascertain the extent to which they are adequately absorbed in South African statutory and regulatory frameworks.

3.2.1 The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979

The Convention on the Elimination of All Forms of Discrimination (CEDAW) was signed in 1979. The Convention states that parties are “responsible for adopting appropriate legislation and other measures to prohibit all discrimination against women and establish legal protection of the equal rights of women – including (a) sanctions where appropriate, prohibiting all discrimination against women; (b) to ensure through competent national tribunals and other public institutions” (United Nations Entity for Gender Equality and Empowerment of Women 2017). According to Klugman (2017:7), the CEDAW is a significant step towards confirming the rights of women. It has been rectified by 188 states thus far. The CEAW obliges states to take necessary steps to abolish and adjust existing legislation and policies that pose as discrimination against
women. Thus, the CEDAW does not openly prohibit violence against women, but ban the discrimination against women in all its forms.

Hungary (2005) states that there have been numerous challenges that have been limiting the effectiveness of the CEDAW regarding GBV. Firstly, recommendations of the CEDAW are not legally binding to states that have rectified it. Secondly, there has been numerous reservations to the obligations set by CEDAW. These challenges have motivated the call for a new international convention on violence against women.

South Africa only ratified the CEDAW in December 1995. According to the SAHRC (2018:10), South Africa submitted its initial status report to the CEDAW in 1998. The country failed, however, to adhere to its reporting obligations in relation to its second, third and fourth periodic reports. These overdue reports were only submitted in 2009. The SAHRC (2018:10) further argue that the CEDAW committee requested that the South African Government provides feedback in regard to specific concluding observations made by the committee. This feedback was due by February 2013. The South African Government did not adhere to this deadline and CEDAW sent various letters reminding the South African Government about its obligations but only responded two years later in September 2015. The SARHC (2018:10) stresses that South Africa’s fifth periodic report was already due in February 2015 and has not been submitted to date. This places serious question marks behind the South African Government’s commitments to CEDAW.

Within the context of South Africa, section 39(1) (b) of the Constitution (1996) stipulates that when reading the Bill of Rights, any tribunal, forum or court must reflect on international law. It confirms the obligation of the state to protect the rights of all persons to live free from violence. However, according to Furusa and Limberg (2015:10), the South African criminal justice system has failed to adhere to its domestic and international obligations by not adequately providing protection for victims of GBV, especially women.
3.2.2 The Protocol to the African Charter on Humans and People’s Rights on the Rights of Women in Africa 2003

The Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa was signed in 2003. The purpose of this Protocol, commonly known as the Maputo Protocol, is to “adopt and implement appropriate measures to ensure the protection of every woman’s right to respect for her dignity and protection of women from all forms of violence, particularly sexual and verbal violence” (United Nations Entity for Gender Equality and the Empowerment of Women 2017). The Protocol further makes provision for CEDAW principles and expands on the rights of women with regard to GBV. It expects all member states to ensure and give greater attention to the realisation of women’s human rights to combat and eliminate all forms of discrimination and GBV against women (SAHRC 2018:11).

3.2.3 Beijing Declaration and Platform for Action 1995

According to the United Nations Entity for Gender Equality and Empowerment of Women (2017), the notion of “protection through the law” was absorbed in the Beijing Declaration and Platform for Action (1995). In terms of this Declaration, to which the South African Government committed itself at the 4th UN Conference on Women held in Beijing in 1995, governments are called upon to take certain actions in addressing violence against women. The supporting Beijing Platform for Action was also established in 1995 “to provide gender-sensitive human rights education and training for the police, military, correction officers including those operating in areas of armed conflict or refugee areas - including to sensitise personnel to the nature of gender-based violence acts and threats of violence so fair treatment of female victims can be assured” (United Nations Entity for Gender Equality and Empowerment of Women 2017). Klugman (2017:11) laments the fact that both the Beijing Declaration and the Platform for Action are not legally binding on member countries. This state of affairs makes it difficult to eradicate GBV against women.
3.2.4 The Southern African Development Community (SADC) Protocol on Gender and Development 2008

Unlike the Beijing Declaration and the Platform for Action, the Southern African Development Community (SADC) Protocol on Gender and Development is binding on all regional member states. Part 6 of this Protocol instructs countries to design initiatives aimed at changing behaviour and eradicating GBV. Countries are further required to enact laws, adopt and implement policies, strategies and programmes that define and prohibit sexual harassment and provide preventive sanctions for sexual violence offenders. According to the SADC Gender and Development Monitor (2016:34), the SADC region faces a range of social challenges, including youth unemployment, drug abuse, gang violence in school, sexual harassment and abuse, as well as teenage pregnancies. These realities hamper progress towards eradicating GBV. The Gender and Development Monitor (2016:35) further reflects that public investment in education in South Africa constitutes 7% of Gross Domestic Product (GDP) and only 20% of state expenditure. This, according to Netshitongani (2014:1394), implies that South African schools have inadvertently become “territories prone to crime and violence” that represents a threat to the successful achievement of educational goals in the education system of South Africa.

This concludes a brief exposition of international conventions, protocols and treaties governing GBV. These international imperatives should become imbedded in the statutory framework governing GBV in countries. In the next section, the statutory framework pertaining to GBV in South Africa will be analysed.

3.3 STATUTORY FRAMEWORK PERTAINING TO GBV IN SOUTH AFRICA

The International Commission of Jurists (ICJ) (2015:14) maintains that the implantation of international law on GBV at national level is the first global step to systematically address the challenge of violence against women. Thus, nationally effective implementation requires a strong legal framework and comprehensive policy making capacity by involving all stakeholders.
With regard to statutory framework to address GBV, South Africa is generally characterised as a country with comprehensive legal parameters to direct the multidimensional nature of GBV. Some of the most prominent legislation in this regard includes: the Constitution of the Republic of South Africa, 1996; the Criminal Procedure Act 51 of 1977; the Domestic Violence Act 116 of 1998; the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000; the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007; and the Protection from Harassment Act 17 of 2011. These Acts will be analysed in chronological order commencing with the highest law in the country, namely the Constitution.

3.3.1 Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa, 1996, is the supreme law of the country and any legislation or conduct that is inconsistent with it is invalid, and obligations imposed by the Constitution must be fulfilled (Ismay 2008:49). It is commonly accepted that South Africa has one of the most progressive and inclusive constitutions in the world. This includes the fact that the Constitution contains various equality clauses that guarantee non-discrimination, social equity, and violence against women on numerous grounds that include gender and sexual orientation.

The Constitution has a wide spectrum of rights contained in the Bill of Rights. Van Marle (1996:183) argues that GBV violates the following fundamental rights contained in the relevant sections of the Constitution:

- the right to equality (section 9);
- the right to dignity (section 10);
- the right to life (section 11);
- the right to freedom and security of a person (section 12(1)); and
- the right to bodily and psychological integrity (section 12(2)).

These fundamental provisions call for the rights of citizens to be protected. The Constitution furthermore criminalises violent acts against women and makes provision for suitable legislation to protect them against any form of violence.
3.3.2 Criminal Procedure Act 51 of 1977

According to Bornman et al. (2013:32), most of the provisions within the Criminal Procedure Act 51 of 1977 relates to the protection of witnesses and complainants. These provisions are applicable to all victims of sexual offences, inclusive of children. The Act further makes provision of the responsibilities and duties of public officials within the criminal justice system. These officials include prosecutors, the police and officials of courts (Bornman et al. 2013:32). Once sexual offenders have been apprehended, the Act prescribes the duties of those involved in the successful prosecution of such offenders.

Hoque et al. (2009) assert that the Criminal Procedure Act serves as but one example of legislation that is not successfully implemented by the relevant criminal justice authorities. Victims of sexual offences are often failed as courts continue to disregard the minimum sentencing principles to offenders by being too lenient. To substantiate this assertion, Hoque et al. (2009) make use of the Molefe case where a convicted rapist was only sentenced to four years in prison instead of the prescribed life sentence. Hoque et al. (2009) claim that this light sentence was mainly due to the fact that the accused was a well-educated man and the victim was a mature woman. The court also failed to take into consideration other sexually assaulted charges against the accused. Hoque et al. (2009) also reason that in other cases such as the Buyisiwe court case, the court considered the social circumstances of the accused such as poverty and the fact that he was raised by a single parent. These failures by the courts to fully utilise the Criminal Procedures Act is commonly regarded by activists as discrimination against women who are victims of GBV.

3.3.3 Domestic Violence Act 116 of 1998

With the enactment of the Domestic Violence Act (DVA) 116 of 1998, various remedies for victims of abuse were introduced. The intent of the Act is outlined in its Preamble as follows: “South Africa has a high prevalence of domestic violence. Victims of domestic violence are among the most vulnerable members of our society. Acts of
domestic violence may be committed in a wide range of domestic relationships. The remedies previously available to the victims of domestic violence have proved to be ineffective. The Constitution entrenches the right to equality and to freedom and security of the person. Thus, the rights of victims of domestic violence must be protected efficiently”. The purpose of the Act is stated as “to afford the victims of domestic and GBV violence the maximum protection from domestic abuse that the law can provide; to introduce measures which seek to ensure that the relevant organs of state give full effect to the provisions of this Act, and thereby to convey that the state is committed to the elimination of domestic violence” (South Africa 1998).

The DVA furthermore portrays the South African Government’s response to international conventions and obligations pertaining to violence against women and children. These obligations include the United Nations Conventions on the Elimination of all Forms of Discrimination against Women (CEDAW). According to Cooper et al. (2004), Vetten (2005) and (Wood et al. 2008), the DVA is globally considered one of the most progressive pieces of legislation mainly because of the broad definition that it gives for violence against women. This broad definition makes provision for physical abuse, sexual abuse, verbal and psychological abuse, emotional abuse, intimidation, harassment, stalking, damage to property, forceful entry into a victim’s residence without their consent, and any other similar behaviour (Wood et al. 2008:71).

In spite of the progressive nature and broad scope of violence provided for by the DVA, Vetten (2005) laments the fact that since its adoption, the DVA experiences inadequate funding for its effective implementation. There is no dedicated budget for its execution. The allocations made are rather ad-hoc in nature and mainly make provision for once-off initiatives such as training and awareness programmes. A further factor hampering the successful implementation of the DVA is the fact that allocated funds were mainly provided by international donors rather than the South African Government itself. This illustrates lack of commitment on the side of Government. Vetten (2005) furthermore argues that Government relies too much on civil society organisations to provide services to victims of abuse. Government also fails to provide assistance such as funding and other operational resources to most of these organisations. Many of these organisations are in dire need of financial and other assistance as they provide services such as shelter and court programmes to victims
on a continuous basis. According to Gillit (2002), Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs) are at the centre of assistance for women of abuse. Without these organisations, there would be very limited GBV assistance for women.

According to Machisa et al. (2011), a review conducted on the implementation of the DVA in 2012 established that a considerable amount of police officers had limited knowledge regarding the provisions of the DVA. They were also unsure of their particular responsibilities in terms of its operationalisation. Machisa et al. (2011) furthermore hold that most police officers view domestic violence as a private family matter and not as a crime committed against women. This is especially true in cases of inter-mate partner violence. The review further found that most women who reported cases of violence withdrew their complaints. Closer inspection of underlying reasons for this revealed that unfriendly court processes, long waiting periods, and the general inability of officials to assist them with their complaints and protection orders were the main reasons cited. A further reason, as highlighted by Matthews and Abrahams (2001), is that on average only 8.6% of the annual 3 953 reported cases reached a guilty verdict.

3.3.4 The Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000

The main purpose of the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) 4 of 2000 is to address harassment and discrimination. As such, it gives effect to section 9 of the Constitution, 1996 which states that: “Everyone is equal before the law and has the right to equal protection and benefit of the law. The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”. The PEPUDA also complies with one of South Africa’s obligatory international treaties, namely the CEDAW.
The PEPUDA is not limited to issues associated with employment, but also prohibits any form of discrimination based on sex, gender and sexual orientation. It also specifically prohibits GBV and any form of harassment. According to the SAHRC (2018:9), in terms of section 8 of PEPUDA, no person may be unfairly discriminated against on the grounds of gender or sex. Section 8 furthermore prohibits any limitation on the success of women’s access in relation to social services such as health and education, inequality and access to socio-economic opportunities.

### 3.3.5 The Criminal Law Amendment Act 32 of 2007

The Criminal Law Amendment Act 32 of 2007 was enacted to revise the Sexual Offences Act of 1957. The amended Act provides for broader definitions of rape, sexual assault and other sexual-related offences. It also contains provisions on sexual offences against children and persons with disabilities. The primary aim of the Act is to provide for the safety and security of victims or potential victims of sexual offences, and sets a victim-friendly justice procedure in place for the prosecution of sexual offences.

According to Moore (2005), the Criminal Law Amendment Act is considered as the most decisive sexual laws in South Africa. Apart from widening the definition of what rape constitutes, it also makes provision for defences available during prosecution of cases involving rape. According to Swart et al. (2000), the Act also makes provision for the utilisation of antiretroviral drugs for victims of sexual offenses. It furthermore makes HIV/AIDS testing compulsory for perpetrators of sexual offenses. There are concerns that these stipulations may violate constitutional provisions of privacy, dignity, autonomy and non-discrimination of both the victim and the perpetrator.

In the context of South African university campuses, Smith and Du Plessis (2011) argue that the Act seems to be ineffective and insufficient, as it does not protect victims from sexual harassment in institutions of higher learning. As Stein (1993) and Cortina (2002) reason, the mere fact that a particular piece of legislation is promulgated does not necessarily mean that women are protected in real-life situations.
3.3.6 The Protection from Harassment Act 17 of 2011

The Protection from Harassment Act 17 of 2011 was passed in order to provide for a system whereby individuals are protected against harassment. The system that is envisaged in this Act is similar in nature to the one provided for in the Domestic Violence Act, but is not limited to domestic relationships. According to the DHET (2017:15), the Protection from Harassment Act seeks to also provide remedies for the DVA and other legislation governing acts of violence.

An interesting aspect of this Act is the fact that it also introduced protection from digital forms of harassment. This includes postings on any electronic platform such as social media. Since students are highly active on these platforms, the Act may address different manifestations of GBV in South African universities. In this regard, the DHET (2017:15) emphasises the importance of universities in terms of ensuring that they do not fall behind in terms of standards outlined in the Act.

The legislation outlined above illustrates the broad nature of all forms of GBV and the relative commitment of the South African Government to address the high prevalence of such cases in the country. However, as was highlighted in the previous section, much still needs to be done to adequately comply with international conventions, treaties and protocols in this regard. In addition, it could be argued that Government should do more to support the successful implementation of the statutory prescripts. This includes the funding and resource allocation to civil society organisations involved in GBV. It may furthermore be deduced that there are low levels of awareness of the stipulations of the respective legislation and that courts still need to apply the full might of law in the prosecution of offenders. Customary law, religious belief systems and cultural norms further inhibit the effective implementation of legislation and the justice system.

In the next section, focus shifts to the regulatory framework guiding and directing GBV in South African society in general and students on university campuses in particular. The regulatory framework consists of white papers, regulations, institutional policies, as well as official guidelines.
3.4 REGULATORY FRAMEWORK GUIDING GBV IN SOUTH AFRICA

The statutory framework is supported by various charters, official guidelines, white papers and institutional policies. These documents are generally referred to as the regulatory framework that supplements national legislation and attempt to set operational guidelines for the successful implementation of legislation in executive institutions. The purpose of this section is to explore some of the most prominent regulatory documents that guide and direct GBV-related issues in South African society. Particular emphasis is placed on the impact of these documents on students on university campuses.

3.4.1 Minimum Service Standards Charter 2004

The Minimum Service Standards (Minimum Standards) for Victims of Crime, 2004, was developed as part of the Victims’ Charter and sets out duties of Government departments. The Standards makes provision for a comprehensive definition of victims, an explanation of what each right entails as well as the duties of all departments toward victims. Bornman et al. (2013:21) state that the Minimum Standards are divided into four parts. Part one explains the rights of victims and who has access to the Minimum Service Standards Charter. Part two explains the procedure of the justice system and what will happen if a person decides to report a crime to the police. Part three explains the various services that can be obtained from stakeholders involved in the criminal justice system. The last part, which is part four, contains the various complaint mechanisms which victims can use whenever they are unsatisfied with the services that they receive from stakeholders involved in the criminal justice system (Bornman et al. 2013:21).

3.4.2 Service Charter for Victims of Crime 2004

The Service Charter for Victims of Crime (2004) in South Africa, which is also referred to as the Victim’s Charter, is imperative for promoting justice for all victims of crime within South Africa. The Service Charter sets out the responsibilities of each Government department such as the South African Police Service (SAPS), the
Department of Health, the National Prosecuting Authority (NPA), Correctional Services, and Justice and Constitutional Development. These departments should follow certain protocols to take care of victims when they present themselves at public institutions such as courts, hospitals and police stations (Service Charter 2004). Section 32(1) (b) of the Constitution, 1996 provides for the Service Charter and state that “any information that is held by another person and that is required for the exercise or protection of any rights”. The following are principles of the Service Charter (2004:4):

- “The right to be treated with fairness and with respect for dignity and privacy: You have the right to be attended to promptly and courteously, treated with respect for your dignity and privacy by all members of any department, institution, agency or organisation dealing with or providing a service to you (hereafter referred to as a service provider).
- The right to receive information: to be informed of your rights and how to exercise them.
- The right to protection: to be free from intimidation, harassment, fear, tampering, bribery, corruption and abuse. If you are a witness, you must report any such threats to the police or senior state prosecutor. The police will, if you comply with certain requirements, apply for you to be placed in a witness protection program.
- The right to assistance: to request assistance and, where relevant, have access to available social, health and counselling services, as well as legal assistance”.

In light of the above, it is evident that both the Minimum Service Standards Charter and Service Charter for Victims of Crime only speak to the rights of victims and the services offered to them. It is only intended to be consulted on victims that choose to report their incidents or those that are able to report their incidents and are willing to engage with the justice system. Both of these frameworks are rather silent on how victims of GBV should be protected. They only outline certain promises to victims without really stating how these services should be accessed.
3.4.3 Integrated Victim Empowerment Policy 2007

The South African Integrated Victim Empowerment Policy (2007) intends to promote justice for victims of GBV. It advocates a victim-centred approach to criminal justice. According to the Department of Social Development (2007:3), this approach also aims to promote victim empowerment. Such empowerment is mainly advanced by clarifying the roles and responsibilities of all stakeholders, inclusive of public and private service providers in the delivery of services to victims of abuse. Therefore, the Integrated Victim Empowerment Policy serves as parameters for all stakeholders involved with regard to establishing, developing and delivering victim empowerment services in cases of GBV. As such, the Policy serves as an overarching framework for the establishment of effective partnerships for the effective delivery of services to victims (Department of Social Development 2007:3).

3.4.4 National Policy Framework for the Management of Sexual Offences 2007

The National Policy Framework (NPF) came into operation on 16 December 2007. Sections 62-65 of the Act require the adoption of the NPF for the Management of Sexual Offences. The NPF is intended to guide the manner in which sexual offences and related matters must be dealt with. The Preamble of the NPF recognises that “sexual violence in South Africa is a ‘grave concern’ that has a ‘particularly disadvantageous impact on vulnerable persons’ and society as a whole. It also acknowledged that women and children are disproportionately vulnerable and are more likely to become victims of sexual offences”. The enactment of the NPF seeks to address matters of GBV that existed prior to its implementation. The imperativeness of the NPF was born out of the need to establish a legal framework for sexual offences in relation to children, women, persons with disabilities, as well as other vulnerable individuals. According to the NPF (2012:10), the complex interrelationship between organised crime, drug abuse, Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (HIV&AIDS), sexual orientation, and gender-based injustices, generally increases susceptibility and vulnerability to sexual violence; hence the need for this policy intervention.
According to Frank (2007), there exists a number of inconsistencies, repetitions and policy gaps within the NPF. The lack of integration and coordination typically leads to limited responsiveness and accountability to implement policy provisions. Frank (2007) propagates a more integrated service delivery model.

3.4.5 The White Paper for Post-School Education and Training

The primary objective of the White Paper for Post-School Education and Training is to promote a fair, reasonable, non-racial, non-sexist and democratic South Africa. According to the Department of Higher Education and Training Draft Policy (2017:16), the White Paper highlights the fact that student performance and completion of studies are negatively affected by occurrences of GBV at higher education campuses. The Department highlights victimisation of female students, male-dominated practices and sexual harassment as main barriers to promote student performance in South African universities (DHET 2017:16).

This study intends to ascertain the extent to which sampled universities implement statutory and regulatory obligations, inclusive of the White Paper for Post-School Education and Training, as well as to determine the role of student representative councils in promoting awareness of GBV.


The main aim of the Policy Framework for the Realization of Social Inclusion in the Post-School Education and Training System (PSET) (2016) is to ensure that all policies of Post-School Education and Training institutions make provision for social inclusion mechanisms. Such mechanisms should be guided by the principles of substantive equality and be aimed at removing all barriers that create inequality in society. The Policy Framework obligates PSET institutions to ensure that their institutional policies eliminate sexual harassment, make provision for protocols to deal with offenders, and set certain service standards.
According to the DHET (2017:5), South African universities do not implement GBV policies consistently. The DHET also laments the fact that their policies are sustained by means of the allocation of adequate resources and capacities. The DHET (2017:5) continues to reason that campuses lack the required activism to serve as a catalyst for positive change. University staff and students are furthermore generally unfamiliar with the content and stipulations of GBV policies of their institutions. This often led to a situation whereby incidents of sexual violence occur but go under-reported (DHET 2017:5). The Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions furthermore hold that the pervasiveness of gender-based violence of female students in higher education institutions in South Africa is at unacceptable levels. This concern was supported in 2013 when the White Paper for Post School Education and Training argued that female students are victims of patriarchal practices and sexual harassment, which is a major challenge in the higher education and training sector. The Commission for Gender Equality (CGE) conducted a hearing in 2014 and 2016 in regard to gender transformation in higher education institutions and highlighted the “unbalanced nature” of South African universities’ response to GBV (DHET 2017:5).

This concludes an exposition of the most pertinent regulatory documents regarding GBV. This exposition exposed the fact that South Africa has put in place an extensive regulatory framework to promote the Constitutional rights regarding equality, freedom, human dignity and security of a person. However, it is evident that policies and guidelines alone do not necessarily lead to lower incidences of GBV on campuses. What is required is the political will, institutional responsiveness and accountability, the required resource allocation, and the general capacity-building of all institutions involved to successfully implement these framework policies and guidelines. The next section will pick up on this point by briefly analysing the importance of institutional GBV policy in South African universities.
3.5 THE IMPORTANCE OF INSTITUTIONAL GBV POLICY IN SOUTH AFRICAN UNIVERSITIES

The statutory and regulatory framework set broad national parameters for the public institutions to implement executive institutions thus need to design policies, strategies and programmes to successfully implement national imperatives. This requires commitment, capacity, and resources. Institutional policy is commonly regarded as an essential mechanism to direct the vision of organisations, to guide the functional operations of different organisational units, and to maintain order and control in its operations.

According to Roux (2002), as far as GBV is concerned, the intention of institutional policy is to create awareness as well as build mutual understanding of the challenges, trends, causes and potential solutions pertaining to GBV. Institutional policies should furthermore articulate standards and operational practices that promote ethical conduct and ensure the safety and security of students on campuses. According to Marshall (1991:71), institutions that fail to fulfil their roles and responsibilities in curbing the occurrence of sexual violence can be regarded as an “institutional breach of trust”. Laabs (1998) and Singh et al. (2016) state that the institutional response to sexual violence on university campuses is of utmost importance mainly because often times there exists a huge gap between policy making and the effective implementation thereof.

According to Gouws and Kritzinger (2007), many South African universities introduce policies as well as grievance procedures to deal with GBV, but end up failing to implement it effectively. For example, Wilken and Badenhorst (2003) conducted a study at selected universities in South Africa that focused on analysing and comparing GBV policies. The purpose of the study was to establish a checklist of important GBV factors that should be adhered to in institutional policy. Eight universities formed part of the study. The results indicated that sexual harassment policies of the selected universities were incomplete, inconsistent as well as deficient in many aspects of national and institutional policy requirements. Rhodes University and the University of KwaZulu-Natal were the exception while the other six universities only established a committee, panel or forum that deals with GBV complaints, or only appointed one
person who is responsible for overseeing all GBV-related aspects. According to Wilken and Badenhorst (2003), the University of Pretoria and Vista University had put in place policies where specific disciplinary hearings are held and appeal measures are taken if a perpetrator is found guilty of GBV, or for false accusations or sexual harassment. The other four universities only referred to the existing code of disciplinary to address cases of GBV or sexual harassment. This survey was completed 17 years ago. It is therefore imperative to determine the current state of affairs in South African universities. This study intends to address this need.

3.6 CONCLUSION

The above overview of South Africa’s comprehensive statutory and regulatory framework pertaining to GBV made it clear that issues associated with such violence are the responsibility of Government and higher education institutions. This includes taking appropriate action to prevent GBV in implementing policies and programmes, raising awareness and providing justice to those who have been subjected to GBV. It is essential that higher education institutions take appropriate actions based on the prevalence of cases and the consequences of violence for students’ educational prospects. This requires sound institutional policy frameworks that do not take a one-size-fits-all approach to violence, but rather focus on GBV matters as per the circumstances and realities of institutions. Such policy frameworks should thus strike a careful balance between the successful execution of national policies and the relative autonomy of higher education institutions. In the next chapter, the study will discuss the role of Student Representative Councils (SRC) in GBV awareness programmes on university campuses as well as give an overview of international best practice.
CHAPTER 4
THE ROLE OF STUDENT REPRESENTATIVE COUNCILS PERTAINING TO GBV AWARENESS PROGRAMMES IN SOUTH AFRICAN UNIVERSITIES

“Institutions of higher education have a moral and legal obligation to address GBV by making sure that all members of society learn in an environment that is free from any form of discrimination”

(US Department of Education 2011)

4.1 INTRODUCTION

The previous chapter outlined the nature, scope and content of the statutory and regulatory framework governing GBV in HEIs in South Africa. This exposition confirmed the responsibilities and duties of the Government of South Africa in general and public universities in particular to comply with international conventions, protocols and treaties that have a bearing on GBV. Awareness of GBV within universities is essential to establish a culture of human rights on campuses, to create an educational environment that is safe and free from any form of violence, and to ensure that universities initiate the necessary policies, systems, structures and mechanisms in this regard. One such mechanism is the establishment of Student Representative Councils (SRCs). SRCs can and should play a significant role to make the general student population aware of any aspects related to GBV and to act as liaison between students and university management.

The role and responsibility of SRCs have increased over the past years within South African universities. These student bodies currently play an essential role in university decision-making processes and have the ability to strongly influence priorities and resource allocation and utilisation in universities. The purpose of this chapter is threefold: to analyse the roles and responsibilities of SRCs in HEIs with particular reference to GBV awareness programmes; to assess the nature and dimensions of GBV programmes in SA universities; and to extract best practices and principles from the international experience.
4.2 THE ROLE AND RESPONSIBILITY OF STUDENT REPRESENTATIVE COUNCILS (SRCs) IN SOUTH AFRICAN UNIVERSITIES

In this section, the origins, rationale and purpose of SRCs as well as their role in promoting general student awareness will be outlined. Emphasis will be placed on the role of SRCs to raise GBV awareness on campuses.

4.2.1 Origins, rationale, and purpose of SRCs

Mandew (2003:7) argues that the origins of the SRC in public HEIs in South Africa can be traced back from the formation of the South African College, now known as the University of Cape Town (UCT). According to Mandew (2003:7), the history of SRCs only dates back from the 1960s when it was first established at UCT. In a similar vein, Kgware (1977) states that generally, students were excluded from being part of the decision-making process in most HEIs in South Africa even though they challenged the governance structure. From the beginning, most governance structures at universities only included business and state representatives and did not make provision for official student representation. Student bodies at some universities did, however, had control over student societies and clubs but their input was limited to advice on student issues.

Most historically black institutions only had white councils that were appointed. However, since the early 1960s, the membership of black students began to increase significantly. According to the South African History Online (2019: online), as a result of increased black student numbers, white students became more compassionate towards black students and started to demand their representation in representative bodies. The South African History Online (2019: online) continues to argue that the formalisation of official student representation gained significant impetus with the establishment of the South African Student Organisation (SASO) in 1968. Student representatives of the University of Natal decided to break away and cut ties with the National Union of South Africa (NUSAS) to form SASO. The main reason for this was that NUSAS, which was already established in 1924, was dominated by mostly white students.
The activities of SASO largely led to the recognition by government officials and universities that an official student representative body such as student councils should be formalised and established.

According to Klemenčič (2012) and Moreku (2014), the new democratic dispensation in South Africa resulted in acute acknowledgement of the importance of broadening the decision-making base of public institutions. This also culminated in the active involvement and participation of student leaders in university decision-making processes.

Wang and Salo (2009) argue that an SRC can be regarded as a student-led organisation that is designed to help promote the university spirit as well as leadership amongst students in HEIs. Kaba (2000) adds that the SRC is normally provided with office space on campus to be able to run the day-to-day affairs of students. Tajuddin and Yahya (2013:1) assert that the SRC is made up of a group of students on campus that assist fellow students by presenting ideas that are beneficial to both the university and the students. SRCs are assigned by students on campus through an election process that represents them through the management of the university. Merger and Norwak (2012) argue that students themselves must elect their peers. This means that they should participate in decision-making activities on campus. The SRC should inspire students to engage in educational governance matters and take responsibility for their own well-being.

From the above, it can be deduced that the SRCs serve as a link between registered students and the university management to ensure the success of students and educational affairs on campuses. As such, SRCs should liaise closely with students to understand the needs and challenges that they are facing.

To formalise the roles and responsibilities of SRCs, it became necessary to entrench their rights and obligations in the statutory framework of the country. The role and involvement of SRCs is especially guaranteed by the enactment of the Higher Education Act 101 of 1997. Moreku (2014:4) adds that this Act provides that cooperative and good governance should also be practised by HEIs in South Africa.
Students are regarded as key stakeholders of HEIs. As such the Act stipulates that students must be represented in the decision-making processes and general governance of HEIs. Klemenčič (2012) argues that the SRC is now considered to be a key structure in HEIs as provided for in terms of section 35 of the Higher Education Act, which stipulates the following functions of the SRC:

- “interacting with management, the general public, the media, other HEIs, other SRCs, and national and international student organisations;
- being an umbrella organisation for student clubs, societies, student committees and councils;
- coordinating supervision related to the use of student facilities;
- conducting all authorised student body meetings and managing the student body related to student petitions within the prescribed rules;
- appointing of office bearers and committees;
- organising student activities;
- keep book of all monies paid by the university council and any other money needed for the representation of students or to collect or pay such funds by students;
- keeping order at student functions and ensure good conduct of students;
- coordinating the involvement of all students in community projects;
- responsible for student publications; and
- having the final say in all matters within their jurisdiction”.

Section 35 of the Higher Education Act 101 1997 further stipulates that the composition, functions and establishment of the SRC must be determined by institutional statute along with institutional rules. Subsections (1), (2) and (3) of section 37 of the Higher Education Act 101 of 1997 furthermore speaks to the composition of the SRC, and states that only students who are registered at universities in South Africa are allowed and eligible to serve on the SRC. Five students chosen from each faculty should be elected by students to act as their official representatives. The Act furthermore stipulates that the elections of SRCs should be fair, democratic and transparent.
Section 38 of the Higher Education Act specifies the nature of office bearers of the SRC. Subsection 38(1) requires that the president of the SRC is elected amongst its members in order to act as chairperson. It also specifies that a deputy president should be voted into office. Subsection 38(2) states that functions of other office bearers can be determined by the SRC. The composition of the SRC may not be amended without permission of the SRC. SRC members should only have an office term of one year.

Section 40 of the Act outlines the privileges of the SRC and makes it clear that such privileges may only be determined by the university council in consultation with the SRC. Meetings of the SRC are determined by the constitution as approved by the university council (section 41). The SRC should establish a disciplinary committee that will be solely responsible for the discipline of SRC members as well as student structures that are connected to the SRC (section 42).

Section 43 of the Higher Education Act prescribes the meeting procedures of the SRC. The SRC must have at least one general meeting per semester. Meetings of the SRC may not disrupt any academic activities unless specifically granted by the university.

4.2.2 Role of SRCs in raising general student awareness

Ntsala and Mahlatjie (2016:106) contend that the role of SRCs in HEIs mainly revolves around the administration and governance of student affairs. That is, they lead and represent students on various platforms in- and outside university campuses. Ntsala and Mahlatjie (2016:106) are further of the view that the SRC has a responsibility to create general student awareness by disseminating information that directly affects students. This generally enables students to have access to information on university policies, academic rules and any other information that may affect them.

Mozhgan et al. (2011) reveal that a recent study illustrated the significant role that the SRC plays to improve the general knowledge of students regarding university affairs as well as in appreciating differences of students and opinions of different cultures on campus. Mozhgan et al. (2011) add that the SRC also facilitates the development of a conducive climate and attitude regarding students’ retrospectivity, responsibilities,
and ethical behaviour. Similarly, Wright (2013) reflects that SRCs can play a significant role to raise general student awareness of university and related matters, but that they require access to quality information to fulfil this role. Wright (2013) adds that the role that SRCs can and should play towards raising student awareness demands a system of good corporate governance at universities. Principles of good corporate governance such as openness, transparency and responsiveness can significantly enhance the role that SRCs play in university management. Other characteristics of good corporate governance of universities, according to Wright (2013), include the following:

- creating awareness based on valid, accurate and reliable university information;
- available university information should be obtained from official sources in university management to ensure that SRCs do not spread disinformation, leading to distrust between students and university management; university-related information such as examination rules or student safety measures should be fit for purpose, just, user friendly, and easily accessible for students;
- openness and transparency regarding university management decisions; and
- adequate communication platforms to facilitate student engagement in university and education-related information.

From the above, it can be deduced that SRCs can and should play a significant role in raising general student awareness. However, to foster this role, university management should adhere to the principles and characteristics of good corporate governance. By adhering to these principles and characteristics, SRCs can support and assist university management in policy and planning activities that may affect students. The involvement of students in university decisions usually leads to more legitimate decisions and effective problem solving. It is further evident that the dissemination of quality information remains an important aspect to enable SRCs to create general student awareness and to undertake allocated responsibilities.
4.2.3 Factors influencing the awareness-creation role of SRCs

Klemenčič (2014) states that the SRC remains the centre of information and main source of support for students dealing with any form of harassment. To substantiate this statement, Klemenčič (2014) adds that in February 2016, the management of the University of Limpopo issued a pamphlet that stated the following: “We would like to urge all our female students to report all cases of sexual violence to the Office of the SRC as we are totally against these devilish acts that are being done to our future mothers and parents of this country”. This statement clearly emphasises the role that SRCs can and should play in raising awareness regarding GBV matters. However, there are a number of factors that may positively or negatively influence the ability of SRCs to fulfil this role. The subsections below briefly outline some of the most significant factors in this regard.

4.2.3.1 Victim support and coping mechanisms

Kirkland (1994) asserts that university students that survived sexual violence barely perform academically as traumatic experiences usually have a derailing effect on them. Kirkland (1994) continues to argue that typical responses include social withdrawal, mainly to avoid the perpetrator; depression; substance abuse; self-harm; eating disorders; suicide as well as post-traumatic stress. These responses or reactions make it usually difficult or impossible to focus on studies. Also, Cantalupo (2015:6) confirm the dramatic effects of trauma resulting from sexual victimisation. Such trauma makes it extremely difficult for victims of sexual violence to focus on their studies. In this regard, the SRC should focus on offering victims as many options as possible to address the physical, emotional and study-related problems that victims may experience. Cantalupo (2015:70) proposes that a full range of coping assistance and support should be outlined since each case and individual victim are unique. People respond differently to traumatic experiences, and assistance and support should thus make provision for particular circumstances.

Since the SRC consists of fellow students, victims are usually more willing to engage them for hands-on support. Since the SRC typically understands the circumstances of
student victims, it is in a better position to support victims towards more speedily emotional recovery and academic performance.

4.2.3.2 Availability of professional GBV support

According to Cantalupo (2015:8), there should be various professional and expert services on campuses to support victims of GBV. Such experts may specialise in GBV in education, whereby others concentrate on emotional and physical support of victims (Cantalupo 2015:8). In this regard, Cantalupo (2015:9) proposes that campuses establish victim support offices. Such offices should be staffed with professionals and experts to provide a one-stop support service for the victims. The New Jersey Task Force on Campus Sexual Assault (2016) concurs with the above recommendation, and states that HEIs must ensure that there are adequate services available to students who are victims of sexual violence. Such support services should be comprehensive and include medical care, mental health support, and counselling services both on- and off-campus.

The SRC should make students aware of such professional support services and assist them to access these services. This includes having access to services such as academic support, medical counselling, alternative accommodation, financial aid, as well as law enforcement. The SRC should furthermore ensure that the nature of these services is acceptable to people with diverse cultures, preferences and circumstances, including students from the LGBTIQ (lesbian, gay, bisexual, transgender/transsexual, intersex and queer) community, international students, and full-time students on campus. The SRC should thus optimally make use of all services and resources to raise GBV awareness on campus.

4.2.3.3 Student empowerment

Cantalupo (2015:10) states that addressing GBV on university campuses is both the SRC and the campus community’s responsibility at large. Therefore, the SRC must be able to develop significant knowledge in the area of GBV as well as a deep understanding of the nature and dimensions of GBV. Every HEI SRC needs to have
such knowledge and empower students with knowledge accordingly. Students should especially be empowered by knowing their rights, by appreciating the safety conditions on campus, and being aware of the services and support structures that are in place.

4.2.3.4 GBV research endeavours

Student empowerment and institutional support services and mechanisms are dependent on continuous research into the underlying causes of GBV. This will inform university policies, safety measures, as well as the effectiveness of support endeavours. In this regard, Cantalupo (2015:12) argues that the importance of developing knowledge and expertise concerning GBV on campus requires a strong commitment to continuous learning about GBV and how it manifests itself in the lives of students on campus. Thus, all HEIs should conduct regular research on GBV that should go beyond the mere documentation of violence-related cases. In support, the University of Birmingham (2019: online) states that more research in HEI is needed regarding the nature and scope of GBV. Rigorous research is needed to comprehend the nature of sexual violence behaviour (Tharp et al. 2012).

As stated in chapter two of the study, there is currently a lack of research, data and statistics regarding GBV in HEIs in South Africa. SRCs should be supported in their awareness role by evidence-based information regarding GBV on campuses.

4.2.3.5 GBV support culture on campuses

According to Cantalupo (2015:14), HEIs often place too much emphasis on physical support structures to comply with legislation and do not focus on organisational culture in support of these physical measures. Cantalupo (2015) thus argues that a support culture should be established by all university employees as well as the student population to not only react in support of victims when they report sexual violence, but also to serve as a proactive prevention measure. In this regard, SRCs can play a significant role to promote awareness of the nature and prevalence of sexual violence and by establishing a preventative support culture in campuses (Cantalupo 2015:14).
Apart from the factors highlighted above, the role of SRCs in raising awareness regarding GBV as well as the prevalence of factors influencing SRCs in this role is also influenced by the nature and dimensions of GBV programmes at a particular university. SRCs can only operate within the parameters of these programmes. It is thus imperative to analyse the nature and dimensions of these programmes to determine to what extent they enhance or hamper the awareness-creation role of SRCs pertaining to GBV.

4.3 THE NATURE AND DIMENSIONS OF GBV PROGRAMMES IN SOUTH AFRICAN UNIVERSITIES

Programmes aimed at preventing and reacting to GBV on campuses should be multidimensional in nature. Universities should design such programmes within the ambit of national legislation and institutional policies. In this regard, the DHET (2019:37) states that HEIs in South Africa should take a range of steps to create awareness of such policies and programmes and put the necessary support mechanisms in place for their successful implementation. Such support mechanisms include using GBV statistics, student surveys or focus groups on sexual violence, as well as other innovative approaches such as social media to identify risk areas. The outcome of these mechanisms should be used to select and design the most appropriate prevention strategies and programmes (Centre for Disease Control and Prevention 2014:12).

According to Christopher et al. (2012:99), it is important that HEI GBV programmes address the ways in which male students regard female students. Male students may feel that such programmes challenge their power and masculinity. Similarly, the Sonke Gender Justice Network (2009: online) states that it is important to examine the nature and scope of existing GBV programmes to determine whether perceptions and experiences of male students are incorporated. The Network furthermore argues that awareness should specifically target these perceptions and experiences to adequately protect female students. Existing GBV programmes often focus too much on women empowerment and lose sight of male perceptions, behaviour and attitudes in society. In this regard, the Sonke Gender Justice Network (2009: online) reflects on lessons
learned from a programme that was launched in 2006, called “One Man Can” (OMC). This programme specifically targeted boys and men with highly positive results. The post-implementation evaluation of the programme revealed that participants indicated that the programme workshops significantly increased their awareness, their attitudes, and the way they perceive women. The programme also involved the youth and traditional leaders, and as such had a broader impact on society. The wider scope of the programme significantly enhanced the impact on community awareness on the issue of GBV and reflected on gender and social norms of men.

Morrell (2001:292) expresses the view that despite various GVB-related programmes and legislative initiatives in South Africa as well as several international conventions, there seems to be disparities in the South African Government. These disparities mainly concern the fact that what politicians and officials say and what they actually do are incongruent. Morrell (2001:292) argues that it is for this very reason that there are various inconsistencies in most GBV programmes. This undermines the success rate of these programmes. Morell (2001:292) further adds that NGOs and CBOs should become more involved to enhance the scope and reach of GBV programmes in society. Government as the initiator and formulator of GBV programmes should constantly monitor and evaluate the successes and failures of these programmes to effect the required adjustments.

Also, the UN Women (2012: online) is of the view that governments’ GBV programmes should be multidimensional in nature and contain input from men. It also argues that gender equality programmes must be deeply rooted in human rights that seek to address the behaviour of men, adjust social norms and change perceptions of masculinity in society. GBV programmes should also incorporate the involvement and partnership with social develop consultants and organisations that aim to promote women’s rights. The UN Women (2012: online) further adds that GBV programmes should also reflect efforts for men to change their attitude and behaviour toward females.
4.3.1 Assessing GBV programmes

The United Nations (2007:7) contends that there are GBV programmes that are complex in nature and thus difficult to assess and measure. They propose a step-by-step process for the development and design of programmes as well as the use of performance indicators at national and international levels to measure the successes and failures of GBV programmes. In this regard, it is equally important that such performance indicators are informed by data regarding the feasibility, effectiveness and sustainability of these programmes. Also, the United Nations (2007:7-8) argues that the scope, pervasiveness and occurrence of violence against women should be supported by accurate, relevant and robust data that inform decision-makers regarding progress made towards addressing all forms of violence against women. Indicators should be conveyed by institutional development, capacity building as well as statistical offices and other systems of data collection. In this regard, the United States Agency for International Development (USAID 2014:9) recommends the following four approaches to assess GBV programmes.

4.3.1.1 Rights-based assessment approach

The rights-based approach to the assessment of GBV programmes consists of a number of key elements that integrates humanitarian norms and values, international law, standards, human rights, services, policies as well as socio-economic development pertaining to GBV. The rights-based approach is comprehensive in nature and makes provision for the social, political, economic and cultural dimensions of countries in the assessment of GBV programmes. It also makes provision for the input from various stakeholders and role-players in sectors involved in the arena of GBV.

A distinguishing characteristic of the rights-based approach is the fact that it incorporates the extent to which GBV programmes empower women and girls for the assessment of these programmes. Such empowerment should assist women to make safer life choices, inclusive education, livelihoods, reproductive health as well as access to economic opportunities. Assessing GBV programmes using the rights-
based approach also implies that assessors will consider the ways and means that programme designers are incorporated to identify underlying reasons why GBV persist in society and interventions included to address these reasons.

Another defining feature of the rights-based approach is the fact that assessors will determine the extent to which GBV programmes considered opinions, perceptions and attitudes of different communities in society regarding challenges and success factors they perceive to be critical in addressing issues related to GBV. In this regard, the approach assists in designing suitable and culturally-acceptable mechanisms for successes and failures in the implementation of GBV programmes. The rights-based approach excels in the sense that it makes provision for broad consultations with victims, communities and programme beneficiaries on what is needed instead of assuming what should be done (USAID 2014:9).

4.3.1.2 **Community-based participatory approach**

The second approach that is commonly utilised to assess GBV programmes is the community-based participatory approach. USAID (2014:9-10) states that the community-based participatory approach focuses mainly on those that are directly affected by GBV. Victims of GBV are considered to be key partners in developing and assessing the nature, scope and content of GBV programmes, especially as far as their own protection, support and assistance are concerned. There are, however, a number of advantages and disadvantages associated with the utilisation of this approach in the assessment of GBV programmes. USAID (2014:11) lists the following advantages of the approach:

- “it empowers people to act on their own personal situations by becoming active participants rather than just inactive receivers;
- it builds capacity to sustain programmes whereby stakeholders create an environment where finding and recommendations are internalised;
- it builds relationships of harmony between victims, staff, management as well as bystanders;
• it provides relevant information that comes directly from communities in order to make the correct decisions and assess programmes fairly;
• it reduces costly changes and amendments to programmes through comprehensive planning;
• it strengthens accountability and avoids one aspect to dominate the whole assessment process;
• it saves time and money by reducing costs in using project staff members to help with data collection”.

As far as disadvantages of the community-based participatory approach are concerned, the USAID (2014:11) outlines the following:

• “it takes more time to train and manage the people who will be working directly with community members;
• it requires facilitators that are skilled to make sure that everyone involved understand the whole process;
• it has the ability to risk the quality of data being collected because of community politics and other factors such as gender perspectives, ethics, and religion;
• it has the potential for conflict amongst different community groupings; and
• it demands a real commitment and support from all stakeholders”.

In spite of these disadvantages, the community-based participatory approach for the assessment of GBV programmes adds real value by involving victims and the community at large in the design of these programmes.

4.3.1.3 Systems approach

The systems approach to GBV programme assessment takes a broad, systemic perspective when the nature, scope, content and outcomes of programmes is considered. In this regard, the systems approach examines how a programme contributes directly towards national and international GBV prevention and awareness in order to assess the outcomes and impact of a programme. The systems approach
facilitates collaboration between all actors in order to build a comprehensive plan of action around GBV risks and to formulate effective response interventions accordingly. The United Nations International Children's Emergency Fund (UNICEF 2010) argues that the systems approach provides assessors with a wider perspective to gauge the successes and failures of all projects related to respective programmes.

4.3.1.4 Survivor-centred approach

The final approach that assessors of GBV programmes may utilise is the survivor-centred approach. The key characteristic of this approach is that it focuses primarily on the ways in which GBV programmes support victims. As such, assessors will evaluate the degree to which survivors of GBV are supported and empowered. In doing this, their rights, needs and preferences are taken into account. The survivor-centred approach ensures that assessing a programme focusses on survivors’ access to quality support services such as health care, social services, legal services, security services as well as psychological support services. According to the UNFPA (2012), one of the essential aspects of the survivor-centred approach is that it emphasises the importance of obtaining informed consent from survivors when working with them during programme assessments.

4.4 INTERNATIONAL BEST PRACTICE EMANATING FROM GBV PROGRAMMES ASSESSMENTS

The identification of best practice is extremely useful to gauge existing GBV programmes in South African universities with a view to make certain adjustments and amendments in line with international experiences. Best practice may specifically illustrate ways in which SRCs should become involved in raising awareness among students. Countries should learn from one another and may often leapfrog other countries by not repeating mistakes made. Evidence-based research using best practice can further help inform awareness creation initiatives that have greater potential for positive outcomes. This will ensure that resources and time are not wasted on practices that do not add real value. The purpose of this section is to outline
some of the international best practice emanating from GBV programme assessments with specific reference to university campus-based programmes.

4.4.1 Arizona’s Promoting Healthy Relationships Programme

According to Jaycox et al. (2006), the University of Arizona Cooperative Extension and the John and Doris Norton School of family and Consumer sciences worked together to “develop a culturally-effective approach to reduce dating violence and promote healthy relationships amongst the student population”. The main purpose of the programme was to “develop, implement, and evaluate a dating violence curriculum that provided a positive youth programme”. The curriculum consisted of team-building exercises by students as well as recreation and mentoring endeavours. Klindera and Pagliaro (1999) reflect that the incorporation of the youth helped reduce the risk of dating violence and decreased the occurrence of negative health outcomes. Surveys were conducted with students, which collected information about the scope and prevalence of sexual violence, healthy relationships as well as intimate partner violence. Jaycox et al. (2006) state that the programme remained culturally relevant because of the diverse backgrounds of students involved. The programme included evaluation feedback surveys by students. These feedback surveys revealed that the more actively students are involved in the planning, implementation and evaluation of GBV programmes, the more focused and legitimate these programmes become. Students are in the best position to determine actual circumstances on campus and therefore programme designers can benefit from their input.

4.4.2 The Johns Hopkins University (JHU) Respect Me programme

According to Jaycox et al. (2006:323), the JHU School of Nursing and the George Washington University School of Public Health worked with the Historic East Baltimore Community Action Coalition (HEBCAC) and the House of Ruth to provide a culturally competent, arts-based dating violence prevention initiative in Baltimore, Maryland. The purpose of this programme was to plan, implement and evaluate an initiative to assist in promoting healthy relationships amongst students, and eventually prevent dating violence. The programme evolved from existing projects of the HEBCAC anti-
violence summer theatre. Students were mentored by programme supervisors through various aspects of relationships and social interactions (Jaycox et al. 2006:323).

The JHU Respect Me programme consisted of four main projects, namely arts-based activities, theatre production, visual arts projects, and web-page design. Collectively, these four projects guided students through practical aspects of dating violence prevention and early-intervention support. The programme also made provision for lecturer/teacher and administrator training. The programmes concluded with evaluation surveys to determine the overall successes and failures of these four projects. These surveys made it possible to assess the climate at the institution prior to and after the programme interventions (Jaycox et al. 2006:323).

4.4.3 UNESCO and African protocols for GBV programmes

The United Nations General Assembly Resolution A/RES/61/143 (2007) titled “Intensification of efforts to eliminate all forms of violence against women”, has called on the international community to increase national efforts to eliminate violence against women that includes the sharing of guidelines, evaluation strategies, methodologies and programme best practices. According to UNESCO (2013:10), Africa responded to this call by including Article 12 of the Protocol to the African Charter on Human and People’s Rights to the Rights of Women in Africa. This Article of the Charter calls on African states to take action against violence, especially against women in educational settings.

UNESCO’s (2013:12) protocols for GBV programmes strongly emphasise the fact that both governments and universities should pursue active measures to engage with students on GBV issues. Furthermore, the protocols accentuate the need for raising awareness in the education system. UNESCO (2013:14) states that most researchers and practitioners stress the crucial need for existing GBV studies in the educational setting to be accompanied by recent statistical data from large surveys and country to country studies. In this regard, continuous research on GBV in the educational sector would help establish strong evidence on successful interventions, effective international best practice guides as well as effective programme design.
UNESCO (2013:3) indicates that understanding the direct implications of GBV in and around educational institutions should be an important factor for awareness creation, student protection and behavioural change. UNESCO, however, laments the fact that there is limited evidence-based research and programme outcome assessments to determine the successes and failures of GBV programmes at universities. It seems that the implementation of certain GBV programme protocols is not high on the agenda of many universities, both as far as preventing and responding to it are concerned. A positive fact, according to UNESCO (2013:3), is that there seems to be adequate knowledge around GBV in universities. Statistics of reported incidences are, however, not accurate, and there seems to be a general unwillingness by students to report such cases due to potential stigmatisation and victimisation. In assessing UNESCO’s programme protocols, Leach et al. (2013) argue that there are several knowledge gaps pertaining to GBV within the educational sector that require serious attention and further investigation. Leach et al. (2013) highlight the following knowledge gaps:

- statistics regarding non-heterosexual forms of violence; status of students on lecturer/teacher violence where young female teachers are often sexually violated;
- educational achievements and successes of victims of GBV;
- retention of female victims of GBV; and
- the link between GBV and social norms and values.

In a similar vein, the New Jersey Task Force on Campus Sexual Assault (2017:19) argues that universities should consider using statistics and appropriate resources to assist in preventing sexual assault on campus. Also, Berkowitz et al. (2011) state that sexual violence programmes should be knowledge-based and include all students on campus to participate and not just first-year or new incoming students. Banyard et al. (2011:16) and Flower et al. (2016) assert that GBV programmes must be unique in nature to accommodate specific experiences and circumstances of campuses. It should also make provision for the particular cultural context of the campus.
4.4.4 Democratic Republic of Congo’s C-Change and Stop Violence against Girls programmes

The Democratic Republic of Congo with the assistance of the Governor of the Katanga Province as well as the Minister of Education launched the C-Change programme that encouraged the participation of communities to help raise awareness about GBV in society in general and universities in particular. A further programme called the Stop Violence against Girls was hosted by ActionAid. This programme was also launched in Ghana, Kenya and Mozambique. In assessing these two programmes, Parkes et al. (2013:546) observe that positive outcomes were achieved due to the fact that there was strong involvement from the broader community. A further success factor was the fact that in-service training for teachers/lecturers, university management and other relevant parties were provided to support the programmes. Students were also empowered by means of awareness initiatives regarding the ways and means to report incidents of GBV.

4.4.5 Division of Violence Prevention, National Centre for Injury Prevention and Control Centres for Disease Control and Prevention programmes

According to the Division of Violence Prevention, National Centre for Injury Prevention and Control Centres for Disease Control and Prevention (2014:12), creating a campus environment that supports trust, safety and respect for students is very important. According to Leach et al. (2013), it is important to include students in the development and implementation of GBV programmes. Research suggests that most students that trust the system of the university are likely to make use of resources on campus and seek help. For this reason, the Division of Violence Prevention, National Centre for Injury Prevention and Control Centres for Disease Control and Prevention designed various programme protocols to assist campuses in the formulation of their own initiatives. It proposes that climate surveys be regularly held to assess the status of GBV on campuses over time. The monitoring of data emanating from such surveys should be utilised to inform existing programmes and to effect changes to improve the safety of students on campus. Also, the White House Task Force to Protect Students from Sexual Assault (2014:12) states that campus climate surveys are mostly used to measure sexual violence on campus over a period of time. Campus climate surveys
should include measuring perceptions of students, cases of sexual harassment as well as reasons for stalking. In this regard, campus climate surveys help identify strengths and weaknesses of GBV programmes on campuses.

In conducting climate surveys, university campuses should utilise robust research methods and tools (Tharp et al. 2012:346). Tharp et al. (2012) are also of the opinion that randomised control trials that examine the impact of GBV programmes often provide the most effective evidence of their effectiveness. Less rigorous research tends to only examine the risk factors of sexual violence. Control Centres for Disease Control and Prevention (2014:12) confirms that conducting campus climate surveys should be multidimensional in nature. Universities should make sure that campus climate surveys are conducted every three to five years to determine the level of sexual violence on campuses and include experiences of victims. Surveys should also determine the general awareness of GBV on campuses as well as the perceptions of students and victims regarding universities’ responses to incidents. Such responses should also include their perceptions of services that are offered to victims. A further recommendation is that surveys should be custom-made to conform to the particular circumstances of the university since more accurate data will be generated. Addressing sexual violence on campus through campus climate surveys should result in operational action plans that the university will follow in addressing cases of GBV. Such action plans should also incorporate awareness creation initiatives.

According to Langford et al. (2016), universities have incorporated comprehensive drug and alcohol strategies to support GBV programmes globally. These programmes promote healthy and safe student environments with limits to access to alcohol. Langford et al. (2016) further add that the link between alcohol and drug abuse is significant. GBV programmes should thus incorporate such issues. Adapting existing GBV programmes to raise awareness of sexual violence could lead to significant improvements around alcohol and drug abuse on campuses.
4.4.6 Government GBV support programmes

Poisson (2009) argues that national policies are converted to strategies, programmes and regulations by government departments and agencies to foster coordination in the implementation of such policies. In this regard, GBV programmes should emanate from national legislation and include appropriate and suitable content in response to address the issue of GBV. The justice, health and education government sectors play a significant role as far as GBV programme design and support are concerned.

Morrison et al. (2004:3) indicate that there are several ways in which the justice sector can play its part in preventing GBV on university campuses. These include increasing GBV awareness, strengthening the rights of women, streamlining the legal justice system, and reducing the mistreatment of women by law enforcement agencies when reporting incidences of violence. Morrison et al. (2004:3) further reflect that improving policy in this regard usually has two main objectives, namely to comply with international conventions pertaining to GBV and to enact legislation on GBV, inclusive of criminal codes. Often, the respective justice departments of governments around the world do not comply with policy directives and do not adequately protect victims of GBV (Morrison et al. 2004:3). Other initiatives that the justice sector could use to improve services to victims of GBV include the creation of specialised units to raise awareness of GBV.

As far as the public health sector is concerned, Morrison et al. (2004:3) argue that institutions of health should adhere to international and national conventions and protocols to support victims of GBV. This should include screening for abuse, medical attention and care, documentation of incidents, counselling, referrals to professional services, as well as community awareness and prevention initiatives.

According to Morrison et al. (2004:2), public educational institutions play a key role in raising awareness and preventing GBV. Public institutions of higher learning should improve their institutional responses towards GBV as well as promote student awareness. In this regard, SRCs can play a meaningful role. Public universities should also develop policies that deal with lecturer misconduct and include appropriate GBV content in university programmes.
4.5 PRINCIPLES EMANATING FROM NATIONAL AND INTERNATIONAL GBV PROGRAMMES

The assessment of existing national and international GBV programmes as well as a desktop survey of international conventions and protocols revealed a number of core principles. These principles should inform the design of GBV programmes and can serve as criteria to gauge the content and outcomes of existing university programmes aimed at addressing GBV issues on campus. As such, these principles are significant since they can guide university management in assisting SRCs to raise GBV awareness in conformance with internationally-accepted norms and principles. This section isolates these principles and analyses the nature of each in order to guide GBV awareness programmes at South African universities. In this regard, the DHET (2019:26) states that it is essential that HEIs in South Africa conform to international best practice and recognised principles when they create awareness, and prevent incidents, of GBV.

Principle 1: Socio-culturally relevant

The first principle that emanates from the literature survey is the fact that GBV programmes should conform to the unique character, circumstances and culture of the broader society as well as the institutional culture of the particular university. Socio-cultural relevant programmes are especially significant when support to individual victims of GBV is provided (Nation et al. 2003:499). As eluded to in the previous section, universities should regularly conduct climate surveys and focus groups interviews with student bodies to ascertain the existing culture among students, inclusive of their behaviour, attitude, conduct and perceptions. This knowledge is essential to incorporate appropriate sexual violence prevention interventions in GBV programmes (Nation et al. 2003:499). This is confirmed by the Reproductive Health Response in Conflict Consortium (2004:46), which maintains that GBV programmes should adjust to the socio-cultural context in which it will be applied, inclusive of political affiliation, ethnicity, religion, environment and language of the target population. In addition, USAID (2014:9) asserts that GBV programmes should
incorporate the social, culture, norms and values, as well as legal-political contexts of a country.

**Principle 2: Continuous monitoring and evaluation**

The second principle is that GBV programmes should regularly be monitored and evaluated to confirm that it yields the desired results. In this regard, Jewkes *et al.* (2008) state that when designing GBV programmes for awareness and prevention on university campuses, it is imperative to constantly monitor and evaluate them by asking the following key questions:

- what are the GBV threats and where and when are they occurring?
- what preventative and support systems, structures and resources are in place and how effective are they?
- how are GBV programmes perceived, and what is their impact?
- what kind of adjustments, additions and amendments should be affected based on programme evaluations?

The DHET (2019:26) expresses the view that for universities to create awareness of GBV on campuses, it is important that they establish effective monitoring, evaluation and reporting mechanisms. Nation *et al.* (2003:499) caution, however, that evaluation of GBV programmes is usually complicated by the fact that the measurement of its successes and failures over a relative extended period of time requires a multitude of criteria and performance indicators. The involvement of students in evaluation exercises is essential since they are in the best position to determine whether certain programmes are more effective than others. Tharp *et al.* (2014:362) support this view and state that the evaluation of outcomes of GBV programmes should include self-reported victimisation by students. Measurements of risk factors that may include attitudes and bystander behaviour are useful when assessors want to determine the short-, medium- and longer-term effects of GBV programmes.

The Reproductive Health Response in Conflict Consortium (2004:58) maintains that the monitoring and evaluation of GBV programmes should consider the extent to which
they comply and conform to international best practices, protocols, principles and standards. The Consortium also contends that institutions should design standard operating procedures (SOPs) for the continuous monitoring and evaluation of these programmes, and that experienced project management teams be utilised for that purpose. These teams should cover aspects such as the most appropriate approaches and methods of monitoring, the frequency of monitoring and evaluation interventions, as well as reporting lines to foster accountability for positive programme outcomes.

The United Nations (2007:9) and USAID (2014:10) contend that monitoring and evaluation are complicated by the absence of reliable and accurate statistics and data of GBV cases. Incidences of GBV are often being reported by police and other safety and security agencies as mere violent crimes. There is thus no clear distinction between GBV-related cases and ordinary crimes. The United Nations (2007:9) thus strongly argue that statistics be updated and that it is imperative that GBV data includes aspects such as the sex of the perpetrator and the victim, the relationship between them (if any), as well as other factors than may enhance the evaluation of GBV programmes.

**Principle 3: Multidimensional and comprehensive nature of programmes**

According to Nation *et al.* (2003:499), the third principle for GBV programmes is that such programmes should be multidimensional and comprehensive in nature to address and accommodate multitude of factors and aspects that may influence GBV on campuses. Such factors and aspects include the nature and scope of risks, the quality of professional support, adequate infrastructure and access to resources, behaviour and attitude of students, social norms, the campus climate, as well as other institutional factors that may guide awareness creation on campuses. Also, UNESCO (2013:15) confirms that GBV programmes should entail an “all-inclusive strategy” that can build effective national GBV protection systems within a well-supportive policy framework. Comprehensive programmes should also be accompanied by operational action plans. To this, the GHET (2019:26) adds that GBV programmes in HEIs should conform to parameters of an overarching policy framework that includes aspects such as discrimination and inclusivity, harassment and discrimination, grievance and disciplinary proceedings, as well as student and staff codes of conduct.
Principle 4: Appropriately scheduled programme interventions

Nation et al. (2003:499) are of the view that universities should schedule GBV programme interventions based on risk factors and the academic calendar. These should be implemented in stages or phases. Some interventions should primarily focus on risk factors and protective measures relevant to new students. Other interventions may concentrate more on awareness about social norms regarding gender, relationships, socially-acceptable behaviour and conduct, as well as cultural gender perceptions. Still, other programme interventions may include issues such as alcohol and drug abuse, as well as victim support mechanisms.

USAID (2014:10) proposes that institutions should follow a systems approach to schedule programme interventions. Some interventions may focus on immediate, short term required change, while others may take a broader and longer-term societal view. GBV programmes that run for extended periods of time (e.g. during the three years of study of students) tend to have more positive effects than short-term interventions such as workshops and briefing sessions. The duration of exposure to these interventions largely influences the extent of positive changes in perceptions, behaviour and conduct (Nation et al. 2003:499). The DHET (2019:37) holds that HEIs in South Africa should regularly schedule awareness creation interventions between semester classes.

Principle 5: Implementation specialists

Nation et al. (2003:499) strongly argue that the effectiveness and overall success of GBV programmes is highly dependent on the involvement of experienced and qualified specialists. The involvement of specialists (e.g. health professionals, educators and safety and security experts) is thus a fifth principle of successful GBV programme implementation.

The DHET (2019:29) states that specialists that become involved in GBV programmes should be competent and committed to these programmes, and that it is essential that these specialists are able to “connect” with students on campus. They should be
credible, legitimate and honest in their interaction with students. These specialists should also be able to provide the required support to victims of GBV. They should preferably staff a 24-hour call centre to counsel victims. Also, the RHRC (2004:59) confirms that GBV programme specialists should have appropriate experience and training in GBV that includes safety of victims, confidentiality, non-discrimination as well as respect. These skills and knowledge are especially important when they conduct surveys or interviews with students. Specialists should also be well trained and held accountable to maintain the confidentiality of data of victims and survivors, understand the importance of language, political affiliation, ethnicity, religion, sex, as well as related concerns.

It is furthermore important that specialists have access to resources and that the required support mechanisms are available to assist them. USAID (2014:10) cautions, however, that continuous access to such specialists may be very costly for universities. It is thus necessary that universities build their own capacity in this regard. In other words, positions should be created to ensure that professionals are always available on campuses.

**Principle 6: Sound application of Theory of Change**

The Theory of Change (ToC) in essence entails a comprehensive description of how and why a desired change is expected to happen in a particular context. In this regard, ToC is highly relevant to the arena of GBV since it can map and predict what the possible outcome of programmes might be. ToC can inform programme designers about the formulation of desired goals as well as the nature of conditions and scope of interventions required to achieve those goals. It is important that all the intervention components collectively work together to affect positive change in behaviour, perceptions, conduct and attitudes on campuses (Nation et al. 2003:499). According to the DHET (2019:23), within the context of South African university campuses, the foundation of GBV policy is founded on the ToC. The Theory guides HEIs to value the fundamental right of all students and employees to study and work in an environment free of violence, rape, harassment, and any other forms of GBV.
According to the US Department of Justice (2000) and DHET (2019:22), to effectively address and create awareness of GBV on campuses, universities should consider the following:

- adopt ToC to shift social norms regarding GBV by creating social change through education awareness initiatives;
- create effective coordination between all university faculties and departments, including the SRC, law enforcement on campus, health care centres, and university administration;
- establish policies that focus on perpetrators to take accountability for their actions;
- ensure that campus safety and security departments compliment the functioning of local law enforcement agencies to coordinate support services to victims on and off campus; and
- arrange self-defence classes to enhance safety of students.

**Principle 7: Build support and knowledge sharing**

The seventh principle of successful GBV programmes on campuses is that all stakeholders should support one another and coordinate their efforts to achieve positive outcomes. It also entails knowledge sharing among all role-players and stakeholders so that lessons can be learned from mistakes made. Nation *et al.* (2003:499) hold that the building of positive relationships between students, university staff, parents and the larger communities is significant for more positive outcomes as far as preventing sexual violence is concerned. GBV programmes should make use of skilled mentors, teachers and coaches to implement the programme. It is important that students trust these role-players and that they participate in interventions such as support groups that are specifically designed to encourage and support positive behaviour (Nation *et al.* 2003:499). USAID (2014:10) and DHET (2019:22) furthermore state that university campuses should create a positive environment for engagement, participation and the establishment of a network among all stakeholders. This should also include structured engagement and relationship building with relevant agencies.
such as NGOs, government agencies and departments, as well as the broader society to effectively implement GBV programmes.

According to the Centres for Disease Control and Prevention (2014:12), sharing information about lessons learned across different campuses can be of good use to other universities as well as for future programme design purposes. This may include networking connections with other universities through conferences, scientific publications and student seminars.

**Principle 8: Varied awareness approaches and methods**

As far as the eighth and last principle is concerned, Nation *et al.* (2003), UNESCO (2013) and Banyard *et al.* (2014) argue that universities should use various awareness approaches and methods in the design of GBV programmes. Such approaches and methods should incorporate numerous opportunities and ways of instruction regarding GBV-related matters. Methods that could be utilised include scenario-based exercises, role-plays, videos, seminars and lectures (Nation *et al.* 2003:499). UNESCO (2013:15) also add that educational content such as study materials, textbooks, classroom practices and curricula include gender-based information that will contribute to positive attitudes regarding GBV.

Banyard *et al.* (2014:341) further contend that it is of utmost importance that universities realise that students come from diverse ethnic, sexual identity, cultural and religious backgrounds. Universities should thus be mindful of these differences in the selection of suitable approaches and methods for GBV programme implementation. Programmes should also accommodate part-time students that are mostly studying online. It is also equally important that universities are mindful that there are various student groupings such as the LGBTIQ on campus that could impact an individual’s GBV experience.

To summarise the principles of GBV programmes and to consider its application to awareness creation on South African university campuses as the locus of this study, recommendations made by Jewkes (2000:1603) and Jewkes *et al.* (2008) add
significant value. These recommendations should be considered when South African GBV awareness programmes are designed, and include the following:

- creating a zero-tolerance environment to gender discrimination on campuses;
- assess GBV-related risks and threats on campus and respond proactively;
- support victims of GBV on- and off-campus timeously;
- develop a comprehensive policy framework to address GBV at universities;
- establish gender empowerment projects;
- conduct self-defence classes for female students;
- hold regular workshops and seminars on campus to address certain unhealthy perceptions, behaviour and conduct of students;
- network with all stakeholders and role-players and coordinate efforts with government agencies such as the police;
- conduct frequent training for campus staff to ensure that effective support and counselling are in place; and
- establish psychological support groups for victims of GBV focusing on their mental and emotional health.

4.6 CONCLUSION

The purpose of this chapter was to analyse the role and responsibility of SRCs in HEIs with particular reference to GBV awareness programmes. To this end, it was necessary to assess the nature and dimensions of existing GBV programmes at South African universities and to extract best practices and principles from the international experience. It is evident that GBV on university campuses continues to be a human rights, policy, safety and health concern. Strong emphasis should be placed on the establishment of comprehensive GBV programmes and the raising of awareness among students. Such programmes should conform to international best practices and comply with core principles associated with the design of such programmes.

It is furthermore evident that the survivor-centred approach can be regarded as the most suitable to assess GBV programme successes and failures. This approach can help universities to establish a conducive support environment and the required
mechanisms to assist victims of GBV. Support should include access to health care, psychological and social services, legal aid, as well as security services. It seems that the critical problem of GBV on campuses will continue to grow while the design of suitable programmes and associated awareness creation receives much needed priority. The role of SRCs in this regard is indispensable.

The next chapter of the study will analyse challenges in promoting effective awareness of GBV by the SRC on South African campuses by means of conducting a thematic analysis of responses obtained from semi-structured interviews with the sampled target population.
CHAPTER 5

GENDER-BASED VIOLENCE AWARENESS IN HIGHER EDUCATION INSTITUTIONS: EMPIRICAL FINDINGS

“The prevalence of gender-based violence will not be curbed unless mind-sets are changed through targeting the cultures, structures, attitudes and inequalities in society”

(International Commission of Jurists 2015:5)

5.1 INTRODUCTION

Scholars such as Cloete et al. (2004:8) and Badat (2010:2) affirm the fact that transformation in South Africa’s higher education system was ushered in by the first democratically-elected Government in 1994. Former President Nelson Mandela established a commission to propose programmes for the transformation of HEIs in the country. According to Universities South Africa (2015:2), this commission proposed social programmes to address deep-rooted prejudice and inequalities in society. These proposed programmes generally also altered thinking about gender-based violence on campuses and the need to establish ongoing processes that seek to attain change in universities in their endorsement of the vision of an equal and democratic society.

As ascertained in chapters two and three, there are numerous socio-cultural challenges that confront universities with regard to GBV. Apart from these challenges, there is seemingly an increase in the number of incidences of GBV on campuses. According to Davids (2020:1), the 2019 academic year in South Africa recorded an exceptional high number of GBV in universities across South Africa. Davids (2020:1) reasons that this dramatic increase in cases does not abode well for the country since it shows that all existing statutory measures, GBV awareness programmes, human rights movements and mechanisms to protect women and children do not make a measurable difference. Collins et al. (2009) maintain that university campuses simply reflect the ills of society, and that programmes are advisable to educate students about means to address such ills.
Universities in South Africa are relatively autonomous as far as internal processes and systems are concerned. It is therefore not surprising that they tend to approach GBV from different angles. There are thus different policies and programmes in place with regard to responding and addressing GBV. It stands to reason that these programmes place emphasis on different aspects of GBV, reflect the general institutional culture of the university, and influence the ways in which SRCs are empowered to play a meaningful role in raising GBV awareness on campuses. The focus of this chapter is thus to investigate the role that SRCs play in GBV awareness on campus by means of an empirical survey. The chapter serves to operationalise the third and fourth objectives of this study, namely to analyse challenges experienced by the SRC in promoting GBV awareness and to obtain perspectives from SRC members that could inform the design of a more appropriate approach to GBV in South African universities. As such, this chapter serves as a third leg or data set for source and method triangulation purposes.

5.2 RESEARCH METHODOLOGY

In support of the research methodology highlighted in chapter one, Silverman (2000:79) argues that the term ‘methodology’ defines how a researcher will normally go about studying a phenomenon. Blanche and Durrheim (1999:43) state that qualitative research is generally holistic, inductive and naturalistic in nature. A qualitative research design is fully appropriate for purposes of this study since it focuses specifically on GBV awareness in HEI by the SRC and the challenges they experience in promoting GBV awareness.

Semi-structured interviews were utilised by e-mailing participants an interview schedule which was also followed up telephonically. Face-to-face interviews, originally envisaged as the main data collection method, were not possible due to the COVID-19 lockdown regulations. The designed interview schedule was pre-tested with three participants and then e-mailed by means of the Google Survey platform. Both purposive sampling as well as snowball sampling were utilised in the study. Purposive sampling is applicable to both the unit of analysis (i.e. SRC members) and the cases
Nine universities were sampled based on their geographical spread in the country and the fact that they have relatively large residential campuses. The universities selected, inclusive of their respective campuses, were:

- Central University of Technology;
- North-West University (Potchefstroom, Vaal Triangle and Mahikeng campuses);
- University of Kwazulu-Natal;
- University of Limpopo;
- University of Pretoria;
- University of South Africa;
- University of Stellenbosch;
- University of Venda; and
- University of Witwatersrand.

A total of 24 SRC members participated in the survey. As far as their biographical profile is concerned, 53.8% of participants were male and 46.2% female. Participants were ensured of confidentiality in the analyses of their responses. Informed consent was obtained by signing an electronic consent form before interviews were conducted. Participation was voluntary.

5.3 RESEARCH FINDINGS: THEMATIC ANALYSIS

To protect the identity of participants from any potential consequences, SRC members are simply identified as ‘SRC1’, ‘SRC2’, ‘SRC3’ and so forth. The analysis of findings will also not reveal the identity of the particular university to which participants are attached.

Responses of participants were categorised based on themes that emanated from the theoretical chapters. Mouton (2001:108) states that a thematic analysis is useful to make sense of a relatively large body of data. Thematic analysis generally entails dividing data into controllable patterns, trends and relationships. The following key themes were identified:
• The nature and scope of SRC GBV awareness creation
• Policies and structures in place to support GBV
• Reporting arrangements for GBV incidents
• The influence of GBV on the academic life of victims
• University support and empowerment towards SRC in GBV matters
• GBV awareness methods
• SRC involvement in the design and implementation of GBV programmes
• Students' knowledge regarding university GBV support services
• Challenges influencing the SRC to promote GBV awareness
• Suggestions on improving GBV awareness on university campuses

Findings emanating from a thematic analysis based on these themes are presented in an exploratory and descriptive manner below. To ensure authenticity of the research findings, participants are quoted verbatim. According to Corden and Sainsburg (2006:13), “verbatim quotations offer greater depths of understanding. People’s spoken words show strength of their views and provide insight into their feelings”. To complete the thematic analysis, the emerging findings are integrated, compared and contrasted with the theoretical perspectives obtained from the literature survey.

It should be noted that not all participants responded to all the questions posed. A sequential verbatim account of participants' responses per question is thus not possible. Similar responses were also grouped to improve the logical progression of the analysis.

5.3.1 The nature and scope of SRC GBV awareness creation

The first theme was addressed by requesting participants to respond to the question: “What is your opinion regarding the role of the SRC in creating GBV awareness on your campus”?

In response to this question, all participants (n=24) confirmed the significant role that the SRC should play in promoting GBV awareness at campuses. SRC1 holds that “as
the SRC, we do campaigns on campus to fight GBV. This is to make everyone aware of the impact of GBV on others. We also provide them with details of organisations that can assist them if one of them finds themselves in such a situation”. SRC17 confirmed that “the SRC represents the students and as such we are able to create GBV awareness”. SRC3 also maintains that the SRC has a definite role to play in raising awareness on campuses, and proposes that universities conduct regular “GBV imbizos so that they (students) can be able to know the difference between love and abuse”. In a similar vein, SRC7 proposes that the university should assist them to “develop awareness campaigns” and advocates for “an independent GBV unit to handle related cases”.

SRC11, SRC16 and SRC 22 encapsulate the role of the SRC in creating GBV awareness by stating that it is of utmost importance that the SRC establishes a platform whereby students can get urgent help. SRC22 mentions that the SRC is the “custodian of students interests and wellbeing and has a pertinent role to play in combatting GBV”. SRC21 and SRC22 hold that “the SRC plays a key role in raising awareness and educating the student populous through various initiatives and programmes that aim to inform. All SRCs should be at the forefront of raising awareness on GBV and should lead the conversation as students are the biggest victims of this societal challenge”. SRC23 stated that “the SRC is highest student leadership structure. It has both a constitutional mandate and moral obligation to represent the interests, needs and concerns of every student on campus. This includes combating social injustices that manifests within the student community, both on and off campus”. They also contend that the SRC must have programmes which are run to enlighten and educate every student about the nature and scope of GBV. SRC10 highlighted the role of the SRC, but accentuated the fact that GBV “does not know gender”, meaning that both male and female students are affected by it. SRC9 states that “it is important for SRC members to encourage students to be aware of GBV and how to deal with challenges since in an environment such as universities people are different and have different views on gender and their own beliefs”. SRC9 alluded to the statement above and said that “the SRC as a voice of reason for students is expected to be in the forefront of these awareness campaigns”. This statement confirms Sida’s (2015:1) statement that “HEIs should promote gender equality, respect as well as a non-violent culture alongside with gender aware
pedagogy amongst students and their peers”. Sida (2015:1) is further of the view that young people especially university students have the potential to act as catalysts for change that can produce the greatest impact for achieving social transformation that can end GBV.

SRC12 confirmed that “as representatives of students, SRCs must take it upon themselves to be at the forefront of GBV awareness”. SRC16 confirmed this view and stated that “the SRC must play a major role in GBV awareness; we have the power to influence. We must lead by example and practise what we preach. As we are leaders’ students look up to us”. In practical terms, SRC12 proposed that the SRC “must have programmes at our campus as part of our Program of Action in all regions. The awareness campaign must be available on every platform. Therefore, the SRC must create videos and flyers with awareness messages. The SRC must also create strict policies against GBV”. Also, SRC14 recommended practical steps to be taken such as the establishment of “safer campuses and student support structures”. SRC15 similarly proposed “wellness campaigns and fundraising events to promote safety for students”. To this, SRC18 adds that “the SRC plays a huge role in the awareness of GBV that is why we have a portfolio that deals with student wellness, that is the current Affairs Office. We once coordinated a march against femicide that was grossly joined by students. By SRC standing against GBV openly to the student population, there are high chances that students will heed to the call and start treating students responsible for instating GBV as out casts”.

Some participants (e.g. SRC6, SRC10, SRC11, SRC19 and SRC20) caution that although the SRC must play an awareness role, the impact of their actions in this regard may not always yield the desired results. SRC6, for example, stated “I don’t think SRC is doing enough to bring awareness regarding GBV. Creating GBV awareness should be a constant action within university campuses”. Also, SRC10 stated that awareness activities “have been passive” and SRC11 argued that “there is not much campaigning about GBV. Promoting GBV awareness on campus is not such a serious matter and is unreceptive”. Similarly, SRC19 commented that it was only the No Excuse movement by the SRC’s Current Affairs department that was a promising initiative thus far in the fight against GBV. SRC19 continued to state that the SRC hosted “ampie” sessions with a very high attendance rate. These sessions “addressed
the role of men as both the problem and the solution with regards to the matter and calling for them to step up”. Furthermore, SRC20 argues that existing activities and interventions of the university and the SRC should be improved to address the high incidences of GBV on the campus. SRC20 therefore proposed that “the SRC has to execute campaigns, run door-to-door programmes, conduct surveys among students, and have posters pasted all over campus gates to ensure that the message will reach the campus constituency”. SRC24 also mentioned that they host “frank talks where students come and engage with each other on how we can stop GBV. From these talks it is evident that depression can lead you into participating in GBV and we had counselling dealing with students that are depressed”. This statement confirmed the theoretical perspectives provided in Chapter two (e.g. SIDA 2015; DHET 2017; Davids 2020) that indicated the impact of GBV on mental health inclusive of depression.

From the statements by SRC members, it is evident that the full cohort of participants concurred that the SRC should indeed promote not only general student-related issue awareness on campus, but also in particular GBV awareness in order to curb the high level of incidences thereof. This finding confirms the premise of the study, namely that the SRC should play a meaningful role to create awareness among students of the nature of GBV and to establish the necessary support mechanisms for victims of such cases. There are, however, concerns that existing endeavours are not making a significant difference. Practical steps were also proposed to improve the awareness of students regarding GBV issues.

5.3.2 Policies and structures in place to support GBV

Policy and support structures play an important part in addressing GBV. According to Adams et al. (2013), it is clear that most students and university staff members only understand sexual harassment policies of their institutions if they are well articulated and communicated. Such policies should also accentuate the importance and seriousness of GBV issues on campus. In this regard, the DHET (2017) maintains that some tertiary institutions in South Africa fail to ensure that policies are updated and aligned with current international conventions, protocols and national legislation. According to Davids (2020:8), the analysis of policies within South African universities
is a clear indication that the focus is placed on sexual harassment without showing clear awareness of the inherent difficulties of social constructions of both gender and violence. Davids (2020:8) is further of the opinion that only some universities in South Africa have specific GBV policies in place. Such policies make provision for disciplinary codes for students and staff members.

At the backdrop of these perspectives, participants were asked what policies, mechanisms and support structures are in place on their campuses to assist victims of GBV. According to SRC1, the SRC Office is one of the most important support structures on campus to assist students. The university also has a wellness centre with psychologists on duty to support victims. In contrast, SRC2 and SRC3 indicated that the university does not have any particular support structures in place. There are, however, psychologists and social workers on campus. SRC3 also laments the fact that victims of violence, inclusive of cases of rape, will have to open cases in their private capacity. Such issues are dealt with in secret on campus, leading to the possibility that “perpetrators may roam freely on campus while they are being dealt with behind closed doors. It may also lead to situation where victims can be harmed or victimised again” (SRC3). In addition, SRC24 stated that “we have several professionals that deals with such issues when a case is reported, but it is not sufficient. There are many students who are silent victims”.

These responses should be seen in light of the theoretical exposition in Chapter two which revealed that students as victims of GBV on campus might be reluctant or scared to disclose incidences mainly because they fear judgement or re-victimisation.

SRC4, SRC19 and SRC21 confirmed that the university has a policy for GBV, but could not elaborate on the application or successes thereof. SRC5 and SRC17 stated that the university has a Call Centre for students in need of urgent counselling or mental and emotional support. The university is also in partnership with the South African Police Service (SAPS) to immediately attend to cases. It should be noted, however, as confirmed in Chapter three, there are no official statistics regarding GBV on university campuses produced by the SAPS. This makes an in-depth analysis of the overall status of GBV difficult.
SRC6 was not aware of any policy or support mechanisms on campus. Also, SRC21 stated that “in my campus we hardly experience cases of GBV and therefore it does not receive much attention”. Similarly, SRC9 argued that “there are probably university policies as part of ethics codes in place but I have never heard of any case being dealt with properly”. This confirmed the perception (Chapter two) that most GBV policies in South African universities are in place but not adequately implemented. Davids (2020:8), for example, is of the view that most universities have sexual harassment policies but they “do not unpack directly on GBV nor do they include the LGBTQI community of students”. According to SRC7, “counselling and distribution of pepper sprays to female students and staff members” is but one initiative to protect women from violent actions. SRC8 stated that they have a “unit of trained councillors who deals with issues of GBV”.

SRC11 is of the view that “there is a student disciplinary code that can be used to punish perpetrators of GBV. There is also counselling available that can assist if students are injured. Females are given pepper spray to protect themselves”. SRC12 mentioned that the university established a “centre for student counselling that provides psychological support, deals with cases of discrimination, and assists with personal consultations. Campus security works with our local SAPS for legal complaints. There is furthermore a Central Disciplinary Committee for disciplinary hearings, a Centre for Student Leadership, and communities for residence placements, removals and other assistance”.

SRC13 maintained that the university has a policy of “zero tolerance and accountability as well as counselling services”. SRC15 indicated that they launched the ‘No Excuse’ initiative, established the ‘Thuso 1777’ Abuse Hot Line, and that gender-based violence has been incorporated into the SRC’s current affairs wellness week. Similarly, SRC16 and SRC18 stated that the university has established a support centre for students who suffer from depression, anxiety and other mental conditions. The participant also mentioned that the university has launched the ‘Try Africa’ initiative. This initiative is aimed at supporting students who are abused either physically or emotionally. Furthermore, the university has created a “health centre which is used to channel all the cases to the upper and right structures, SAPS or psychologists”. SRC17 in turn argued that his university has established a Campus HIV Support Unit.
Although the name suggests that the Unit only deals with HIV-related matters, it also assists students in GBV awareness, counselling and sanitary products for students. There are also support groups within the Unit to support students who have been victimised whether as a result of GBV, sexually, or in cases of disabilities. Similarly, SRC20 stated that the university has established a Legal and Transformation Office for assistance in cases of violations of human rights. SRC19 mentioned something that other participants did not elude to, namely the fact that the university has partnered with various non-profit organisations to assist with awareness creation initiatives and to educate students about GBV.

SRC22 stated that “there are departments such as student health department that offer psychological health services”. SRC23 went on to state that “we have a Centre for Sexuality AIDS and Gender (CSA&G), as well as the #SpeakoutUP initiative”. SRC25 said that “we have the Gender Equity Office that investigates reported cases by victims of GBV. The Counselling Development Unit (CCDU) is also available to assist victims of GBV with therapy and counselling”.

Based on input from participants, a number of observations can be made. The first is that some universities indeed have policies and support structures in place to deal with GBV on campus. These support structures and initiatives include:

- Official GBV policies and disciplinary codes;
- Social workers, psychologists and SAPS support;
- Call centres and ‘Thuso 1777’ abuse hot lines;
- Centre for Sexuality AIDS and Gender (CSA&G);
- Counselling Development Unit (CCDU);
- Campus HIV Support Unit;
- Gender Equity Office;
- Legal and Transformation Office;
- Central Disciplinary Committee;
- ‘No Excuse’ initiative;
- ‘Try Africa’ programme;
- #SpeakoutUP initiative;
• SRC ‘Current affairs’ wellness week initiative; and
• Support from non-profit organisations.

These steps should be commended. However, what is worrisome is that a significant number of SRC members are not aware at all or are only partially aware of the nature, scope and implementation of these policies and support mechanisms. If the SRC is regarded as a legitimate source of information and a “voice of reason” for students, it implies that they cannot succeed in raising awareness on campus if they themselves are not informed. This means that if a student goes to an SRC member for assistance regarding any matter, they should be unable to either assist or direct the student to the right place or person. A further matter is the fact that it seems that only “female” students are targeted as far as university support is concerned. The question could be asked why males and the LGBTIQ community are not equally supported.

5.1.3 Reporting arrangements of GBV incidents

According to Karjane et al. (2002) and Davids (2020), South Africa has experienced high incidents of GBV occurring within and outside university campuses. Karjane et al. (2002) further state that a study on sexual assault in America found that sexual violence on campuses are the most under-reported crime in the United States. According to Chauke et al. (2015:14), one significant aspect of GBV under-reporting is that universities in South Africa often “tone down” the seriousness of GBV on their campuses. This is normally done because they are concerned and want to maintain a positive public image and status. Some universities in South Africa also refuse to commit to providing the necessary responses to GBV. Gouws and Kritzinger (2007:68) are further of the opinion that these universities generally contribute to the “cover up of the actual prevalence of GBV on their own campuses”. Most of the incidents are not reported for various reasons. This section of the empirical survey thus focused on the reporting arrangements with regard to GBV incidents. Participants were asked why they think victims of GBV often do not report incidents.

According to SRC1 “many students are scared of the perpetrators and some are just in love. It’s a bit difficult for them to believe and accept that their lovers are their
abusers. They still believe within them that their partners are going to change one
day”. Similarly, SRC2 argued that “we are never taken seriously; you report a case
and are asked what did you do to provoke the counterpart instead of giving you the
help you need”. According to SRC3, there is “a lack of trust in the system that actual
justice will take place. Victims are further traumatised by the nature of the reporting
system. The rape culture on campus means that victims are fearful of social backlash
such as not being believed, fear of hurting the perpetrators reputation, and not
believing themselves”. SRC4 stated that “it is solemnly because cases of GBV are
often viewed as defamatory and victims never seem to get justice”. SRC5 went on to
state that “fear of victimization and the lack of enforcement mechanisms against
perpetrators within institutions of higher learning” are the main reasons why victims do
not report cases. To this, SRC6 added that “it is because of how society may react
and because of their safety as well”. Also, SRC7 argues that “it’s a futile exercise”.
SRC8 elaborated by indicating the following reasons why victims are reluctant to report
cases:

- “women are the most affected gender in terms of being told by the perpetrator
  if they report the incident, they will harm them;
- issues regarding what people will say since there is a lot of judgement by
  people, especially at a place like a university where victims are judged harshly;
- maybe the perpetrator financially supports the victim and is scared to report the
  matter as they will lose this support; and
- the approach sometimes followed by support workers leaves the impression
  that they are not taking GBV matters seriously in such a manner that victims
  feel that they will really be helped”.

To this, SRC9 added that students “are afraid to speak up due to continued harm and
retaliation; love (they think of it as protecting a partner the love who temporally
wronged them; ignorant cultures (misconception of respect and loyalty); and
dependency (the other partner being their source of income and livelihood)”. Similarly,
SRC13 stated that “being afraid to lose their relationship with the perpetrator and lack
of support from family and friends” are the main reasons for under or no reporting.
SRC10 is of the view that “they are either afraid of change or they are threatened by
their partners”. According to SRC11, “it is because they have been ashamed of who they truly are and judgement from people”, while SRC12 argued that “because they are not being believed”. SRC12 concurs with the above statements, and says that “it is because of embarrassment, fear, criticism and fear to be judged”.

SRC14 argued that usually the perpetrators have “an upper hand on the victims as they have power over them or the victims depend on the perpetrator. At campus students are afraid of stigma or gossip against them as they don’t want people to know anything bad about them. Males are afraid of being laughed at or embarrassed if abused by females especially if it’s their girlfriend”. SRC15 states they are “silenced due to power relations in society”. According to SRC16, “it is because of the fear of the unknown”. SRC17 stated that “because they are scared of being killed by the abusers”. SRC18 and SRC19 are of the opinion that victims “do not have confidence in the authorities to whom such crimes ought to be reported e.g. SAPS. Secondly, I think a lot of victims are threatened and consequently do not report GBV for the fear of reprisal from the perpetrator”. To this, SRC19 added that students are “not educated enough about GBV and their rights and values”. SRC20 went on to state that “we know these things happen every day behind closed doors but it doesn’t get reported”. SRC21 stated that “I think it’s because of pride. Most people are in denial that GBV exist and can create problems in the future if not properly handled”. SRC22 stated that victims do not report cases “because of the feeling of helplessness and fear”, while SRC23 stated that “they are scared of being judged and belittled”.

In line with the above, it is evident that participants fully confirmed the theoretical exposition provided in Chapter two of the study. University students typically do not report GBV cases because they have lost trust in the justice system in general (e.g. SAPS and university management) and fear being revictimised by perpetrators. The findings confirmed what SADC (2018:11) cited as reasons for GBV under-reporting, namely fear, revictimisation, and limited skills and knowledge with regard to social interaction and conflict resolution. There are also unequal power relations as well as economic dependency and stigmatisation from victims. SADC (2018:11) further states that cultural and traditional norms and practices are also contributing factors of GBV tolerance. According to Belknap and Erez (2007), most sexual violence incidents are committed by close friends or intimate partners, hence the under-reporting of GBV has
become a norm. This has also resulted in victims losing confidence to seek help when they experience GBV.

5.3.4 The influence of GBV on the academic life of victims

According to Gouws and Kritzinger (2007:69), most universities need to respond to any matter related to GBV due to the serious consequences it holds for victims. As ascertained in the previous chapter, GBV has a significant influence on the academic life of students. In order to scrutinise the potential influence of GBV on the academic life of victims, participants were requested to respond to ways in which the academic success of students may be affected. This question made provision for a close-ended Likert-scale response (i.e. ‘Not at all, Somewhat, Moderately, Damaging and Highly detrimental’) as well as an open-ended response in which SRC members could substantiate their answer.

According to the responses given by participants, the following statistics were obtained:

- 65.4% of participants (15/24) indicated that GBV is highly detrimental to victims and their studies;
- 23.1% indicated that the influence of GBV is damaging to victims and their studies; and
- 11.5% agreed that GBV influence victims and their studies moderately or not at all.

As mentioned in Chapter two of the study, the influence of GBV on students has serious consequences for their academic success. One of the immediate concerns for GBV is physical injury which may require medical treatment and hospitalisation, meaning that students will be absent from classes, not able to submit assignments or participate in class assessments. GBV also limits the ability of students to contribute to the campus community. Apart from potential physical harm, the emotional and psychological trauma that victims typically experience may seriously hamper the ability to concentrate on their studies.
5.3.5 University support and SRC empowerment

According to Klemencic et al. (2016), students and institutions of higher learning need to be in symbioses, supporting each other to function effectively. Klemencic et al. (2016) are further of the view that the relationship between student leadership and university management should be that of equal partners. Institutional leadership needs to provide guidance as well as mentorship to the SRC. Klemencic et al. (2016:17) further observe that student governance differs from institution to institution. Institutions would either view their student leadership as adults or as minors. Where students are viewed as minors, they are most likely to be excluded from decision-making processes.

This part of the survey investigated the nature and scope of university support provided to empower SRCs in their role to create awareness regarding GBV on campuses. Support was broadly defined as any assistance (e.g. financial, infrastructure, training, management support) provided to the SRC in their role. The question made provision for Likert-type responses (i.e. ‘Not at all, Rarely, Occasionally, Fairly, and Fully’). This was followed up by an open-ended response in which participants could clarify or substantiate their responses.

According to the responses given by participants, the following statistics were obtained:

- 23.1% agreed that they are not at all supported;
- 19.2% agreed that they are supported rarely;
- 11.5% agreed that they are supported occasionally;
- 30.8% agreed that they are supported fairly; and
- 15.4% agreed that they are supported fully.

From this response, it is clear that the SRC is fairly supported by their respective universities to deal with GBV-related matters. However, the fact that 23.1% indicated that they are not supported at all is concerning. It is evident that university
management should provide more hands-on assistance to the SRC regarding matters pertaining to GBV.

5.3.6 GBV awareness methods

According to SADC (2018:26), there is a strong need for strengthening resources to promote GBV awareness at regional and national levels. SADC (2018:26) is further of the view that GBV programmes experience various challenges in order to be creative and innovative towards strategic actions raising such awareness.

This part of the survey was intended to explore methods utilised by the SRC to stimulate GBV awareness on campuses. Since the main contribution of the study is to design an appropriate approach for GBV awareness creation on campuses, this question was pertinent to gain practical insight into which methods should be considered for absorption in such an approach. In addition, participants were requested to reflect on their perceptions regarding the effectiveness of these methods.

SRC1 and SRC2 indicated that “by way of campaigns, working together with wellness centres, and having GBV seminars”. SRC3 simply identified “posters” as the main method. SRC5 stated that “mostly SRC uses communiques to reach students at large, we make sure that we organise events/programmes and invite students over and it really helps because we reach a large number of students which some come and give education since they were once victims or perpetrators”. SRC8 stated that “we organise sessions to talk about GBV awareness and mostly are attended by first entering students”. SRC9 is of the opinion that “it is only through speeches and media publications that we create awareness on GBV besides that there are no other programmes ... these methods are, however not really effective”. According to SRC10, “we have campaigns and hotlines. They have been somewhat successful”. SRC11 states that “we participated in a programme to give female students pepper spray and the project was very successful”. SRC12 pinpointed that “we have a Women and Queer Empowerment SRC managerial portfolio that focuses on gender empowerment and combating GBV. We create awareness through a variety of social media campaigns. The best way to get out information is through residence leadership
structures, but they do not seem to always assist with conveying information. Awareness is difficult because it is optional and so people who don’t want to know, don’t have to”.

SRC13 pinpointed that “we have distribution of pamphlets and GBV programmes. They are effective to the extend students attend in numbers”. According to SRC14, “we organise programmes in partnership with CHASU. It becomes a success as turnout become high. As to being effective, I can’t really say because we still experience a number of reported and under-reported cases of GBV. The focus of students rather lies on the refreshments distributed and freebies for the day”. SRC15 stated that “SRC created a programme aimed at discouraging GBV. It had an impact because students do attend these in numbers. But we cannot measure the effectiveness of the programmes because GBV cases are not reported to us, so it is not easy to see whether there are decreases or increases in cases after the awareness programmes we initiated”. According to SRC16, “we do campaigns and partner with support organisations that stand against GBV”. SRC17 stated that “we run programmes successfully even though that out of 100 percent of students participating on GBV only 30 percent attend our programmes and change their behaviour”. According to SRC18 “we have online information on the SRC webpage and Twitter, campus silent protests and dialogues”.

According to SRC19, “the SRC has assisted societies on campus to hold vigils and participate in peaceful protests in terms of and against GBV”. SRC20 stated that “in our university we hardly get reported cases and we cannot say GBV is not happening but maybe our system in place are not reaching the needy”. SRC21 pinpointed that “we create programmes that teach about consent that conscientise about predatory behaviour and most importantly we equip women with self-defence classes and tools such as pepper sprays that they can use to protect themselves”. SRC24 added “hostel aksies”, suggestion boxes and anonymous reporting systems” as methods.

As far as the effectiveness of these methods are concerned, SRC4 asserted that “they are usually only effective for a short time; many things are happening and then later there is violence again”. Also, SRC6 pinpointed that the “SRC only create awareness when there is a national issue”. SRC7 argued that “at my university, it is difficult to
trace progress in terms of our programmes”. In contrast, SRC22 argued that the methods they use are “very effective”. To substantiate his statement, he mentioned that “last year we had a programme ran by women at the student centre, called ‘The Enough is Enough Campaign’. It went viral and some universities followed the trend”.

To summarise the findings, the following methods were identified:

- partnering with wellness centres;
- campaigns and events;
- vigils, silent and peaceful protests;
- student dialogues and GBV seminars;
- pamphlets and posters;
- self-defence classes;
- media publications and online information on the SRC’s webpage;
- social media platforms such as Twitter;
- hostel actions and dissemination of information via hostel leadership;
- hotlines;
- suggestion boxes;
- anonymous reporting systems; and
- partnerships with support organisations.

Based on these responses, a number of observations can be made. The first observation is that it is noteworthy that the SRC is indeed trying to create GBV awareness on university campuses. The second observation is that methods utilised by SRCs can be classified in short-term, high-impact actions (e.g. pamphlets, vigils, protests, posters, etc.) and longer-term actions mainly aimed at establishing and maintaining support services such as call centres and specialised units. The creation of portfolios within the SRC to deal with GBV-related matters is also commendable. It seems that most SRCs only create GBV awareness when there is a crisis or current issue at hand, meaning that universities tend to only prioritise GBV when there is an issue. There seems to be no continuous strategy in place to curb GBV. The third observation is that the perceived effectiveness of these methods differs vastly. Perceptions of the effectiveness thereof are, however, not confirmed by statistical
evidence. It is evident that SRCs (and universities) do not have performance measurement indicators and instruments in place to monitor the outcomes of these initiatives over time (e.g. decrease in the number of reported cases; number of calls received at call centres; counselling sessions held with students before and after campaigns).

5.3.7 SRC involvement in designing and implementing GBV programmes

According to Cantalupo (2015:4), university students are facing various challenges, and student leadership should be at the forefront of policy development and implementation to address these challenges. SRCs are legitimate sources of information since they are part of the student corps and understand their circumstances, fears and frustrations. It is thus imperative that they are involved in the design and implementation of GBV programmes on university campuses.

In light of the statements above, this section of the survey investigated the extent to which SRCs are aware of the nature and scope of GBV programmes at their universities (if any) as well as the extent to which they are involved in the design and implementation of these programmes. The question again made provision for Likert-scale responses. The level of awareness was measured with the following anchors, and the responses were as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Anchor</th>
<th>Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>not at all aware</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>slightly aware</td>
<td>9.6</td>
</tr>
<tr>
<td>3</td>
<td>somewhat aware</td>
<td>38.5</td>
</tr>
<tr>
<td>4</td>
<td>moderately aware</td>
<td>21.1</td>
</tr>
<tr>
<td>5</td>
<td>fully or extremely aware</td>
<td>30.8</td>
</tr>
</tbody>
</table>

The level of involvement was measured by means of the following anchors, and the responses were as follows:
<table>
<thead>
<tr>
<th>Scale</th>
<th>Anchor</th>
<th>Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>never involved</td>
<td>9.6</td>
</tr>
<tr>
<td>2</td>
<td>occasionally involved</td>
<td>21.1</td>
</tr>
<tr>
<td>3</td>
<td>frequently involved</td>
<td>38.5</td>
</tr>
<tr>
<td>4</td>
<td>always or fully involved</td>
<td>30.8</td>
</tr>
</tbody>
</table>

The fact that not one participant indicated that they are not aware of any programme, and that they have never been made to be involved in the design of such programmes is a positive sign. It is, however, evident that not all SRC members are continuously involved in the design and execution of such programmes. This may jeopardise the successful implementation of these programmes since they fully comprehend the conditions on campus, and serve as a legitimate source of information for students. The fact that a relatively large portion of participants (69.2%) are not fully aware of the nature and scope of these programmes is a further indication that students are also not fully aware of these programmes and how they should participate to benefit from them.

5.3.8 Student knowledge regarding university GBV support services

According to Davids (2020:6), incidents of GBV are generally under-reported, and media and other types of exposure are mainly driven by outrage in response to high-profile incidents. This state of affairs, according to Davids (2020:6), leads to a situation where students generally have limited knowledge regarding the prevalence of GBV on campuses. A subsequent challenge is that students are not fully familiar with the types of GBV support services that are available to them. Based on this situation, this segment of the survey intended to ascertain the level of student/SRC awareness regarding university GBV support services. This question served as cross control for responses to questions outlined in sections 5.3.2, 5.3.5 and 5.3.6 above.

It is evident that there are great disparities on different campuses regarding the level of students’ knowledge regarding support services. Responses ranged from a complete negative (i.e. “no knowledge whatsoever) to a far more positive situation (i.e.
“fully aware of support services”) at other universities. According to SRC1, students have no knowledge of the nature and availability of GBV support services. The participant continued to maintain that “support information is only available to them if they go digging hard enough, but it is not really accessible”. This response was also confirmed by SRC2, SRC11, SRC12, SRC19 and SRC22. SRC22 further asserted that “I think that many students are not aware of the appropriate avenues to follow in cases of GBV, but I do think that it is largely attributable to ignorance. Many victims of GBV never plan finding themselves in a situation where they are sexually assaulted, and rarely explore the avenues to report and resolve incidents in terms thereof. For the past two years, I (the SRC Secretary) have had a poster with emergency numbers on my office door available to students who are in dire need of help. Some of my colleagues have done the same”. SRC3 indicated that “students may be aware of the support mechanisms but rarely make use of them. SRC3 continued to contend that “as a university we have offices such as CCDU, Campus Health and Gender Equity Office. These support services, however, are inadequate as for example there are no rape kits at campus health, CCDU is usually fully booked and under capacitated to fully assist victims, and the Gender Equity Office provides resources for the victims as perpetrators do not face the full might of the law”.

SRC4, SRC5 and SRC7 indicated that students are only partially aware of such support services. On a more positive note, SRC7 held that students should be aware “since the SRC has a portfolio called Gender”. SRC8 asserted that only on-campus students are fairly familiar with these services, but that off-campus students are probably less informed ... “they have limited access to information pertaining to support systems on campus”. Participants reasoned that information is fairly disseminated in hostels. It thus seems that hostel residents and on-campus students are better informed about the nature and availability of GBV support services. Also, SRC17 was of the opinion that students’ knowledge is “only 30%”.

SRC9, SRC10, SRC13, SRC14 and SRC15 responded that students have full knowledge regarding support services. They maintained that the on-campus clinic and various GBV programmes are specifically designed to keep students informed. SRC16 indicated that “they are informed during orientation at the beginning of the year”. This response was also confirmed by SRC18, SRC20 and SRC21. According to SRC24,
students are informed “because we normally do orientations each year and invite these [support] structures to introduce themselves”. SRC23 was also of the opinion that students have full knowledge due to the activities of “campus health, protection services and counselling that are always available”. Finally, SRC25 stated that “I think they are, because if anything like this happens, cases are reported to RMS which in return help tells students where they can go from there onwards”.

In line with the above, it is evident from the responses that some universities, inclusive of their SRCs, should do more to make sure that students are continuously made aware of the nature of support services available to them, and not only when they join the university as first-year students.

5.3.9 Challenges influencing the SRC to create GBV awareness

The theoretical orientation provided in Chapter two of the study revealed that social and cultural norms among groups (e.g. students) may be a major challenge in altering the behaviour of potential perpetrators. It also reflected that physical constraints (e.g. infrastructure, resources, finances) and limited knowledge regarding GBV issues could hamper the activities of SRCs. The next section of the study addressed the second last interview question that requested participants to identify factors and challenges that are influencing the role of SRCs to create awareness regarding GBV issues on campus.

According to SRC1 “we are on social media and we come across posts about victims of different kinds of abuse and some are people close to use. So sometimes other students come to us having problems and as representatives we support and ensure that these programmes are aimed at improving the lives of students”. A rather shocking revelation was made by SRC2 who stated that “some SRC members are guilty of GBV and they support each other instead of putting them to order”. SRC3 identified the low level of GBV awareness among both SRC members and students as the biggest obstacle they face to fulfil their mandate.
SRC4 detected “the problem of communication between the SRC and the students” as the main challenge, and SRC5 identified that “the way in which the victims are damaged mentally and even physically” as key challenges. Some students experience stress, lose weight, suffer from depression; all have a negative impact on their studies. Some victims even committing suicide. SRC5 thus asserted that the SRC should “implement more support structures and programmes”. SRC6 stated that the main challenge is that GBV issues are only placed on the agenda when there was an incident.

SRC7 stated that “there are many different branches in the institution as a whole; that is hard to achieve accountability from the management structures that implement programmes. It is frustrating that our suggestions go nowhere really. We have to suggest the change, make the change, and then fight for the change to be implemented. It is draining and it’s not our job”. According to SRC8, “the way in which the SRC operate must be reviewed. The role of SRC is not only about academic matters. If the scope of the SRC can be expended to also deal with social matters affecting students, this would bring about a lot of change in the wellbeing of students”.

The responses of SRC7, SRC8, SRC9 and SRC10 in essence boil down to failure to implement suggestions by the SRC, limited communication, budget constraints, and the general lack of support from the management of the university. SRC11 argued that the “short term in office, limited powers of the SRC, and inadequate funding are major obstacles. This was echoed by SRC13 who maintained that there is a “lack of funding to do sustainable seminars. Wellness week is only once a year. What happens the other 50 weeks? Reality is that GBV is an ongoing thing hence needs ongoing initiatives and frequent education among students of the services at their disposal. Thus, the need for more events, more planning and more funding”.

SRC12 was of the opinion that the “creation of a safe student environment” is a major challenge faced by the SRC.

According to SRC14, “the key challenge is that students fail to respond to SRC calls. They think it [GBV] is not something huge. They will tell you that their studies come
first. But when I ask what would you feel if it was you or one of your closest friends or
even a family member being a victim of GBV, most of the students froze”.

SRC15 stated that there is “inadequate knowledge about GBV”. SRC16 went on to
state that “not everyone is aware of GBV and SRC should create awareness to
students”. While SRC17 stated that “there was a rise in GBV cases on campus and
the country that forced us to increase our efforts in initiatives for the affected students”.
The statements above indicate that students’ knowledge of GBV is very limited as also
previously mentioned in the study and could lead to more challenges such as an
increase in GBV cases on campuses as mentioned by SRC17.

According to SRC18, “the trending incidents that are published on social media. The
increase on GBV around universities”. SRC19 is of the opinion that “separation of
powers in the institution cannot handle such matters but refer them to the police
station”. SRC19 stated that “they do not have a proper structure to address GBV and
no effort”. On the other hand, SRC20 pinpoints that “I have highlighted that is both
constitutional mandate and moral obligation that compels the SRC to combat GBV. In
my personal opinion, outward acts of GBV (rape and sexual assault) is inextricably
linked to other (often more subtle) forms of harassment such as catcalling, locker room
banter etc. You will find that the latter manifest itself frequently in the student
community without it necessarily being viewed as morally reprehensible. For that
reason, it has become imperative for the SRC to create awareness on this matter and
have students educated on acceptable (as well as unacceptable) standards of
behaviour”.

SRC21 argued that “we host perpetrators who don’t come to attend, some students
pretend to be busy. Sometimes not having resources can be challenging”. According
to SRC22, “SRCs are students as well, this means that they are not professionals on
assisting on GBV victim. So even if you give advice to students there is a high
probability that those students will take advice lightly. Secondly, we have to rely on
external parties to assist us with such programmes as I’ve said we are not
professionals”. SRC23 states that “students prefer doing fun things such as partying
etc. having GBV talks seems to be boring to them and most students think GBV will
never affect them and other actually think being associated with such programmes
would make people think they are affected by GBV”. Lastly, SRC24 indicated that “politics has proven in our case to be a challenge. SRC members at some events will go around and offer money to the victim so to silence the victim. This dilutes the seriousness of GBV and many people lose interest because money is used to influence them”.

In line with the above, it can be deduced that the lack of funding, resources and adequate support from university management are major challenges for the SRC to create GBV awareness. There also seems to be a general apathy among the student population regarding these matters.

5.3.10 Suggestions to create GBV awareness on campuses

The last section of the survey focused on gaining insight from participants regarding ways in which GBV awareness on campuses can be improved. This question is key to operationalise the final research objective of this study, namely to design a more appropriate approach to improve GBV awareness of campuses and to assist SRCs in this regard.

SRC1 responded as follows: “I would suggest that the SRC have an open-door policy on all student affairs for everyone to come and advice the SRC on everything because when we work together, we can make our campuses home away from home”. SRC2 stated that it is necessary to “enforce punishment on those that abuse their partners; both women and men”. SRC3 pinpointed that “having a portfolio focused on gender empowerment is amazing. It may present its challenges but it also has the amazing benefits of making students feel supported and recognised”. SRC4 stated that “the SRCs needs to attend more social issues of students and create more campaigns around mental health and promotion of compulsory counselling for all students”. According to SRC5, “more effort needs to be put into initiatives that will transform res culture from initiation being solely based on introducing and teaching students about safe sex to programmes that teach what consent is and provide more insight especially to men about predatory behaviour and how to deal with their trauma”. SRC6 is of the view that “social media platforms should be used more effectively".
According to SRC7, “more funding and work directly with the GEO staff” are key to improve awareness of students. SRC8 proposed “running programmes and creating social support structures and protest”. SRC9 is of the view that “they must critically take matters of GBV by always making sure there are programmes, pamphlets, dialogues, programmes, centres and engagement mostly with male students since they are mostly perpetrators”. SRC10 insisted that “there is a need for safe spaces where students can anonymously raise concerns and allow even their friends to report on their behalf. Frequent reminders of the service available to students such as the Thuso 1777 should not be taken lightly”.

SRC11 argued that “campaign after campaign should be created. Promote such campaigns on social media since well we are the youth of technology. I believe if we could have penalties for GBV we will conquer it”. SRC12 is of the view that “having a team in the SRC that carries and organises GBV events as a yearly planned programme to happen twice a semester”. SRC13, on the other hand, argued that “SRCs should be educated more about GBV measures that takes place on campus”.

According to SRC14, the “establishment of a forum inclusive of experts, SRCs, victims, student affairs that will decisively deal with GBV cases and have policy to guide”. SRC15 maintained that limited funds to support student programmes seriously hampers the ability of the SRC to make a difference. SRC16 in turn proposed “partnering with other stakeholders like SAPS, create social media lectures, have awareness with psychologists, have a men conference, never represent students who are perpetrators of GBV at student disciplinary hearings”.

SRC17 held that “dialogues, advocate for efficient psychological support services, and men to always look after women in dangerous spots” should be considered to improve the awareness of students. SRC18 stated that “GBV initiatives should be part of the SRC year plan”. SRC19, on the other hand, is of the opinion that “the university should always protect and help all students not only when there is a problem that have been raised but all the time so that those people whom are being mistreated will be helped all the time”.
SRC20 and SRC21 are of the view that when university programmes and other students activities occur, motivational speakers must talk about GBV. Awareness should be mass in university social media groups, posters should be made and put up even in toilets for awareness”. SRC22 identified “campaigns, work with campus and counselling services to insatiate programmes to assist on fighting the GBV” as measures to improve the awareness of GBV issues on campus.

According to SRC23, “bench-marking sessions should be held. Many SRCs do not take the initiative to organise collaboration with their counterparts in other institutions. Once SRC sufficiently engage this matter during bench-marking sessions or meetings held by the South African Union of Students, the fight against GBV in all South African institutions of education might improve”. Lastly, SRC24 stated that “I think SRCs should undergo training frequently for such matters that will help strengthen their mental health so that they can be able to deal with such matters”.

In line with the above, it is evident that most SRC members are not only making valid suggestions but also pinpoint what they see as a challenge within their own institutions that need to be improved. These suggestions will be incorporated in the design of a more appropriate approach to raise GBV awareness in the next chapter.

5.4 CONCLUSION

The purpose of this chapter was to report on findings on an empirical survey conducted among SRC members to ascertain the nature and scope of their activities to create GBV awareness on campuses and to determine ways in which this awareness role could be improved. This was done by means of thematic analysis of findings as emanated from the theoretical orientation provided in chapters 2, 3 and 4. These themes enabled a more controlled analyses of responses and assisted the researcher to test theory in practice.

The next and final chapter of the study will provide concluding remarks around GBV in HEIs and the role that SRCs should play in this regard. The chapter will also propose
an approach or model for effective strategies in addressing student awareness of GBV on South African campuses.
CHAPTER 6
CONCLUSION AND RECOMMENDATIONS: THE DESIGN OF A GBV AWARENESS MODEL

6.1 INTRODUCTION

The purpose of this study was to explore more effective avenues through which SRCs at South African university campuses could promote GBV awareness. The purpose of this chapter is to serve as synopsis of the entire study by providing concluding remarks based on the key findings of the research and to make recommendations in the form of a model for a more appropriate GBV awareness approach to be applied by SRCs. The recommendations will be clustered in the ten themes highlighted in the previous chapter. These themes are the role of the SRC regarding GBV awareness creation; policies and structures in place to support GBV; reporting arrangements for GBV incidents; the influence of GBV on the academic life of victims; university support and SRC empowerment regarding GBV matters; GBV awareness methods; SRC involvement in the design and implementation of GBV programmes; student knowledge of GBV support services; challenges influencing the SRC to create awareness; and suggestions about creating GBV awareness. These themes will also form the basis of the proposed awareness model.

6.2 SUMMARY OF CHAPTERS

Chapter 1 of the study provided an introductory background by exploring the context of the problem statement, namely the high prevalence of GBV-related incidents on South African campuses and the role that the SRC should play in promoting student awareness regarding these matters. The chapter also provided an overview of the primary and secondary research questions and objectives to address the stated problem. Furthermore, the chapter outlined central theoretical statements as key foundational arguments of the study. The research methodology of the study was also outlined in detail. A qualitative research design was followed utilising semi-structured interviews as a main data collection method. The interview schedule was e-mailed to purposively-sampled participants. Chapter 1 of the study also explained the ethical
considerations, the limitation as well as significance of the study. Finally, the chapter outlined the chapter layout and content to serve as the architecture for the study.

Chapter 2 consisted of a robust literature review to design a theoretical and conceptual framework for the scholarly inquiry into the research problem. Key constructs such as “violence”, “gender” and “GBV” were conceptualised in detail. For purposes of designing a theoretical framework of the study, key theories pertaining to GBV in general and GBV in the context of HEI were explored. Theories and approaches concerning Feminism, Radical Feminism, Patriarchy, Masculinity, Gender and Power Relations as well as Social Norms were analysed to inform the inquiry regarding complexities associated with GBV. Feminism served as an overarching macro or grand theory. It neatly encapsulates aspects associated with social inequality, patriarchal systems and gender power relations in society. Radical Feminism, as a subset of Feminism, illustrated the significance of gender roles and institutional power structures largely dominated by conceptions of masculinity. Notions of masculinity provided deeper insight into the physical and emotional power that male perpetrators in general have over female victims. Both gender and power relations in the chapter assisted one to gain a more holistic perspective regarding social interactions and gender power relationships within the context of GBV.

A further defining contribution of the chapter was to contextualise GBV within the HEI milieu in South Africa. This contextualisation revealed that GBV is a significant challenge, and that it needs to be addressed by means of targeted awareness programmes and the necessary support structures. It also exposed the severe emotional and physical effects it has on the academic success of victims. In this regard, the study detected typical consequences that GBV have on students such as post-traumatic stress disorder, depression, general health concerns, alcohol and drug abuse, confidentiality issues and fears of re-victimisation. The underlying reasons for the under-reporting of GBV incidents on university campuses were also isolated.

Another important contribution of this chapter was that it asserted the importance of multi-disciplinary research on the prevalence of GBV in the South African society. The study confirmed the overall absence of robust GBV research in the country in general and within South African universities in particular.
Chapter 3 of the study dealt with the statutory and regulatory framework governing GBV and GVB in HEIs in South Africa, inclusive of national legislation and official programmes pertaining to GBV. It also provided an extensive literature review regarding international and regional conventions, treaties and protocols serving as overarching parameters for the design of GBV programmes and other interventions. Furthermore, the chapter outlined the role and responsibility of these conventions, protocols, legislation and programmes pertaining to GBV. This enabled the researcher to uncover GBV implementation issues and concerns regarding these initiatives. As such, it supplemented the theoretical exposition of GBV.

Chapter 4 examined the international experience pertaining to GBV awareness within HEIs as well as the role of SRCs pertaining to GBV awareness. The rationale was to ascertain international best practices and principles for comparative and benchmarking purposes. This chapter also explored the origins, rationale and purpose of SRCs in general as well as within the context of South African universities. Emphasis was placed on the role of SRCs in raising general student awareness. Factors influencing the awareness-creation role of SRCs were isolated, and included the following:

- victim support and coping mechanisms;
- availability of professional GBV support;
- student empowerment;
- GBV research endeavours; and
- GBV support culture on campuses.

Moreover, this chapter provided the nature, scope and dimensions of existing GBV programmes at South African universities. Appropriate approaches for the assessment of these programmes were identified and applied, namely:

- the rights-based assessment approach;
- community-based participatory approach;
- systems approach; and
• Survivor-centred approach.

By utilising these approaches, it was possible to compare and contrast existing GBV programmes with international standards pertaining to GBV awareness on campuses.

Chapter 5 determined the status of GBV awareness creation on South African campuses and identified the methods utilised and challenges experienced by SRC members from selected universities across the country with regard to the creation of GBV awareness among students. The empirical findings emanating from the survey were categorised for sense-making purposes by means of thematic analysis. These themes were as follows:

• SRC GBV awareness creation;
• policies and structures in place to support GBV;
• reporting arrangements for GBV incidents;
• the influence of GBV on the academic success of students;
• university support services and empowerment of the SRC in their GBV awareness role;
• GBV awareness methods;
• SRC involvement in the design and implementation of GBV programmes;
• student awareness of existing GBV support services;
• challenges influencing the SRC to create awareness among students; and
• suggestions about the creation of GBV awareness.

The main challenges include funding, lack of management support and student apathy, to mention a few.

The final chapter (Chapter 6) operationalised the last objective of the study. It provided concluding remarks and made a significant contribution to address the main research problem by proposing a more appropriate model or approach to effectively promote awareness of GBV on university campuses in South Africa. This model or approach is the culmination of the content of all the chapters and serves as synopsis of the study.
through the triangulation of different data sets (i.e. theory, legislation, international perspectives, programme assessment, and empirical survey).

6.3 RESEARCH QUESTIONS AND OBJECTIVES

The research questions and objectives of this study were provided and outlined in chapter one of the study. The principal purpose of the study was to analyse the role of SRCs in promoting GBV awareness on university campuses and to design an appropriate model or approach to improve this role.

The research questions of this study were as follows:

- What are suitable conceptual and theoretical frameworks for GBV and HEIs?
- What are legislative and policy frameworks supporting GBV in HEIs?
- What are international best practices of addressing awareness of GBV on campuses?
- What are challenges experienced by SRCs in promoting effective awareness of GBV on campuses?
- What approach should be followed to effectively promote and create awareness of GBV on South African campuses?

The primary objectives of the study were as follows:

- To analyse the conceptual and theoretical framework for GBV and HEIs.
- To analyse the legislative and policy environment supporting GBV in HEIs.
- To analyse the International Best Practice Standards of GBV in HEIs.
- To analyse challenges in promoting effective awareness of GBV by the SRC on South African campuses.
- To design an appropriate approach to effectively promote and create awareness of GBV on university campuses in South Africa.
6.3.1 Accomplishment of research objectives

Objective 1: To analyse the conceptual and theoretical framework for GBV and HEIs

This objective of the study was achieved by analysing pertinent macro and micro theories pertaining to GBV, inclusive of Feminism, Radical Feminism, Patriarchy, Masculinity, Gender and Power Relations, as well as Social Norms in Chapter 2. These theories informed the scientific inquiry regarding complexities associated with gender and GBV. Feminism served as overarching macro or grand theory. It encapsulates aspects associated with social inequality, patriarchal systems and gender power relations in society. As far as the conceptual framework is concerned, GBV-related constructs and concepts such as “violence” and “gender” were also conceptualised in detail in Chapter 2.

Objective 2: To analyse the legislative and policy environment supporting GBV in HEIs

This objective was achieved in Chapter 3. The Chapter analysed the statutory framework governing GBV-related issues in South Africa. It also examined the regulatory framework that guides the implementation of GBV programmes in HEIs in South Africa. A synopsis of these frameworks assisted the researcher to gain insight into parameters within which universities, inclusive of SRCs, should design and implement GBV awareness programmes.

Objective 3: To analyse international best practice of GBV in HEIs

Objective 3 was operationalised in Chapter 4 of the study by providing an overview of international best practice emanating from protocols, treaties, conventions and GBV programmes with particular reference to HEIs. This perspective assisted the research to ascertain best practice standards against which national GBV programmes could be benchmarked. As such, it serves as valuable performance indicators of the potential effectiveness of these programmes.
**Objective 4: To analyse challenges in promoting effective awareness of GBV by the SRC on South African campuses**

This objective was achieved by investigating opinions and perceptions of SRC members as student leaders at selected universities in South Africa. Chapter 5 reported on the finding of this empirical investigation to detect the main challenges that SRCs experience in their awareness creation role on campuses. They responded to semi-structured interview questions that were e-mailed to participants. The main challenges identified include the lack of adequate funding, limited university management support, student apathy and limited empowerment of the SRC to design and execute GBV awareness programmes on campus.

**Objective 5: To design an appropriate approach to effectively promote and create awareness of GBV on university campuses in South Africa**

This research objective has been achieved by designing an appropriate model for GBV awareness for South African universities as presented in this chapter. Explanatory remarks regarding the nature and content of the model as well as specific recommendations for the successful implementation of this model are made. It is suggested that the application of this model as well as adherence to these recommendations will significantly assist HEIs in general and SRCs in particular to curb the high prevalence of GBV cases on South African campuses. As such, the model and accompanying recommendations are aimed at addressing the main research problem as outlined in Chapter 1.

**6.4 A GBV AWARENESS MODEL FOR SOUTH AFRICAN UNIVERSITIES**

Based on the triangulation of the respective data sets and the main research findings, the following GBV awareness model is proposed (Fig. 6.1). The main purpose of this GBV awareness model is to improve the ability of HEI in general and the SRCs in particular to curb GBV incidences on campuses by means of more effective and appropriate awareness creation programmes. The model is also intended to address
current GBV awareness gaps on campuses. The model is presented based on the architecture of a process map.

Figure 6.1  A GBV awareness model for South African universities

The main dimensions of the model are explained in further detail below.

6.4.1  External environment

The outer boundaries of the model represent external factors informing the contextual dynamics concerning the application of the model. The systems approach is most suitable to contextualise the implementation of the model in different circumstances. External factors may serve as driving or restraining issues for SRCs in their role to promote GBV awareness. It is imperative that SRC members ensure that they identify
all the possible factors that may positively or negatively influence awareness programmes. The external or macro environment includes international conventions, protocols and treaties that countries such as South Africa should comply with. These include:

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- The Protocol to the African Charter on Humans and People’s Rights on the Rights of Women in Africa
- Beijing Declaration and Platform for Action
- The Southern African Development Community (SADC) Protocol on Gender and Development 2008

It also include best practice emanating from the assessment of GBV programmes conducted at universities globally. One of the key aspects of this model is SRCs and universities adopting international best practice principles. As noted earlier in the study, this is also to improve on existing GBV policies and programmes.

Nationally, the external environment includes the HEI context, social dynamics, as well as the statutory (legislative) and regulatory framework that govern GBV in the country. HEIs should design GBV-related policies in line with the stipulations and obligations of this framework. The statutory framework include:

- Criminal Procedure Act 51 of 1977
- Domestic Violence Act 116 of 1998
- The Criminal Law Amendment Act 32 of 2007
- The Protection from Harassment Act 17 of 2011

As far as the regulatory framework guiding GBV in South Africa is concerned, it includes:
6.4.2 Research: Evidence-based programme design

Chapter 2 of the study revealed that there is generally a lack of GBV research within the country, and South African universities are no exception. Therefore, the importance of conducting research based on GBV should become a norm within universities in order to understand the nature and scope of GBV occurring within their institutions. Research should gather statistical evidence to inform the design of suitable awareness programmes.

Under-reporting is one of the major concerns that was highlighted in the study. This is not only a South African problem. The under-reporting of GBV incidents on university campuses occur for a number of reasons such as fear, revictimisation, and limited skills and knowledge with regard to social interaction and conflict resolution.

Campus culture plays an important role on how institutions manage their operational activities along with their SRC members. This also means that if a university looks past certain issues and not address them, this is an indication of how they do things on their campus. Thus, for the purpose of this model, it is imperative that campus culture is assessed in terms of GBV as well as how they promote it. The model suggests that universities should conduct regular climate surveys as outlined in Chapter 4 of the study. The purpose of culture research and climate surveys is to inform existing programmes to help improve the awareness and general safety of students on campus. This will also help underline the challenges experienced when collecting data for GBV on campus. Research should also be guided by theories and approaches of gender and GBV.
6.4.3 University management

The third element of the model represents university management. Based on GBV research and statistics, university management should address typical challenges identified by SRC members. This includes a lack of funding, management support and student apathy.

University management is responsible for the design and implementation of policies to address GBV issues on campus. Chapter 3 of the study revealed the importance of institutional policies to direct the actions of various support structures and staff. The Chapter also revealed that HEIs in general fail to implement their own GBV policies and to comply with relevant GBV legislation. The success of curbing GBV lies in the effective implementation of national legislation and institutional policies.

A further area of responsibility of university management is the allocation of adequate resources. The successful implementation of the GBV awareness model is dependent on the distribution of resources to the various support structures and services. This includes the allocation of adequate finances to university structures as well as the SRC. The lack of funding was one of the biggest challenges that most SRC members identified in Chapter 5 of the study. For the purpose of this model, it is important that university management make sure that there is available funding for the SRC to run awareness programmes.

Another key domain of management responsibility is the establishment and maintenance of professional support structures and services. University campuses generally have health care centres or units to provide various types of support to students who experience GBV. Thus, it is important when adopting this model that SRC members need to ensure that professionals assist students. Adopting this model also means that SRC members should encourage students to speak up and report university staff that do not provide adequate support to victims. Typical support structures and services identified include the following:

- Official GBV policies and disciplinary codes;
• Social workers, psychologists and SAPS support;
• Call centres and ‘Thuso 1777’ abuse hotlines;
• Centre for Sexuality AIDS and Gender (CSA&G);
• Counselling Development Unit (CCDU);
• Campus HIV Support Unit;
• Gender Equity Office;
• Legal and Transformation Office;
• Central Disciplinary Committee;
• ‘No Excuse’ initiative;
• ‘Try Africa’ programme;
• #SpeakoutUP initiative;
• SRC ‘Current affairs’ wellness week initiative; and
• Support from non-profit organisations.

The model further makes provision for the establishment of suitable reporting arrangements for victims of GBV. It is evident that university students typically do not report GBV cases because they generally have lost trust in the justice system (e.g. SAPS and university management) and fear being revictimised by perpetrators. University management should thus ensure that the integrity of the reporting system is beyond reproach and that victims fully trust those involved in the process.

GBV remains a critical challenge within South Africa as well as within universities. Thus, adopting this model means that both the university and SRC members need adequate support from the SAPS that cases will be handled and justice will be served to victims of GBV.

6.4.4 SRC role and mandate

The fourth dimension of the model represents the SRC. It is essential that all SRC members are fully informed of the nature and scope of GBV in general and that they are aware of the support services and structures that are available to students. Chapter 5 highlighted that most SRC members expressed that they do not get adequate backing from university management in terms of GBV support. The model
makes provision for close collaboration between the SRC and university management. University management and SRCs should thus establish and maintain a healthy partnership relationship. SRCs should be empowered. It is further necessary that SRCs should participate in the design and implementation of GBV awareness programmes. This will significantly enhance the legitimacy and effectiveness of these programmes since SRC members are also students who understand the circumstances at campus and the experiences of fellow students.

Most university students need empowerment and a voice speaking on their behalf, especially if their rights are violated. As a voice of reason for university students, the SRC needs to ensure that they stand firm in empowering students regarding GBV issues.

6.4.5 GBV programme implementation (methods)

Once the SRC and university management jointly designed awareness programmes, it is essential that these programmes are effectively implemented. This requires a dedicated team consisting of senior university officials, SRC members, hostel leadership, and support service staff. The more exposure the target audience, i.e. the total student population, the more likely that the purpose of these programmes will be achieved. It is equally important that SRC members make use of correct measures and elements to expose students to their initiatives. Typical methods in this regard, as identified by participants, include the following:

- partnering with wellness centres;
- campaigns and events;
- vigils, silent and peaceful protests;
- student dialogues and GBV seminars;
- pamphlets and posters;
- self-defence classes;
- media publications and online information on the SRC’s webpage;
- social media platforms such as Twitter;
- hostel actions and dissemination of information via hostel leadership;
• hotlines;
• suggestion boxes;
• anonymous reporting systems; and
• partnerships with support organisations.

6.4.6 GBV programme monitoring and evaluation

The last element of the model is the monitoring and evaluation of GBV awareness programmes. It is important to monitor programme outcomes and impact over time. It is also essential that the SRC and university management distinguish successes from failures. This requires the design of suitable performance indicators such as:

• the number of GBV incidents reported;
• the number of calls received at call centres;
• the number of enquiries at support services;
• the number of counselling sessions conducted; and
• the cost-benefit of programmes, i.e. the amount of time and resources consumed versus the outcomes and impact of these programmes.

Monitoring and evaluation activities should also make provision for the measurement of the effectiveness of particular methods adopted (see 6.4.5) to convey GBV awareness programme content on campus. It will furthermore benefit the university and SRC to adopt a combination of overall GBV programmes assessment tools as outlined in the study, namely:

• rights-based assessment approach;
• community-based participatory approach;
• systems approach; and
• survivor-centred approach.

All of this data should inform the adjustment of existing awareness programmes as well as the design of new programmes. Such data should enlighten university management regarding the prioritisation of certain initiatives and the prioritisation and
reallocation of resources. Finally, assessment information should also advise the staff of support services and structures regarding the improvement of counselling and other support services provided to victims.

6.5 KEY RECOMMENDATIONS

Various recommendations are made with regard to the themes outlined above as well as the implementation of the proposed GBV awareness model.

6.5.1 Recommendations in terms of SRC GBV awareness creation

- Recommendation 1: The role of the SRC in creating GBV awareness should be obligatory, not just for a certain department but for the whole SRC team during their term of office.
- Recommendation 2: GBV in HEIs in South Africa should not only be treated by the SRC if there is a national issue. GBV awareness campaigns should be a continuous effort that runs all year long during the academic year.
- Recommendation 3: The model represented in the chapter is of importance for GBV awareness in HEIs in South Africa should it be adopted. All elements should be applied in a logical sequence.
- Recommendation 4: For the purpose of adopting the designed model, SRC members need to identify initiators and champions of GBV programmes and continuously work with them to achieve success.
- Recommendation 5: It is essential that GBV awareness programmes have clear objectives, targets, time frames and performance indicators to measure success over time.

6.5.2 Recommendations in terms of policies and GBV support structures

- Recommendation 6: Universities in South Africa should fight GBV in a more coordinated manner regardless of the different ways of handling such matters on their respective campuses. In this regard, the policies and guidelines of the
Department of Higher Education and Training (DHET) could serve as a uniform framework for consistency among HEIs.

- **Recommendation 7:** It is imperative that SRC members are fully familiar with the policies of the Department of Higher Education and Training and the university. The fact that some SRC members stated that they do not really know any GBV policy and programme raised concerns. It is essential that they are fully aware of the nature of these policies to effectively convey relevant information to students.

- **Recommendation 8:** It is important that both university and SRC members are familiar with international conventions, treaties and protocols, national legislation and programmes as outlined in this study.

- **Recommendation 9:** It is important that relevant international best practices, standards and principles are imbedded in university policies and programmes.

### 6.5.3 Recommendations in terms of GBV reporting arrangements

- **Recommendation 10:** Under-reporting of GBV incidents in South African universities has become a norm for various reasons. Reporting systems within university campuses should be redesigned so that statistics of a university are absorbed in a national database for GBV cases. This means that universities should implement and have one reporting system for GBV incidents on campuses. This will assist law enforcement agencies and university management to have more accurate GBV data for the design of appropriate interventions.

- **Recommendation 11:** A dedicated research unit in the university should be established to conduct more focused GBV research.

- **Recommendation 12:** Universities should have clear policies, procedures and guidelines with regard to those working with victims in order to offer more victim-oriented services.

- **Recommendation 13:** The SRCs of HEIs in South Africa should become a more legitimate point of access for victims of GBV on campuses so that students feel more comfortable when disclosing incidents.
• Recommendation 14: Students should be encouraged to report GBV regardless of the situation they find themselves in.

6.5.4 Recommendations in terms of the influence of GBV on the academic success of students

• Recommendation 14: Chapter 5 of the study highlighted that GBV is highly detrimental to victims, inclusive of their studies. University management and academic staff should be made aware of the potential ramifications of GBV and support students where possible.
• Recommendation 15: HEI should conduct regular research regarding the influence of GBV on the wellbeing of their students as well as their academics and put suitable support mechanisms in place.
• Recommendation 16: External factors such as societal norms and gender issues should be considered to support victims of GBV.

6.5.5 Recommendations in terms of university support and SRC empowerment

• Recommendation 17: The empirical investigation revealed that only 30.8% of SRC members are fully supported by their respective institutions. It is thus recommended that in line with GBV matters, university management should fully support SRC members in their endeavours to create awareness among students. A relationship of trust and mutual respect should be established.

6.5.6 Recommendations in terms of GBV awareness methods

• Recommendation 18: SRC members should consider alternative methods of creating awareness among students. From the findings, it is apparent that most universities utilise the same methods. The advantages and disadvantages of existing methods should be investigated to design more cost-effective and appropriate methods of creating GBV awareness. Such methods should accommodate both on- and off-campus students.
Recommendation 19: SRCs should establish a GBV portfolio. This will ensure that it receives the required priority in creating awareness on campus.

6.5.7 Recommendations in terms of SRC involvement in the design and implementation of GBV programmes

- Recommendation 20: The findings confirmed the need for SRC members to improve their knowledge in terms of causes, consequences, dynamics and scope of GBV. The more expertise they develop in this regard, the more indispensable their contributions in the design and implementation of programmes will become.
- Recommendation 21: Only 30.5% of SRC members indicated that they are occasionally involved in the design and implementation of GBV programmes. It is thus recommended that university management should establish a partnership relationship with the SRC to continuously involve them in the design and implementation of GBV programmes.

6.5.8 Recommendations in terms of student awareness of GBV support services

- Recommendation 22: SRC members themselves should be fully familiar with the range of support services provided by the university and ensure that the addresses and contact details of these support services are readily available to all students.
- Recommendation 23: SRCs should incorporate the nature and scope of support services available on campus in the design of welcoming events for first year students.
- Recommendation 24: Posters of support services should be displayed at strategic places on campus.

6.5.9 Recommendations in terms of challenges influencing the SRC to create awareness
• Recommendation 25: SRC members should have dedicated budgets for GBV and make it mandatory that awareness programmes are regularly implemented.

• Recommendation 26: GBV issues should continuously be placed on the agenda of SRC meetings. Such meetings should monitor the prevalence of incidents and identify all challenges that may hamper interventions to curb the prevalence thereof.

6.5.10 Recommendations in terms of suggestions to create GBV awareness

• Recommendation 27: The findings in Chapter 5 confirmed a number of avenues through which awareness could be created. It is recommended that SRC members from all over South Africa regularly share best practices and concerns on their campuses so that new and more effective avenues could be pursued in creating GBV awareness.

• Recommendation 28: The proposed model makes provision for the monitoring and evaluation of awareness programmes. Based on evidence generated on the perceived outcomes and impact of these programmes, SRC members can make suggestions for improvements in future campaigns.

6.7 CONCLUSION

This study provided several challenges that SRC members from selected universities experience in creating GBV awareness on campuses. It is evident that SRC members do not only experience GBV on their campuses but are also faced with challenges in addressing the prevalence of incidents. These challenges include lack of support from management structures, financial constraints to carry out initiatives, lack of participation from students, academic consequences, as well as the general lack of priority for GBV awareness on campuses.

GBV does not only exist within intimate relationships, at home or at the workplace, but within university parameters as well. It is evident that the prevalence of GBV is unacceptably high and a comprehensive approach should be followed to address it. It
is equally important for all universities in South Africa to establish a more uniform strategy to curb GBV. It is also evident that the promotion of GBV awareness on university campuses requires more attention and strategic objectives in order to address the issue. Thus, the collaborative relationship between university management and the SRC needs to be strengthened in order to fight GBV on campuses by promoting effective and efficient awareness programmes. Universities in South Africa are in a unique position to unite society and stand firm in the fight against GBV. In this regard, SRCs are ideally placed to collectively promote GBV awareness with one united and strong voice.
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ANNEXURE A
INTERVIEW SCHEDULE

PROMOTING GENDER-BASED VIOLENCE AWARENESS IN HIGHER EDUCATION INSTITUTIONS: THE CASE OF STUDENT REPRESENTATIVE COUNCILS IN SELECTED SOUTH AFRICAN UNIVERSITIES

Dear prospective participant

You are being invited to participate in a research study titled Promoting gender-based violence awareness in higher education institutions: the case of student’s representative councils in selected South African universities. This study will be conducted by Natalie von Meullen from the North West University. Approval to conduct the research has been obtained from the Arts Research Ethics Committee (AREC), Faculty of Humanities, North-West University (Ethics reference no: NWU-01497-19-A7).

The results of the study will be used to better understand what approach or model could be effective for communication strategies in addressing the awareness of GBV on campuses. Your participation in this study is thus completely voluntary. The information collected during the research only be used for research purposes of this study and will ensure the confidentiality of all participants and their personal information provided. Please note that the information provided in this questionnaire will not be used in any way shape or form to allow the identification of individual responses. The data gathered will be analysed and will solely be used for research purposes. It is extremely important that you understand if you choose not to participate there will not be any negative consequences on your behalf. It is equally important that you also take note that, if you decide to participate, you may withdraw from the study at a time and your data will not be used. If you do however choose to participate, the study will only require 15 minutes of your time.

Please note:

- The study involves in-depth interview questions
Your participation in this study is very important to me as the researcher, as an approach developed to address GBV could assist university campuses in South Africa and globally.

You may, however, choose to stop participating in the study should you feel there will be any negative consequences.

The results of the study may be made available to all participants and stakeholders in this research study and may be published in an academic journal and/or presented at an academic conference.

Please complete only one questionnaire per person. It is recommended that you complete the survey in one sitting.

To access the survey please use Chrome or Mozilla Firefox.

Should you require any further information, want feedback on the study or need to contact the researcher about any aspect of this study as the researcher by email at natalievonmeullen95@gmail.com or contact me if you have any questions on 067 681 8645.

Please complete this survey by 31 July 2020.

Thank you for taking time to read this information and for considering participating in this study.

Your time and inputs are most valued!

Natalie von Meullen

Informed Consent

I understand the purpose and nature of this study and I am participating voluntarily. I understand that I can withdraw from the study at any time, without penalty or consequences. I agree that the information provided may be used for research purposes.

I agree
• I disagree

A. Biographical information

1. Please state the university you are representing
2. Please indicate your gender
   • Male
   • Female
   • Other

B. Role of the SRC in creating Gender-based Violence (GBV) awareness on university campuses

Please respond openly regarding your opinion on the following matters:

1. What is your opinion regarding the role of the SRC in creating GBV awareness on your campus?
2. What policies, mechanisms and support structures are in place on your campus to assist victims of GBV?
3. Why do you think victims of GBV often do not report incidents?
4. In your opinion, how does GBV influence the studies of victims?
   • Not at all
   • Somewhat
   • Moderately
   • Damaging
   • Highly detrimental

5. Does the University guide and support the SRC to adequately support students regarding GBV-related matters?
   • Not at all
   • Somewhat
   • Moderately
   • Damaging
6. In what ways do the SRC create GBV awareness? How successful or effective are these methods?

7. Are you aware of any GBV programmes at your university? If any, to what extent was the SRC involved in the design and implementation of the programme?
   - Always
   - Frequently
   - Rarely
   - Occasionally
   - Never

8. Do you think that students as victims are adequately aware of the support services available to them on campus?

9. What are the factors and challenges that are influencing the role of SRCs to create awareness regarding GBV issues on campus? Kindly elaborate.

10. Kindly make suggestions that will assist SRCs at your and other universities to create GBV awareness on campus

Thank you for your much-appreciated input.