

University of Cape Town Sexual Violence and Gender-Based Violence Report

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EXECUTIVE SUMMARY

The annual University of Cape Town (UCT) Sexual Violence and Gender-Based Violence (SVGBV) report provides an overview of incidents that have occurred over a twelve-month period. The report is utilized by implementing partners in the university to inform programmatic changes that improve services to the university community. The report demonstrates to the university how sexual violence and gender-based violence (SVGBV) is manifesting in and affecting our university community. The data in this report covers reported incidents that are uninvestigated or investigated. In both instances, students and staff find recourse through approaches that strive to strike an appropriate balance between survivor-centered care and a fair and just approach for all communities involved in an incident. To date, every incident involving a UCT staff member or student has activated comprehensive services, regardless of whether it took place at UCT or in an external environment. While UCT has been applauded for extending the reach of its services, the university's jurisdiction will be reviewed in order to alleviate operational constraints currently affecting supporting services beyond the university's borders.

The reader is reminded that information shared in this report, while not relaying any case details, may cause anxiety and/or distress. If you experience anxiety during or after reading this report, we encourage you to establish a community of support through [Student Wellness](#) or the [UCT ICAS service](#).

Acknowledgement is extended to the Campus Protection Services (CPS), Student Wellness staff, Residence Life management and residence managers who have worked collaboratively to respond to incidents and implemented prevention programmes in residences to curb unwanted behaviours that exacerbate sexual violence and gender-based violence.

National Context

International treaties, South African law and university policies place a multi-sectoral responsibility on government, civil society and other public institutions (such as the universities) to address sexual violence and gender-based violence¹. For universities, these

¹ Gender-Based Violence is a term that encompasses all forms of gender discrimination, sexual assault, sexual harassment, rape and general assault.



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responsibilities are derived from the comprehensive policy framework developed in South Africa to tackle sexual violence and gender-based violence. *Appendix 1* in this report provides UCT indicators measured against the minimum standards required by the Department of Higher Education and Training.

UCT's SVGBV Response and Prevention system

The UCT response to sexual violence and gender-based violence involves the Chief Operating Officer, via Properties & Services, whose Campus Security officers provide first responder support to survivors. Formal disciplinary processes for staff are articulated through Employee Relations, whilst the Registrar's Legal Office presides over student incidents and enforces disciplinary measures. The Department of Student Affairs provides psychological services to students involved in and/or affected by gender-based violence. The Office for Inclusivity & Change (OIC) provides both survivor support and respondent management services, as well as residence- and faculty-based training for staff and students.

The 2022 report shows that incidents of sexual violence continue to occur in the university. Cultural practices, strongly held patriarchal beliefs, and political and structural intersectionality all contribute to sexual violence and gender-based violence and, in particular, persistently marginalise the issue of violence against women of colour. Appropriate disciplinary, legal and psychosocial measures that seek to prevent, educate, and bring about authentic change must continue to find expression and impact in the university environment.

Online SVGBV Case Management System

In 2018 the Vice-Chancellor's Strategic Funds were used to develop an online reporting system for students and staff. The purpose of the system is to provide end-to-end case management with built-in evaluation and quality assurance auditing. The case management system was completed and launched in 2019. It responds to a call by UCT survivors for transparency in the management of their cases by allowing them to track their case progress through the UCT structures using a unique log-in. It also provides for anonymous reporting. The system ensures that UCT can track repeat offenders, identify hotspots for sexual assault, and generate accurate data analytics. This data-led approach positions the university to consider possible systemic changes.



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University of Cape Town Sexual Misconduct Policy

The Policy for Sexual Misconduct details the various role players who implement prevention measures and/or reactive responses when SVGBV is reported. Areas of policy implementation include Training and Prevention, Survivor Support Services, Respondent Management Services, Informal Process, and Formal Processes. The report that follows gives an overview of these implementation areas in relation to reported cases, and of education and training efforts. The UCT Sexual Misconduct Policy, approved by Council in December 2020, was introduced to the university community in January to June 2021 through [a series of trainings](#) for all staff, residence staff, students, student leaders, managers and HODs. The training was repeated in 2022.

Reporting

Most universities only record, report and respond to gender-based violence incidents that occur on university campuses. Since 2000 UCT has implemented a decision to report and respond to every gender-based violence incident affecting a UCT staff member or student. Consequently, UCT's gender-based violence incident data is higher than most universities in South Africa. Review of this approach is necessary, as financial and operational resources are constrained.

It is also important to understand the terminology in this report, which distinguishes **reported incidents** from **case outcomes that include investigation and assessment**. In this document, a reported incident made by a survivor or a first responder generates a logged incident with the OIC. It is considered to be a report that results in an activation of support services, regardless of whether the survivor follows a formal reporting process or not. A reported incident does not need to be verified or investigated in order for a survivor to receive assistance.

Structure of this report

The report begins with a 7-year overview of the types and location of incidents since 2016. The authors are conscious that reporting does not always occur centrally. Experiences of sexual violence are shared among peers, allies, or with trusted staff members. It is important to include narratives from such spaces to demonstrate that care and support for students can be located



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outside the university's central offerings. This year a narrative from a staff member who voluntarily hosts support circles for survivors is included in this report.

The OIC receives reports from survivors who have experienced trauma recently or who are coming forward to receive assistance for historic incidents of sexual violence. The value of this approach means that UCT can offer psychological support and accommodations to staff and students regardless of when and where the trauma took place. This approach does, however, inflate UCT's reporting statistics in comparison to other universities which may not offer a similar service. The Formal Process Outcomes of the Specialised Tribunal and Employer Relations are included in these reports.

Summary of the 2022 Sexual Violence and Gender-Based Violence Report

Sexual Violence and Gender-Based Violence reports in 2022 increased slightly compared to 2021. In 2022, the OIC received 138 reports of sexual and gender-based violence. The highest reported incident type in 2022 was rape (51), followed by sexual assault (40), sexual harassment (39), nonsexual domestic violence (7), and threat of sexual assault (1).

There were 35 more reported incidents in 2022 than in 2021: 16 more reports of rape, 11 more reports of sexual assault, 20 more reports of sexual harassment, and 1 more reported threat of sexual assault.

The 2022 incidents occurred primarily in residences on campus, and all these acts of SVGBV were enacted by male students (a total of 98 students).

Challenges requiring action

It is of notable concern that there is a growing number of repeat offenders. The University Sexual Misconduct Policy and Procedures is silent on matters involving repeat offenders, although this was one of the key issues raised by survivors in 2017 and by the Executive Review Report conducted by Gender-Based Violence Experts on behalf of management in the same year. This area requires attention: a policy and disciplinary procedure amendment may be a considered in order to rectify this possible gap in the university's response.



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A second area for consideration is the emerging pattern of survivors withdrawing cases. Reasons for withdrawal vary, but survivors mostly indicate concerns regarding their mental health stability or readiness to proceed with disciplinary processes. Where there are external factors - such as gender-based violence protests, pressure from allies, staff or students, or social media coverage - the survivor may become overwhelmed by the number of staff/students providing “support” and this can result in withdrawal of the report. While every measure is put in place for survivors to receive appropriate care and support, the university community is also responsible for giving due consideration to actions that are in the best interest of each survivor involved in a matter, and to balance this with the broader advocacy and political gain that is often sought during pressurized activity, such as protest action. It is important for all staff and students to prevent scope creep and duplication of work and effort, and to allow the university-appointed survivor support specialists and trained staff to assist.

The 2022 UCT gender-based violence data presented in the sections that follow was provided by the Survivor Support Specialist and Standby Advisors, Employee Relations, and the Special Tribunal.

OVERVIEW OF COMPLAINTS

Total Number of Incidents over the 7-year period, 2016 - 2022

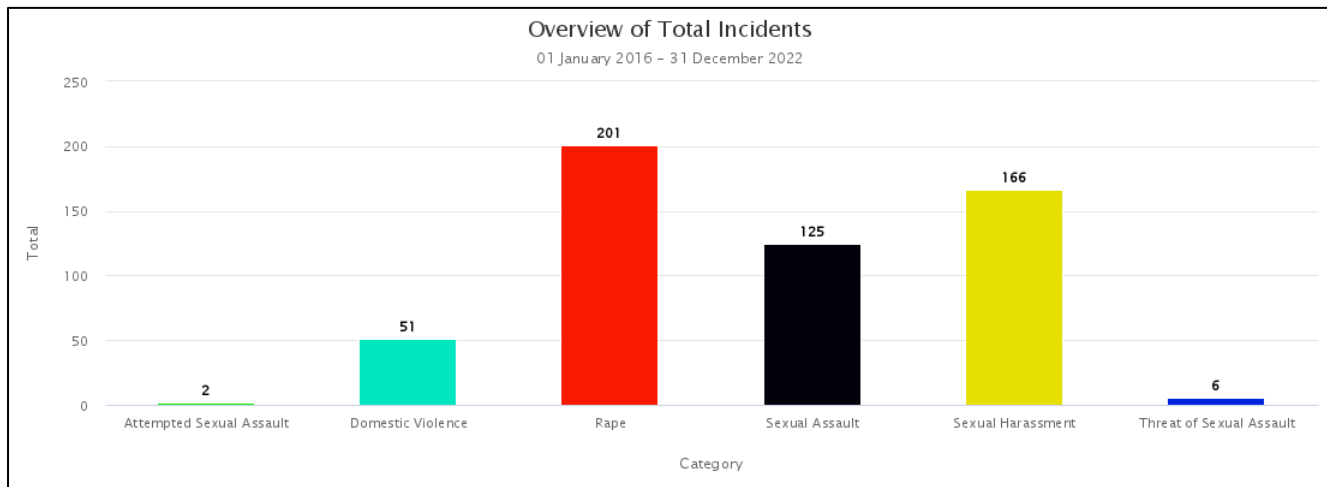


Figure 1: 7-year Overview of Reports of Incidents

The total number of incidents of sexual and domestic violence reported to the OIC in the 7-year period 2016 - 2022 was 551. The highest reported incident type was rape (201), followed by sexual harassment (166), sexual assault (125), non-sexual domestic violence (51), threat of sexual assault (6) and attempted sexual assault (2).

Location of Incidents over the 7-year period, 2016 - 2022

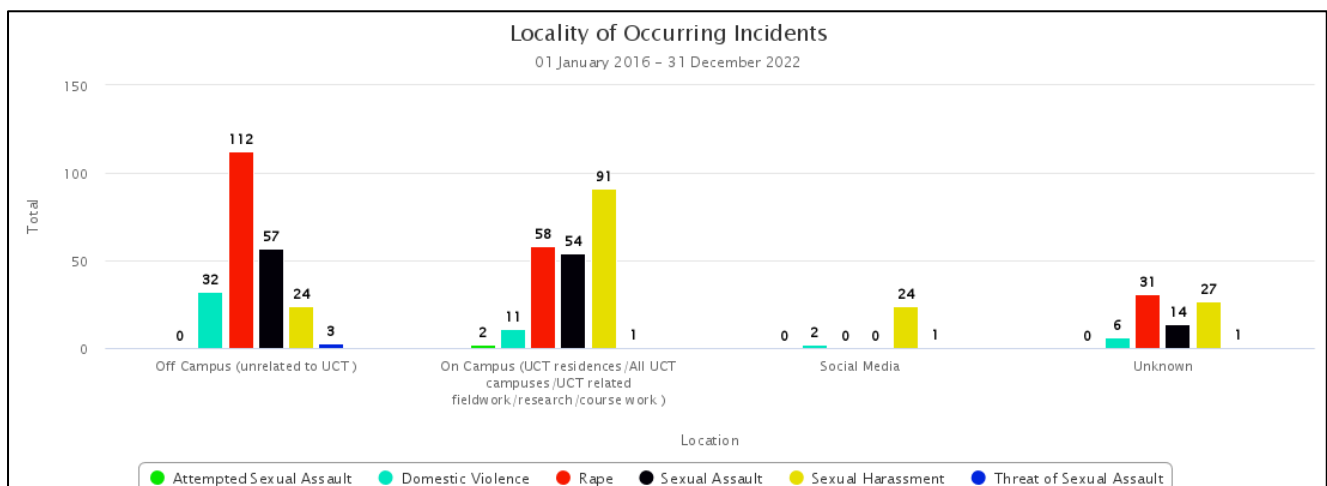


Figure 2: Location of Reported Incidents over a 7-year period

During this period, the highest number of incidents (228) occurred off-campus; 217 happened on-campus, 79 in unknown locations, and 27 on social media. Over the seven years rape (112), sexual assault (57), domestic violence-nonsexual violence (32) and threat of sexual assault (3) occurred more

frequently off-campus and incidents of sexual harassment were experienced more frequently on-campus than off-campus.

Total Number of SVGBV Incidents Reported with Incident Location as UCT Residence

In 2022 a total of 66 incidents were reported as occurring on-campus. Of these, 68% (45) happened in UCT Housing and 21 in other areas of UCT campuses.

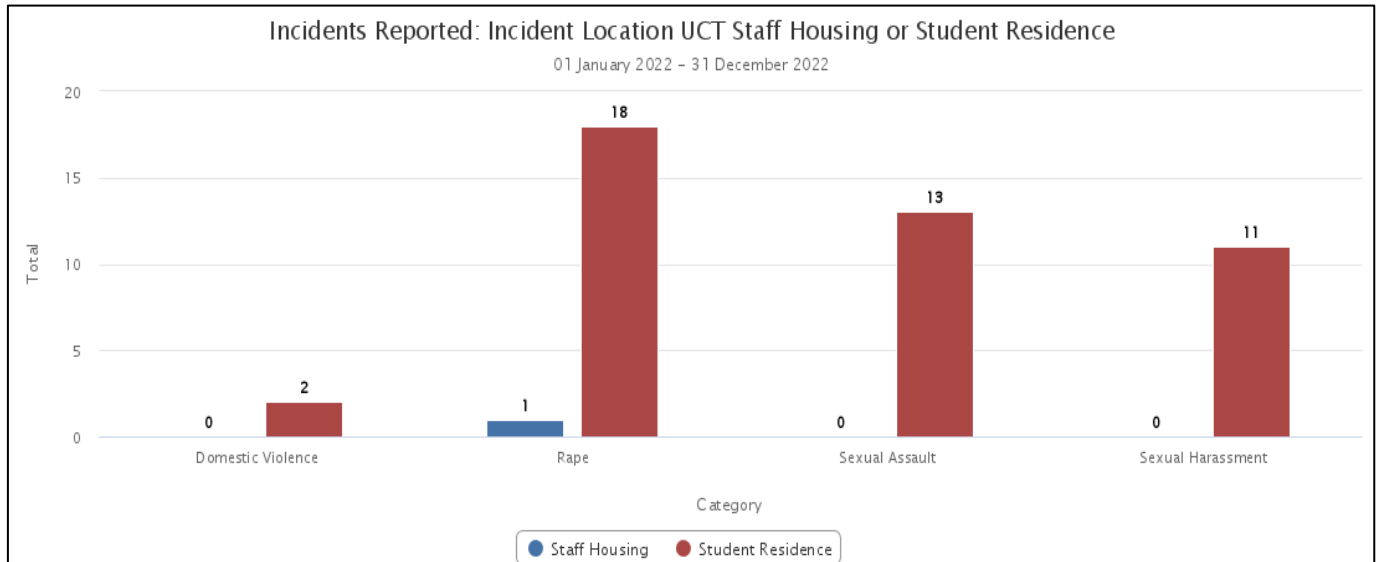


Figure 3: Number of Incidences of SVGBV in University Residence

Of the 45 incidents reported in 2022 as occurring in UCT Housing, 44 took place in Student Housing and 1 in Staff Housing. It must be noted that not all residence incidents are reported centrally and there may be other locations on campus where incidents are taking place that are not reflected here.

Incident Type by Residence

In 2022, the highest incident type reported in UCT Student Housing is rape (18), followed by sexual assault (13), sexual harassment (11), and domestic violence-nonsexual violence (2). In 2022, a total of (44) incidents were reported for UCT Student Residences. One or more incident reports of sexual and domestic violence were lodged for ten residences and 11 reports did not specify the residence not specified. Respublica Roscommon House had the highest number of reported incidents (10), followed by Rochester House (7), Avenue Road House (5), Leo Marquard Hall (2), Medical Residence (2), Obz Square (2), Varietas Residence (2), Edwin Hart Annex (1), Liesbeeck Gardens (1) and Woolsack Residence (1).

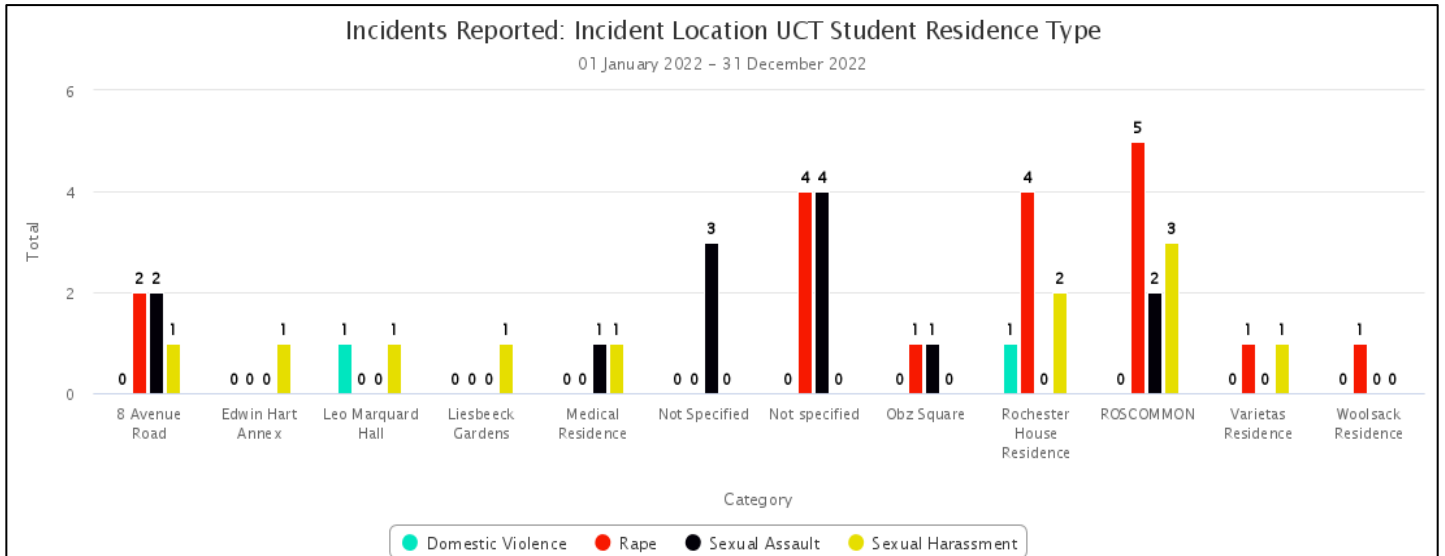


Figure 4: Incident Location (UCT Residence) per Incident Type

The highest incident type is rape (18 in total) and the residence with the highest incidence of rape is Respublica Roscommon House (5). The second highest incident type is sexual assault (13 in total) and the residences with the highest incidence of sexual assault are Respublica Roscommon House (2) and Avenue Road House (2). The third highest incident type is sexual harassment (11 in total) and the residence with the highest incidence of sexual harassment is Respublica Roscommon House (3). The lowest incident type is domestic violence (2 in total - 1 in Leo Marquard Hall and 1 Rochester House).

In 2022 there was an increase of residences not being specified in reporting. However, from the available data, six residences that were reported in the 2021 Council Report, appear again in the 2022 data. These are Liesbeeck Gardens, Medical Residence, Obz Square, Rochester House, Respublica Roscommon House and Woolsack Residence. Within these residences, there is an increase in reported incidents in 2022: Medical Residence by 1, Rochester House by 5, Respublica Roscommon House by 3. There was a decrease of 2 in Obz Square. The number of reported incidents in Liesbeeck Gardens (n=1) and Woolsack Residence (n=1) did not increase in 2022 when compared to 2021.

It is noteworthy that the all-female and all-male residences do not appear in the incident data in 2021 or 2022. It is also worth noting that there are mixed gender residences that have not experienced any incidents. There may be lessons of good practice to explore here.

SURVIVOR SUPPORT SPECIALIST REPORT: 2022

Prepared by Yumna Seadat: Survivor Support Specialist

Survivor Support Overview, 2020 - 2022

Survivor Support Services, located in the OIC (OIC-SS), has made immense shifts and progress in the period 2020-2022. This portfolio is responsible for assisting survivors who have experienced forms of sexual misconduct, sexual violence, GBV and domestic violence. Survivor Support follows a survivor-centered approach that allows survivors to empower themselves by providing them with information and respecting their autonomy in making choices that are best for them.

The OIC has seen an increase in reported cases and survivors coming forward for additional services that do not entail reporting processes. In 2020 the total number of reported cases was 66. This number increased by 56% to 103 in 2021, and by a further 34% to 138 in 2022. These totals indicate that survivors feel safe reaching out to SS and that Survivor Support is creating a shift in the UCT Community by establishing trust and creating a safe space for survivors.

During 2022, all survivors who contacted OIC-SS for non-emergency matters were attended to within 24-hours. For emergencies, the survivor was contacted within 15 minutes, if not attended to immediately. There are four survivors who reported their cases and were contacted and who had not responded to requests for consultations by the time of reporting.

Survivor Support extends in-depth services and guidance to survivors. The forms of support range from tailored support to the survivor and thinking through their immediate needs, such as appropriate psychosocial, academic, safety and reporting processes at UCT, to referral to external support through SAPS. It is evident that, as the types of support expand, so does survivors' confidence in the services.

Survivor Support has working relationships with other support services in the University to facilitate smooth and efficient services so that survivors do not have to overextend themselves while on their journey to recovery and healing. The Survivor Support Specialist and Case Officer often liaise with Student Wellness, Student Housing, Human Resources, Employee Relations, and Faculty Advisors to ensure that survivors are prioritised and cared for. The Survivor Support Specialist also reaches out on behalf of survivors who do not have the functioning capacity to manage their academic work. She explains the effect trauma can have on productivity and seeks compassionate consideration for students. These are a few of the reasons influencing survivors' choice to reach out to the OIC Survivor Support Service.

Survivor Support offers a 24-hour Standby Service that is open to all survivors and complainants (see below for more information on the OIC Standby Advisor Service). It is available on WhatsApp, via SMS and a standard network call. Should the survivor leave a missed call or please-call-me, the Standby Advisor on duty will call back and sensitively enquire how they may assist the survivor or complainant. Standby services range from containment counselling, information around SS services, including psychosocial support, reporting processes, CPS assistance, connecting with a night nurse or warden in the event of a residence matter, on-site assistance in the form of collection and transport to Victoria Hospital by a Standby Advisor, and referral to the Survivor Support Specialist for ongoing support. The interaction with the standby line has grown exponentially as more survivors reach out for support.

A major challenge within this service is the safety of the Standby Advisors when providing onsite assistance. Collecting survivors at their residences or homes is a possible safety hazard and a recommendation to instill better safety measures should be considered. These could include identifying survivors ahead of time, ensuring the safety of both survivor and Standby Advisor by providing staff and student cards upon collection, and the possibility of recommending that survivors meet the Standby Advisor on UCT premises when being transported to hospital.

Dr Sianne Alves, Director of the OIC, has acknowledged the scope, impact and current constraints of the Survivor Support Specialist's work:

“I recognize and would like to acknowledge the services of the OIC Survivor Support Specialist, who is responsible for a multitude of support and care. This includes bridging networks of support across units in the university and ensuring that the various role players involved in gender-based violence response are working cohesively with one another. With limited capacity, the Survivor Support Specialist is managing the space exceptionally well and in order to maintain and elevate this service, attempts to acquire more human capacity are being sought.”

Additional capacity will mitigate the risk of overextension and burnout and allow the Survivor Support office to focus on implementing more programmes and spaces aimed at empowering survivors to learn about themselves so that they may recover, especially when respondents are on campus. It could also enable SS to work towards interventions around prevention and restorative justice to shift behaviours and thinking within the UCT community. The addition of a Case Advisor to the Survivor Support stream would create the opportunity for SS to introduce a wellness space for survivors where they will not feel judged in the event that they are triggered or overwhelmed. This could lead to the implementation of personal growth groups focusing on sexual identity, safe sex intimacy practices, consent and rejection.

SVGBV Incidents Reported: Receiving Medical Treatment

Medical treatment following incidents of rape is administered by the Victoria Hospital Forensic Unit. It includes post-exposure prophylaxis (PEP), emergency birth control (morning after pill), appropriate medication for prevention or treatment of sexually transmitted infections (STIs), appropriate medical treatment for injury-related care, rape-kit examination for forensic evidence, pregnancy testing and/or human immunodeficiency virus (HIV) testing. A survivor may choose a combination of these medical support offerings, which take into account the 72-hour period for specific preventative treatments.

During the reporting period, 19 of 48 rape survivors (just under 40%) received post-exposure treatment after an incident of rape. Post-exposure treatment is more frequently taken up by survivors who experience off-campus incidents (11). Seven (7) survivors of on-campus incidents of rape and 1 survivor of an incident in an unknown location chose post-exposure treatment. This pattern may be influenced by the relationship status of the survivor and respondent.

It is notable that there was an increased uptake of post-exposure treatment in 2022. The increase in survivors receiving post-exposure support may be influenced by increasing awareness of the OIC's support services among UCT Students and Staff. It is also possible that survivors take up medical support if it is made clear that seeking post-exposure treatment does not automatically initiate a UCT reporting processes or SAPS criminal prosecution, and is purely for the survivor's health benefit.

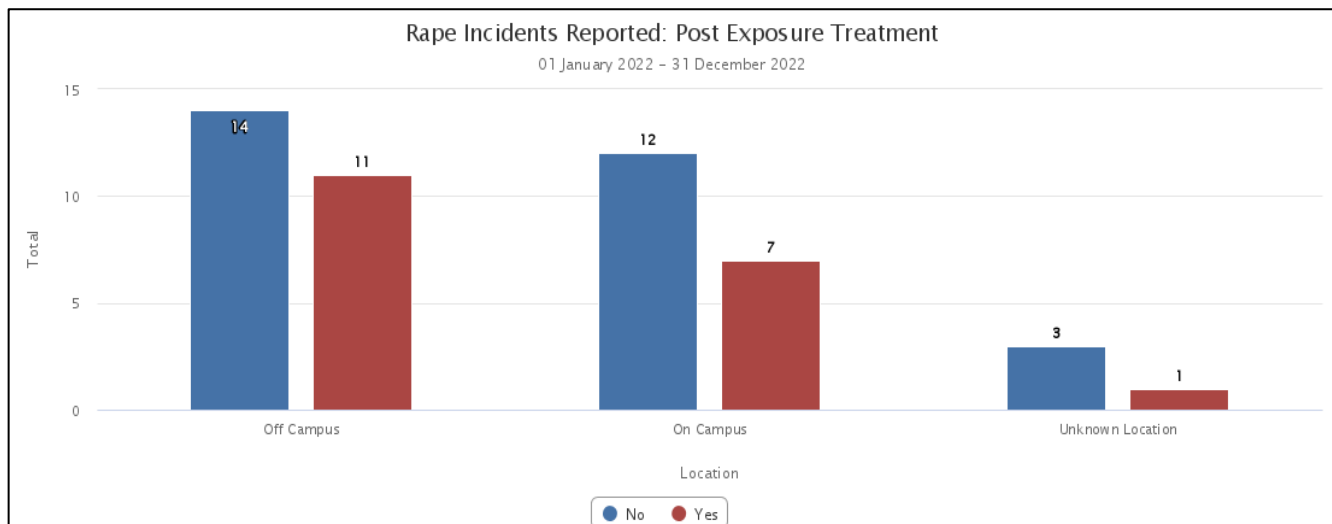


Figure 5: Rape Incidents Reported: Receiving Post-Exposure Treatment

SVGBV Incidents Reported: Counselling

Individual counselling with the OIC Survivor Support Specialist ranges from one to four sessions. During the reporting period, individual counselling was offered in January – May and October – December

2022. In this 8-month period, 7 survivors who reported an incident in 2022 attended counselling with the Survivor Support Specialist. Survivors requiring focused counselling for post-traumatic growth were referred to the OIC-Alumni in Action programme (OIC-AIA), which was initiated in 2022. These survivors complete a counselling intake session with the OIC Survivor Support Specialist and are then referred to the OIC-AIA psychologist. *Note: this data is not represented in Figure 6.*

Overall, in 2022, the uptake of individual counselling was low - slightly over 5%. The highest incident type for survivors receiving individual OIC-SS counselling was sexual assault (4 out of 40, i.e., 10%), followed by rape (1 out of 51, i.e., just under 2%), sexual harassment (1 out of 39, i.e., 2.6%) and threat of sexual assault (1 out of 1, i.e., 100%).

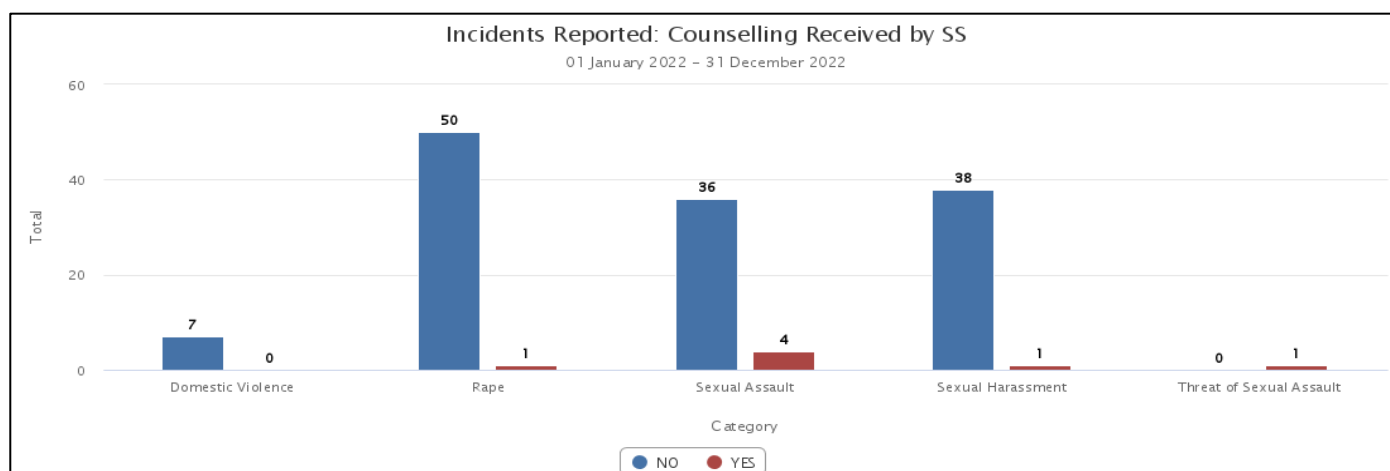


Figure 6: Survivors Offered Counselling for Incidents Reported

Survivor Support Group: Psychoeducational & Trauma Focused Group

The OIC-Survivor Support Group (OIC-SSG) focuses on post-traumatic growth for sexual violence survivors through personal growth and distress tolerance techniques. The group guides survivors to recognise their personal and shared challenges around sexual trauma and guides them in practising skills to reduce the distress experienced, thus empowering survivors and providing ways to strengthen their agency and reintegrate their social engagements and relationships.

The OIC-SSG is offered during March – December each year. It may start earlier, if there are at least two survivors available for the sessions. The minimum attendance requirement is 8 sessions and all the survivors continued attending beyond that. Eighty-nine (89) survivors attended group sessions in 2020, 179 in 2021, and 122 in 2022. The group sizes ranged from 4 – 6 survivors.

The OIC-SSG sessions have taken place consistently over the last three years: 28 sessions in 2020, 46 in 2021, and 38 in 2022; 38 sessions. The number of sessions per month varied over the three years:

Number of sessions per month	Number of months in which they occurred
6	1
5	6
4	11
3	9
2	2
1	1

The uptake of OIC-SSG has grown since 2020, increasing by 14 survivors: in 2020, there were 4 survivors in OIC-SSG; in 2021 there were 10, of whom 3 returned from 2020; in 2022 there were 9, whom 2 returned from 2022.

The Survivor Support Specialist receives oversight from a former Director of Rape Crisis, who supervises the approaches used in the SSG and case management.

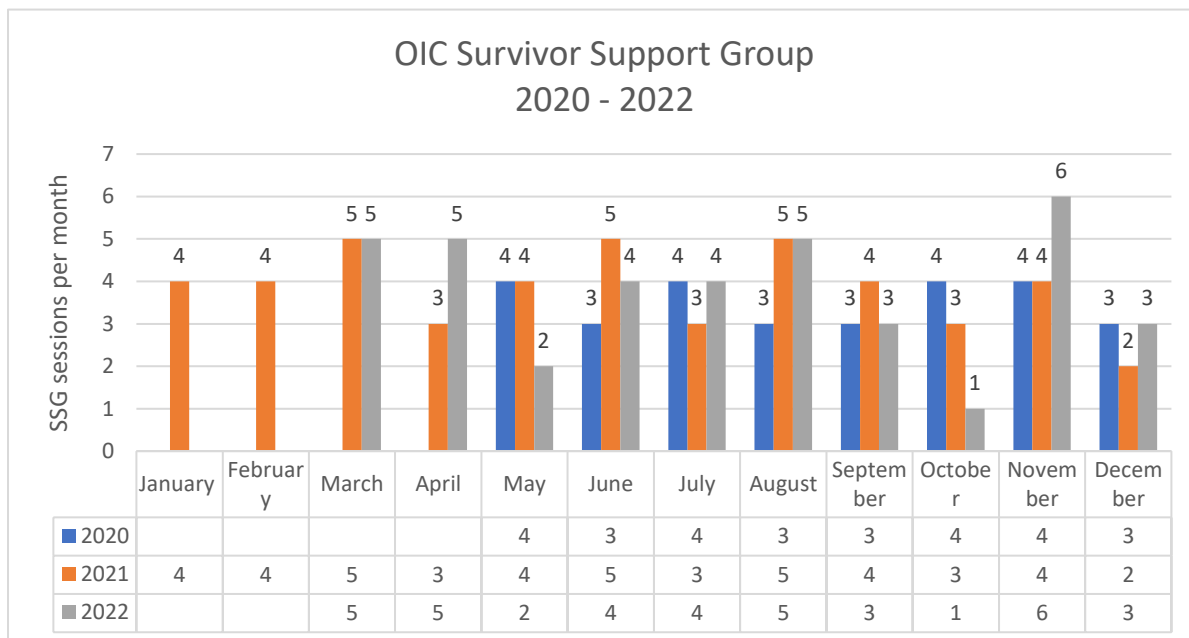


Figure 7: OIC Survivor Support Group Attendance from 2020-2022

The section that follows reports on a support circle established voluntarily by a staff member. It is included as an example of allyship within the university.



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GBV 2022 REPORT by Rethabile Possa-Mogoera

Fuller Hall and Upper Campus Residence Assembly

In the first week of lectures, I held an assembly of two residences on campus. The agenda addressed the issue of GBV.

The first item was **consent**. Students were asked whether they understand what consent means. The answers made it clear that students do not understand consent. What stood out for me was that they (especially males) think consent does not apply to people who are in a relationship. They assume that you can be intimate anytime if you have a girlfriend and this is not up for discussion. They did not understand that rape can occur between people who are in love because of nonconsensual sex. I, therefore, gave the assembly a talk on the importance of consent.

The next item was **sexual harassment**, which again sounded like a joke to some males. This is because of what is considered normal in the townships/back home, where a man can spank or grab a woman on her buttocks or vagina and everybody laughs about it. I demonstrated all the things that could be considered sexual harassment. Once again, one could see that there is much that students have to unlearn. From the discussions, some males thought it is okay to pursue a female they want, even if it means kissing her without her consent, touching her in an inappropriate manner, or saying something about her body with the intention of making her feel “good”.

Women also said that they feel uncomfortable to ask a man for sex or to talk about sex before engaging in it, because of how they were brought up. Talking about sex is taboo, so they cannot discuss it at all. Some believe it is meant for the man’s pleasure and not theirs, hence they think it is okay for men to sleep with them, even if they do not want to. This is another area of education that our young women need to be taught. Others mentioned that they do not want to be labeled “loose” by their peers because that is what happens if a woman asks her partner for sex. Therefore, they believe that males are more entitled to sex than they are.

Fuller Hall

After the assembly, I held monthly talks at Fuller, where I used some of the issues from the assembly to teach and discuss issues of GBV. These talks helped a lot because many women shared their terrible experiences with their partners. Some disclosed for the first time that they had been raped and had been keeping this to themselves. I invited a social worker, Thembakasi Makwakwa, to come to one of the sessions. She was very impressed by the way students were engaging and sharing their experiences in this safe space.

Forest Hill

It has been a couple of years since I created a safe space for students to share and talk about their experiences of GBV and learn about consent. Previously, I separated them according to where they would feel comfortable to talk. As years passed, I changed to combining them and having a topic for discussion that is still around GBV. In 2022, I created a discussion forum where there was a panel that debated the topic of consent and I facilitated this discussion. I opened the floor for comments, questions and clarifications and, I must say, I was so impressed. Students learnt a lot from these sessions, and they promised to keep them running monthly. I will continue to be the facilitator at Forest Hill.

I learnt that these talks should be a norm; something that is done monthly to tackle the issue of GBV in the residences.

Tugwell Hall

Tugwel invited me to give a talk and I spoke about self-love and GBV. I combined the two because of the pressure that women experience, especially those who come to university as virgins. They are being labeled and laughed at because they have not had sex. Sometimes they are even raped by men because of a myth about having sex with a virgin. Young men take so much pride in counting how many virgins they have slept with. This event went very well too.

Way Forward

- The next Assembly between Fuller Hall and Upper Campus is on the 12th February 2023.
- A Warden’s Dinner this coming Sunday with first years, where I educate first years about GBV and what to do when they experience such challenges. It is a safe space that I create for them that happens after the Assembly, so I use some of the examples from the Assembly.
- Forest Hill is having its monthly debate on GBV.
- To visit more residences to hold more talks and encourage students to have these talks on a monthly basis, as is done at Forest Hill.
- To work on a sustainable plan with the OIC - OIC marshals to be present in facilitating these talks at the residences together with student leaders.

SVGBV Standby Advisor Services

The OIC Standby Advisor Service is a 24-hour support line to survivors of sexual and domestic violence. The Standby Advisors provide telephonic consultation and guidance to survivors, as well as onsite support in the form of transport to Victoria Hospital for post-exposure treatment for rape within 72 hours of the incident. A combined total of 34 survivors contacted the OIC for crisis support: 18 in 2021 and 16 in 2022.

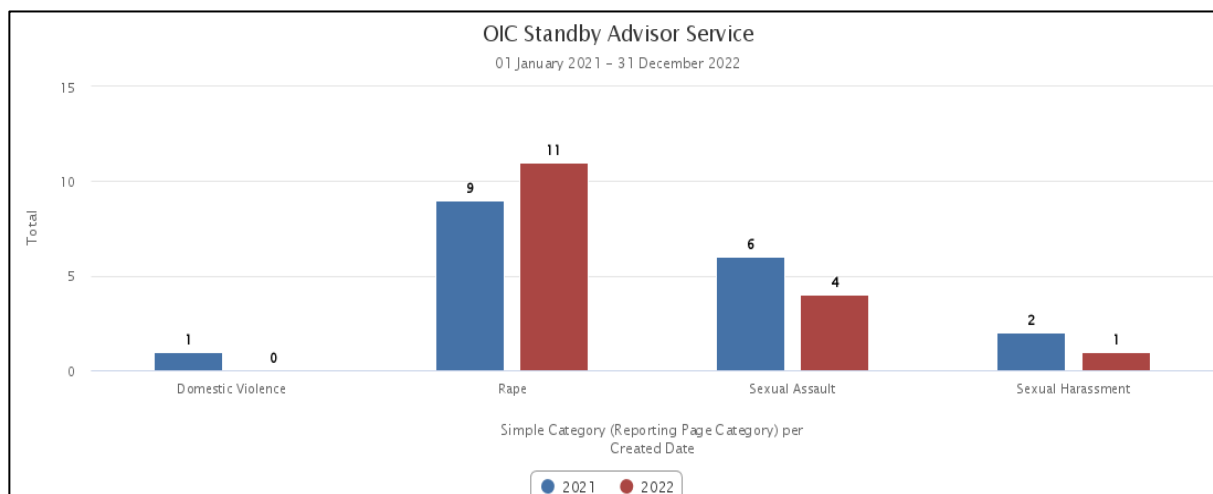


Figure 8: Standby Service Usage by Type of Incident

Overall, in 2021 and 2022, 34 survivors went to hospital (Figure 8). The OIC Standby Advisor Service provided onsite assistance in the form of transport to hospital for 15 of these survivors. There was an increase in calls for onsite support by OIC Standby Advisors in 2022 compared to 2021 calls. In 2021

the Standby Advisors provided onsite assistance for 5 rape incidents requiring medical support. In 2022, they provided onsite assistance for 10 incidents of rape, 9 onsite assistance for sexual assaults and 1 incident of sexual harassment requiring medical support.

Incidents reported to the OIC: Survivor Psychosocial Diagnosis or Challenges, 2021 & 2022

A combined total of 132 survivors for incidents reported in 2021 and 2022 were identified as having a mental health diagnosis or impaired functioning due to symptoms of psychological challenges. The highest incident type for survivors with a mental health diagnosis or impairing symptoms of psychological challenges is rape (61), followed by sexual assault (42), sexual harassment (15), domestic violence-nonsexual (13), and threat of sexual assault (1).

Fifty-three (53) incidents reported in 2021 have survivors identified as having a mental health diagnosis or impaired functioning due to symptoms of psychological challenges. Survivors in 79 incidents reported in 2022 have are identified as having a mental health diagnosis or impaired functioning due to symptoms of psychological challenges. This is a 49% increase.

Survivors of rape and sexual assault more frequently experience mental health challenges compared to survivors of sexual harassment, domestic violence and threat of sexual assault. However, it is important to note that we do not assume that survivors who are not indicated as having a confirmed mental health diagnosis or symptoms have not experienced psychological trauma and/or acute stress.

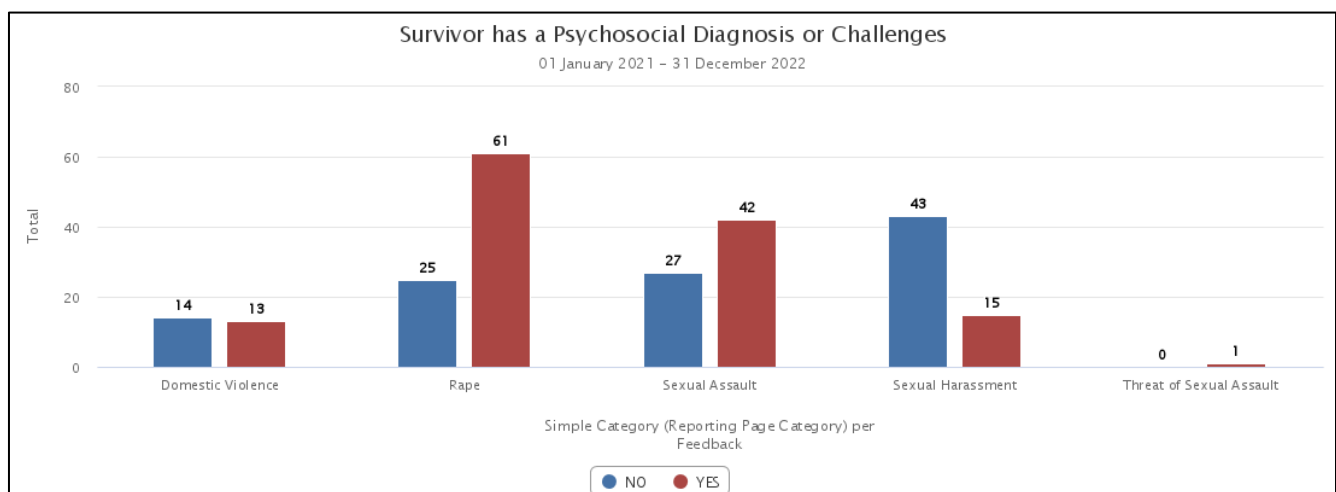


Figure 9: Psychosocial Diagnosis or Challenges

Incidents Reported to the OIC: Individual OIC Survivor Support Trauma Debriefing Sessions, 2021 & 2022

In 2022, the highest incident type for survivors receiving individual OIC-SS trauma debriefing is rape (9), followed by sexual assault (8), sexual harassment (3). No survivors of domestic violence-nonsexual received individual trauma debriefing. When the data for individual OIC-SS counselling in 2021 and 2022 is compared with the data for individual OIC-SS trauma debriefing for same period, rape and sexual assault remain the top two incidents requiring additional support.

During 2021 and 2022 a total of 32 reported incidents required individual OIC-SS trauma debriefing sessions. These sessions were in addition to the containment counselling offered in OIC-SS consultations and/or any other individual counselling sessions. For the combined two years, the highest incident type of survivors who requested additional counselling support is for rape (14), followed by sexual assault (11), sexual harassment (4), domestic violence (2) and threat of sexual assault (1). This ranking order of debriefing support is the same as for survivors receiving individual OIC-SS counselling.

The number of reported incidents requiring additional debriefing support increased from 11 in 2021 to 21 in 2022. Trauma debriefing support in 2022 increased for all incidents following a Formal Reporting Process Special Tribunal that included incident reports prior to 2021. This was the result of a backlog of matters moving towards the stage of disciplinary hearings (Note: this data is not presented in this report). The OIC anticipates that trauma debriefing support will increase in 2023 as the Formal Reporting Process Special Tribunal moves into disciplinary hearings for all pending sexual misconduct cases.

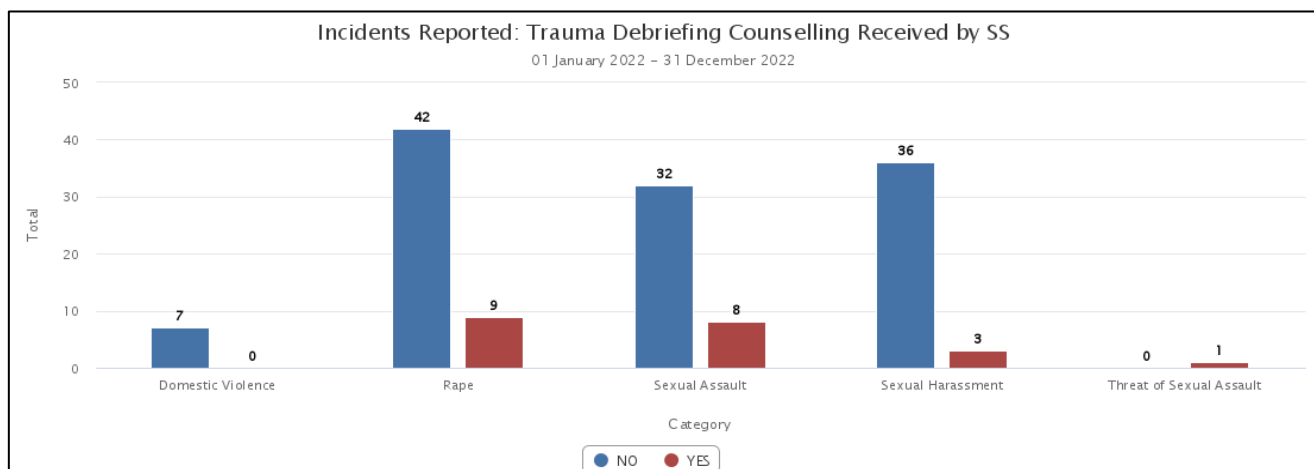


Figure 10: Trauma Debriefing Counselling for Reported Incidents

Individual OIC-SS trauma debriefing with the OIC Survivor Support Stream ranges from one to five sessions. The OIC trauma debriefing is requested by survivors when they have initiated a reporting

process. The function of trauma debriefing is to assist with regulating immediate intense emotions and managing expectations, fears and concerns about the next step of the reporting process. It is also offered to survivors who have not initiated a reporting process, but who identify as being in a temporary crisis and/or experiencing an emotional trigger. In 2021, the highest incident type for survivors receiving individual OIC-SS trauma debriefing was rape (5), followed by sexual assault (3), domestic violence-nonsexual (2) and sexual harassment (1).

Incidents reported to the OIC: OIC Alumni in Action programme, 2022

The OIC-Alumni in Action (OIC-AIA) programme focuses on post-traumatic stress resulting from sexual or domestic violence. The programme funds UCT Student Survivors for 8 consecutive counselling sessions (or as needed) in addition to the counselling and debriefing services offered by OIC-SS and UCT SWS. Survivors are referred to the OIC-AIA psychologist based on their readiness to unpack their trauma, taking into consideration the OIC-AIA psychologist’s capacity.

In 2022, a total of 25 survivors (24 of sexual violence and 1 of domestic violence-nonsexual) were referred to the OIC-AIA psychologist. These survivors include incidents reported in previous years. A total of 21 survivors completed their 8 sessions, of whom 3 were advised to continue receiving therapeutic intervention and referred to UCT SWS. Another 3 survivors continued therapeutic interventions with the OIC-AIA psychologist in her private capacity.

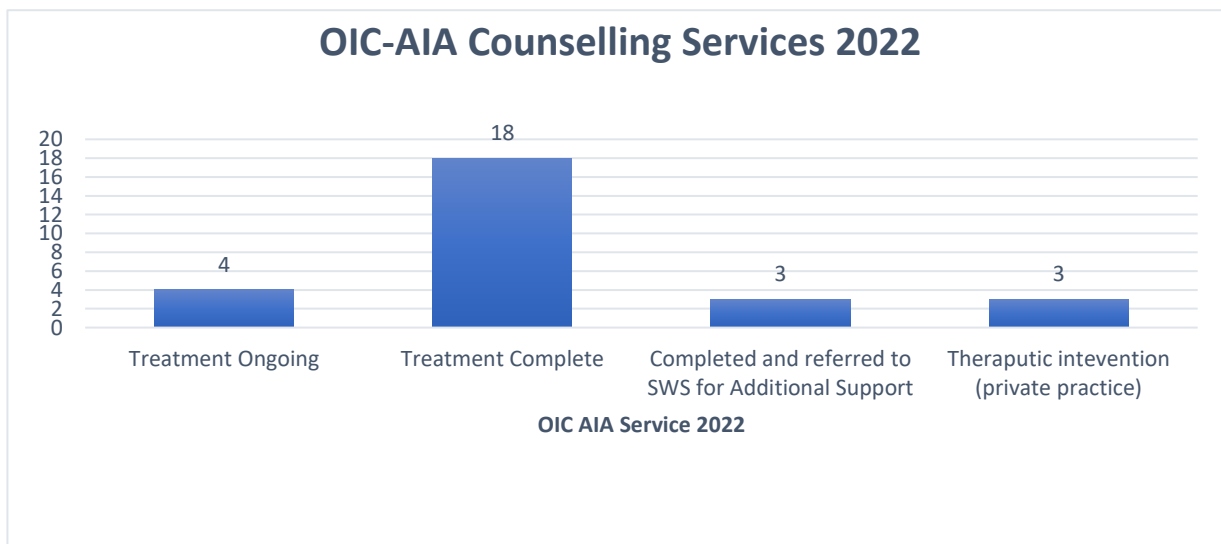


Figure 11: OIC-AIA Counselling Services 2022

Informal Reporting Processes

The case status “OIC Informal Reporting Processes” refers to survivors who ask to initiate a voluntary engagement for the UCT Student respondent or Staff respondent. The case status excludes external and

unknown respondents. It also excludes incidents of rape, as the institution cannot offer an informal engagement for complaints of sexual penetration.

The highest incident types requesting an OIC Informal Reporting Process in 2021 were sexual harassment (5) and domestic violence (5); the lowest incident type was sexual assault (1). A total of (11) OIC Informal Reporting Processes were completed in 2021.

The highest completed intervention is the OIC educational training on sexual and gender-based issues, which were requested by 5 survivors of sexual harassment and 4 survivors of domestic violence.

The second intervention offered by the OIC is mediation with a registered mediator. Two were completed in 2021, 1 requested by a survivor of sexual assault (with a constructive and successful outcome), and 1 by a survivor of domestic violence, which had an unsatisfactory outcome for the participants. In a 2022 webinar hosted by Mosaic, it was noted that mediation is not the best route for providing interdisciplinary support and effecting behavioural change in cases of domestic violence, and that affected individuals should rather be referred for couple psychosocial therapy.

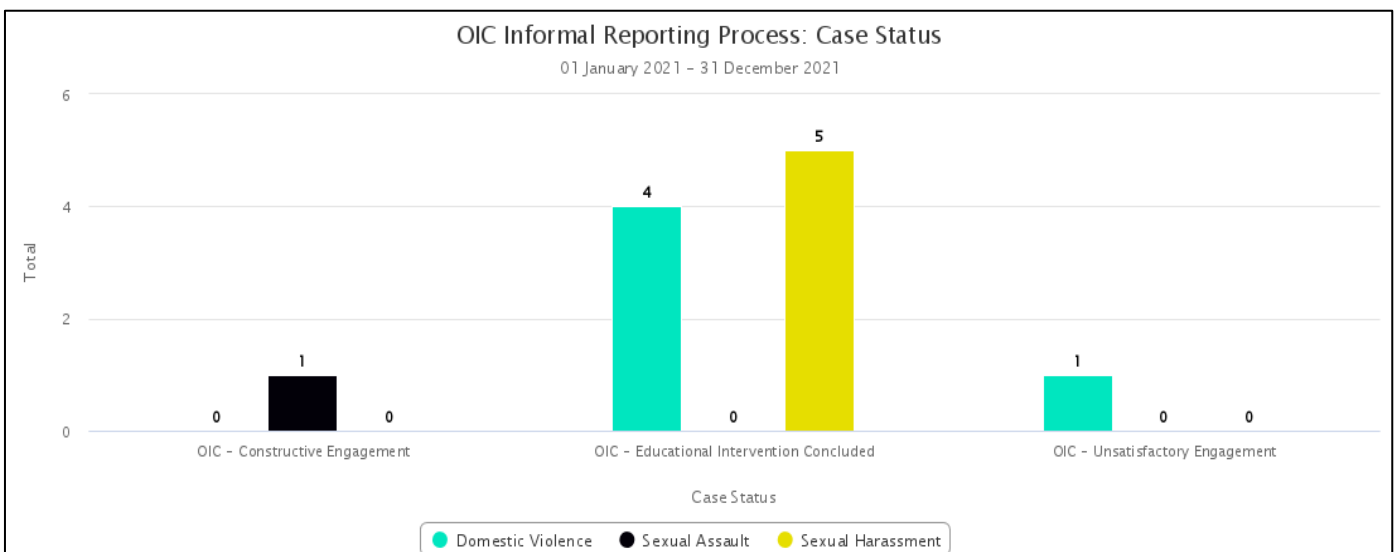


Figure 12: Case Status for Informal Processes

The highest incident type requesting an OIC Informal Reporting Process in 2022 is sexual harassment (6), which is one case more than in 2021. However, sexual harassment was the highest incident type in both years. The second highest incident types requesting an OIC Informal Reporting Process in 2022 were sexual assault (1) and domestic violence (1).

The incident reports for 2022, had a total of 6 OIC Informal Reporting Processes completed, 1 sexual harassment case for OIC educational training on sexual and gender-based issues which the respondent was still to complete, and 1 sexual harassment case in which the respondent's decision to participate in an OIC Informal Reporting Process was outstanding at the time of reporting.

The most frequently requested intervention is the OIC educational training on sexual and gender-based issues. There were 5 in 2022; 3 of the 4 survivors of sexual harassment who requested educational training interventions had completed the training, as had the 1 survivor of sexual assault.

The second most frequently requested intervention is OIC constructive conversation and possible apology (2 in 2022). These were requested by survivors of sexual harassment (1) and domestic violence (1). Both were successful.

The combined total of the incidents requesting OIC Informal Reporting Processes by type for 2021 and 2022 - including cases which were withdrawn - was 21, of which sexual harassment was the most prevalent incident type (13), followed by domestic violence-nonsexual (6) and sexual assault (2).

Formal Reporting Processes

This section of the report provides detail on case referrals from OIC to SAPS, Employee Relations and the Special Tribunal. Included in this section is the outcome of applications for protection orders or suspension orders provided by SAPS and UCT respectively.

Incidents Reported to the OIC and Referred to the Special Tribunal: Anonymous Case Reports by Incident Type, 2021 & 2022

The case status OIC – Anonymous Case Report refers to incident reports in which the survivor is anonymous and chooses not to relinquish their anonymity and involves a UCT student or staff member respondent. This case status excludes incidents where the survivor relinquishes their anonymity to proceed with receiving survivor support services from the OIC, initiating a UCT reporting process or South African Police Service reporting process. In addition, the case status excludes incidents that have external or unknown respondents.

When an anonymous case is reported, the incident goes to the Special Tribunal for review. If there is sufficient evidence to proceed with an investigation, this is relayed to the complainant via the reporting page. If there is not enough evidence, no investigation can occur. In some instances, the Special Tribunal may indicate that they will not take on the case and this is indicated to the complainant. Where a complainant relinquishes identity, the Special Tribunal may be more willing to take on the case.

The anonymous-unrelinquished identity incident reports were higher in 2022 (10) compared to 2021 (6). The highest combined total anonymous cases by incident type for 2021 and 2022 were rape (6), followed by sexual harassment (5), sexual assault (4) and domestic violence-nonsexual (1).

In 2021, the highest anonymous-unrelinquished identity case by incident type was sexual assault (3), followed by rape (2), domestic violence-nonsexual (1) and sexual harassment (0).

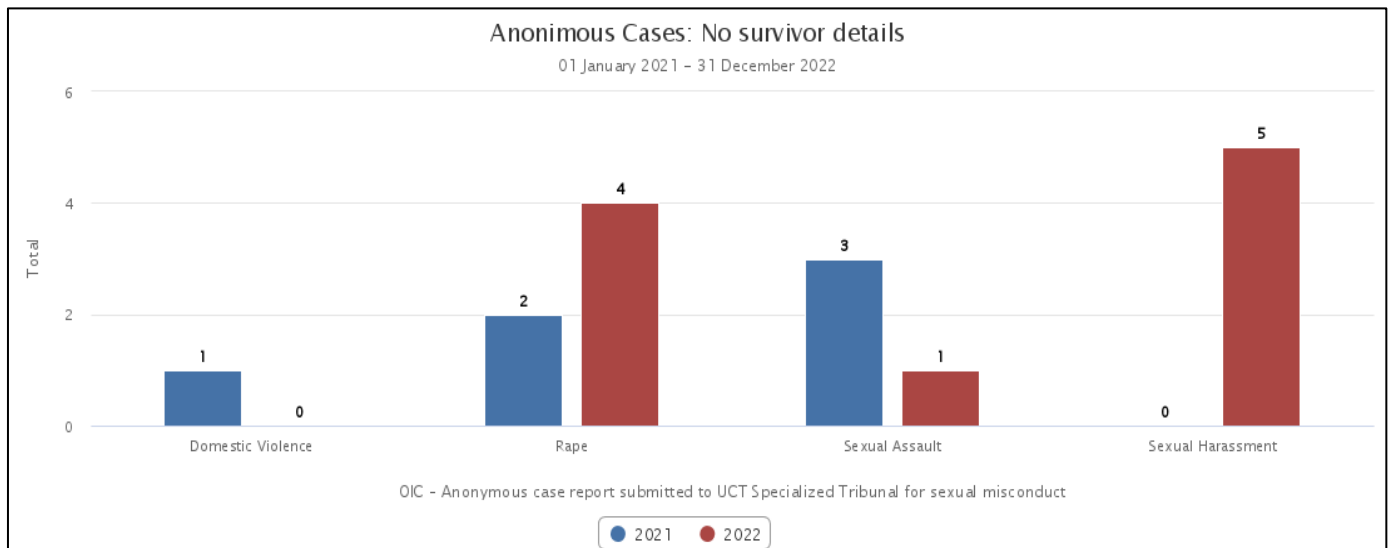


Figure 13: Anonymous Cases by Type of Incident 2021-2022

In 2022, the highest anonymous-unrelinquished identity case by incident type was sexual harassment (5), an increase as there were no sexual harassment anonymous-unrelinquished identity cases in 2021. Survivors felt comfortable to relinquish identity for the following incident types; rape (4) which increased by 34% from 2021, sexual assault (1) which decreased by (50%) from 2021, and domestic violence-nonsexual (0) which decreased from 1 in 2021.

Case Status of Formal Reporting Processes Referred from OIC to the Special Tribunal, 2021 & 2022

The case status “Formal Reporting Process Special Tribunal” refers to the cases reported in 2021 and 2022 by survivors who asked to initiate a disciplinary process against a UCT student or staff member respondent, as well as cases that the institution may take forward for disciplinary investigation. The case status excludes external and unknown respondents. *Note: the data presented here is not the sum of ongoing cases that the Special Tribunal is attending to.*

Of the 103 incidents reported to the OIC in 2021, a total of 19 cases (18%) were transitioned for a Formal Reporting Process with the Special Tribunal. Of the 138 incidents reported to the OIC in 2022 a total of 20 (14%) cases were transitioned for a Formal Reporting process. The most frequent incident type over the two years was rape (20), followed by sexual assault (18), sexual harassment (9) and domestic violence (2).

In 2021 and 2022 the highest incident type for Formal Reporting Processes is rape (2021; 8) and (2022; 12) in which 2022 had a 50% increase in rape cases referred to the Specialised Tribunal. In addition, in

2022, the highest incident type for Formal Reporting Processes was sexual assault (12) which increased by (34%) when compared to the 2021 sexual assault referrals.

In 2021, the second highest incident type for Formal Reporting Processes was sexual assault (6). In 2022, the second highest incident type referred for Formal Reporting Processes was sexual harassment (6), double the number for 2021.

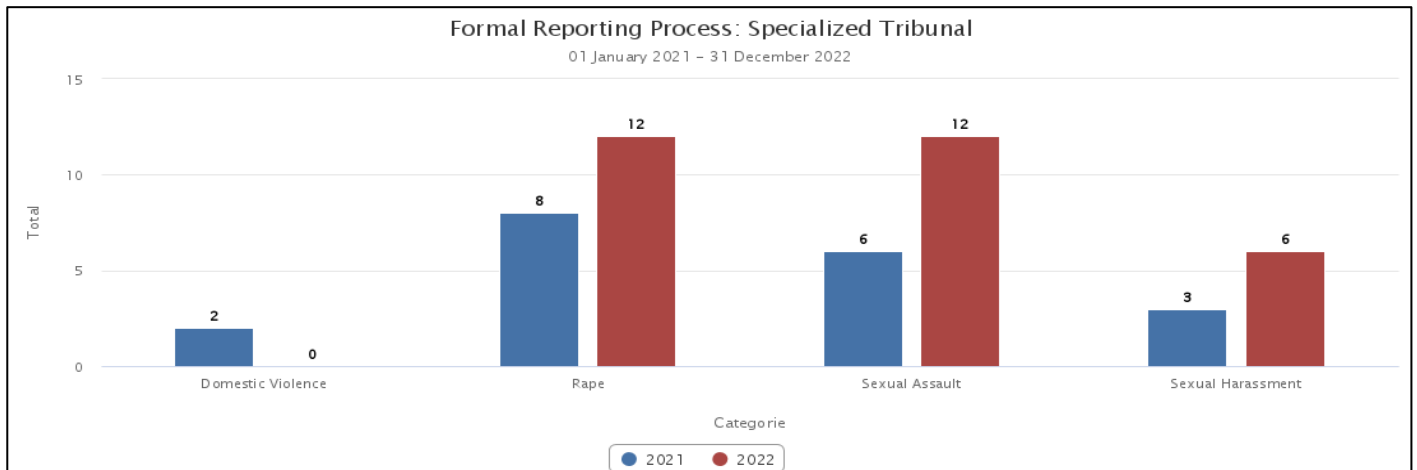


Figure 14: Formal Reporting Process by Type of Incident (2021-2022)

In 2021, the third highest incident type for Formal Reporting Processes was sexual harassment (3) and the lowest incident type was domestic violence with sexual violation (2).

Incidents Reported to the OIC: Survivor to Consider Reporting to SAPS, 2021 & 2022

The case status “External Reporting Process – Survivor to Consider Reporting to SAPS” refers to cases reported in 2021 and 2022 by survivors that involved external respondents, unknown respondents and/or UCT-affiliated respondents in which the survivor is not following a UCT Reporting Process. Almost all the reported incidents in the two years involved external and unknown respondents.

A combined total of 90 incidents reported to the OIC required the survivor to consider an external reporting process with SAPS because the respondent was external or unknown. There was one exception in which the survivor proceeded with an external reporting process against a UCT student rather than following a UCT Formal Reporting Process Special Tribunal. In 2021, there were 40 incident reports for survivors to consider a SAPS reporting process. In 2022, this number increased to 51. The most prevalent incident type for survivors to consider a SAPS reporting process was rape (19 in 2021 and 23 in 2022; an increase of 21%). The second most frequent incident type for survivors to consider a SAPS reporting process was sexual assault (10 in 2021 and 16 in 2022, a 60% increase). The third highest incident type for survivors to consider a SAPS reporting process was domestic violence-nonsexual (9 in 2021, decreasing to 3 in 2022, i.e., -67%) and sexual harassment (2 in 2021 increasing to 9 in 2022,

i.e., 350%). The lowest incident type for survivors to consider a SAPS reporting process in 2021 was sexual harassment (2) and in 2022 domestic violence-nonsexual (3).

These incidents occurred predominantly off-campus (72 in total, 38 in 2021 and 34 in 2022). A total of 13 occurred in unknown locations over the period, 4 in 2021 and 9 in 2022. Three occurred on-social media (2 in 2021 and 1 in 2022), and 3 took place on-campus, all in 2022.

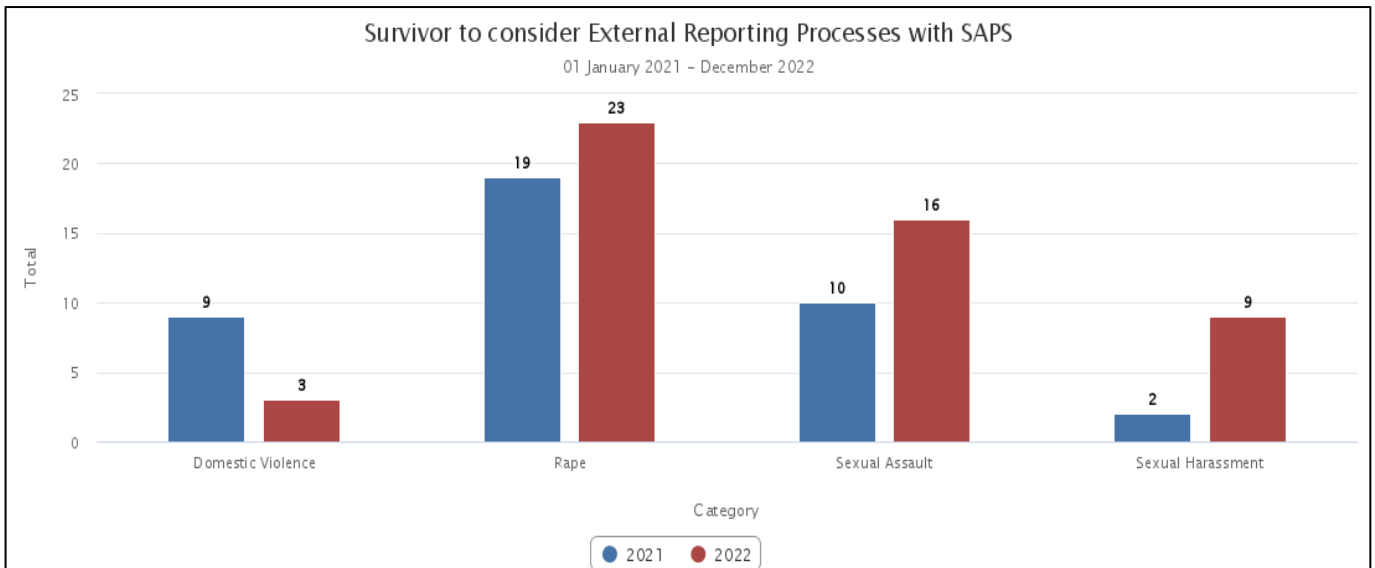


Figure 15: Survivor Considering SAPS Reporting Processes

Number of SVGBV Incidents Referred to the SAPS-FCS Unit

The status designation “OIC Survivor Support referrals to SAPS-FCS” encompasses cases where survivors or the OIC connect with SAPS to report the incident, receive guidance on external reporting procedures and/or onsite support. This case status is inclusive of all survivor and respondent statuses and does not reflecting whether or not a criminal prosecution is occurring. A combined total of 23 incidents reported in 2021 and 2022 were referred to SAPS-FCS for further assistance, 10 in 2021 and 13 in 2022.

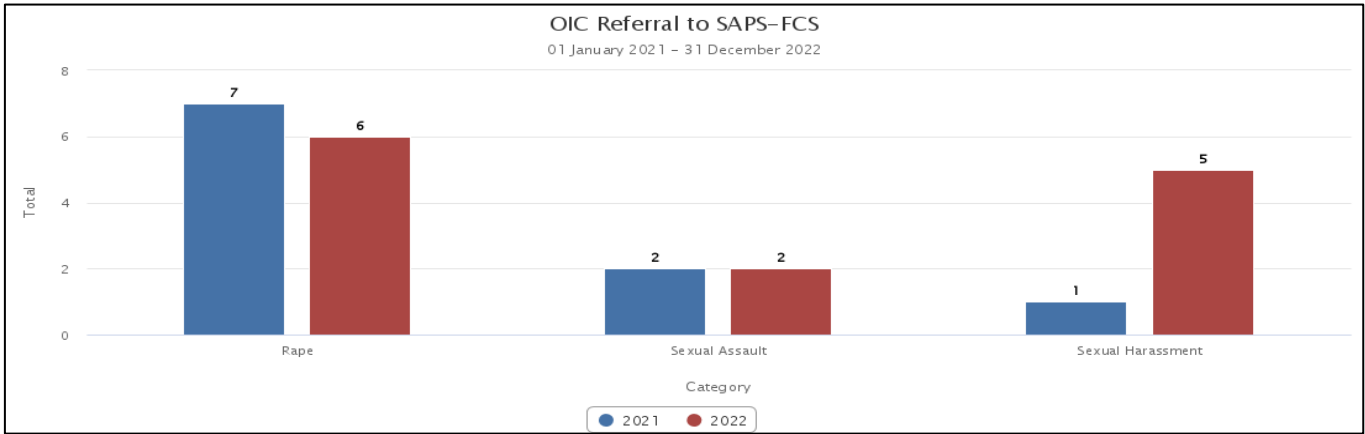


Figure 16: OIC Referral to SAPS-FCS

The most common incident type for cases requiring SAPS-FCS referral was rape - a total of 13: 7 in 2021 and 6 in 2022. The total number of sexual harassment case referrals was 6: 1 in 2021 and 5 in 2022, followed by sexual assault - 4 in total, 2 each in 2021 and 2022.

Incidents Reported to OIC: SAPS Criminal Prosecution, 2021 & 2022

The external reporting processes for criminal prosecution occur when a survivor chooses to report the matter through the criminal justice system (CJS) in order to have the matter investigated by SAPS so that they can lay criminal charges against the respondent. Fifteen (15) cases of external reporting processes for criminal prosecution were initiated in the period, with 8 occurring off-campus and 2 on-campus, one in 2021 and one in 2022. Of the incidents reported in 2021, 4 cases were following criminal prosecution reporting processes at the time of reporting. Of the incidents reported in 2022, 11 are following criminal prosecution reporting processes, 175% increase compared to 2021.

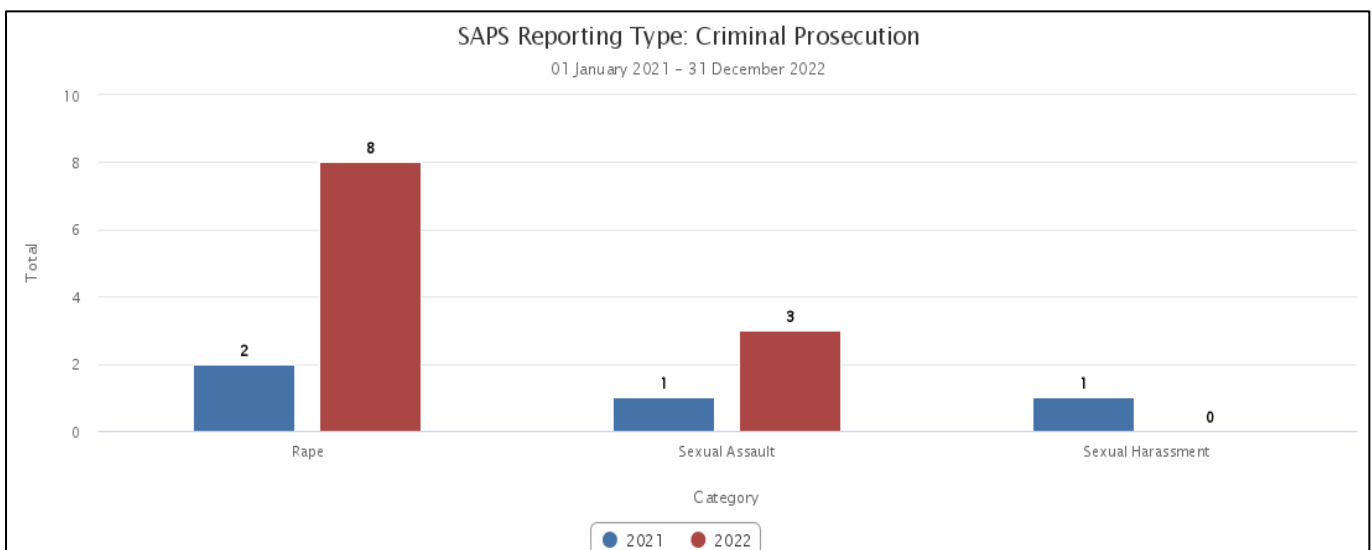


Figure 16: Outcome of Formal Reporting Processes for Criminal Prosecution

Incidents Reported to OIC: SAPS Enquiry, 2021 & 2022

The external reporting process for a SAPS enquiry is when the survivor chooses to create a record of the incident with SAPS, but does not proceed with a CJS report. Survivors who have a rape-kit examination for forensic evidence will have an automatic SAPS enquiry to store their evidence and their case remains as an enquiry until they choose to proceed with a CJS report. The external reporting processes for SAPS enquiry has a combined total of 19 cases, which is more than the CJS cases. Of the incidents reported in 2021, 8 cases have a SAPS enquiry. For incidents reported in 2022, 11 cases have a SAPS enquiry.

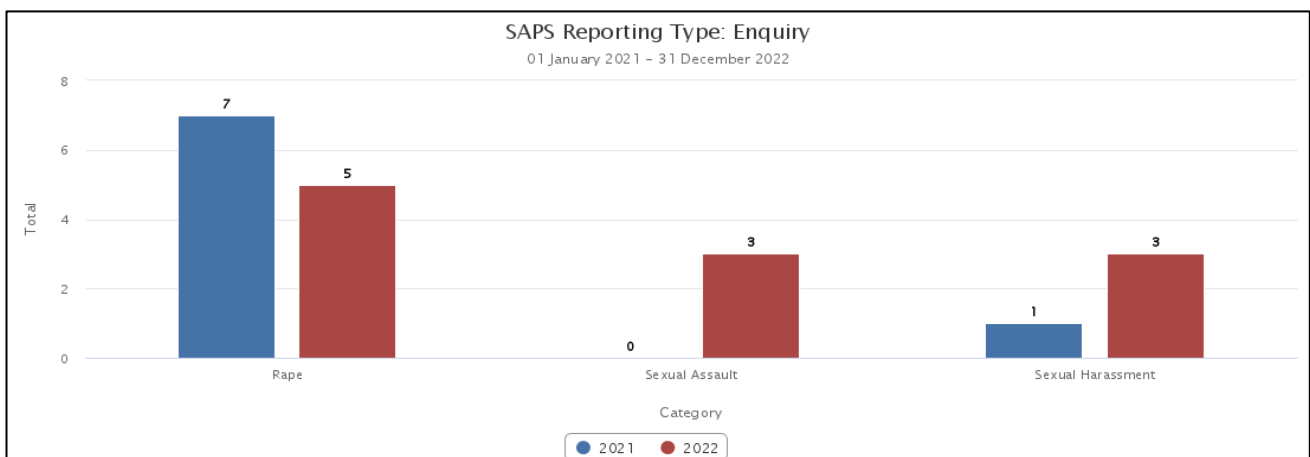


Figure 17: OIC Referrals to SAPS for Enquiry

Incidents Reported to the OIC: National Protection Orders, 2021 & 2022

A combined total of 8 survivors applied for a National Protection Order (NPO) against the respondent. The highest incident type applying for an NPO over the two years was rape (4), followed by sexual assault (3) and domestic violence-nonsexual (1). For incidents reported in 2021, 4 NPOs were applied for, 1 in a case of rape, 2 cases of sexual assault, and 1 case of domestic violence-nonsexual. For incidents reported in 2022, 4 NPOs were applied for, 3 for rape cases and 1 case of sexual assault.

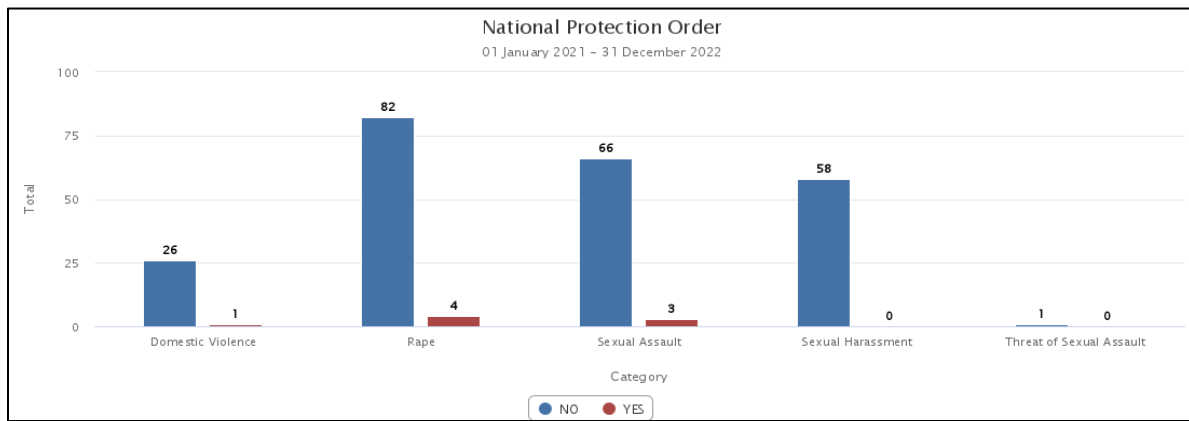


Figure 19: National Protection Orders Granted in 2021-2022

Incidents Reported to the OIC: UCT Orders Against UCT Respondents, 2021 & 2022

A UCT No Contact Order (NCO) is a precautionary measure requested by the survivor to have the respondent desist from making contact with the survivor on-campus and/or through UCT affiliated mediums. In the case of UCT Suspension Orders (SO), either the OIC motivates for the application of a UCT SO based on the level of risk and threat to the survivor and other UCT students and staff, or the survivor requests an SO.

Within the two-year period 2021 and 2022, there were more NCO applications against UCT student respondents than Suspension Orders (SO) applications against UCT student respondents. Whereas, within the two-year period for incident reported in 2021 and 2022, there are more SO applications against UCT Staff respondents when compared to SO applications against UCT Staff respondents. In the two-year period, orders against UCT student respondents were higher than against UCT staff respondents. There were no domestic violence-nonsexual NCO or SO applications against UCT staff respondents.

Incidents Reported to the OIC: UCT Staff Respondent No Contact Orders, 2021 & 2022

A total of 4 UCT NCOs were applied for against UCT staff respondents for incidents reported in 2021 and 2022. All of these applications were approved for the implementation of the final order. In 2021, three survivors requested NCOs against staff respondents, 2 for sexual harassment and 1 for sexual assault. The 2021 and 2022 requests for NCO's had a 100% success rate.

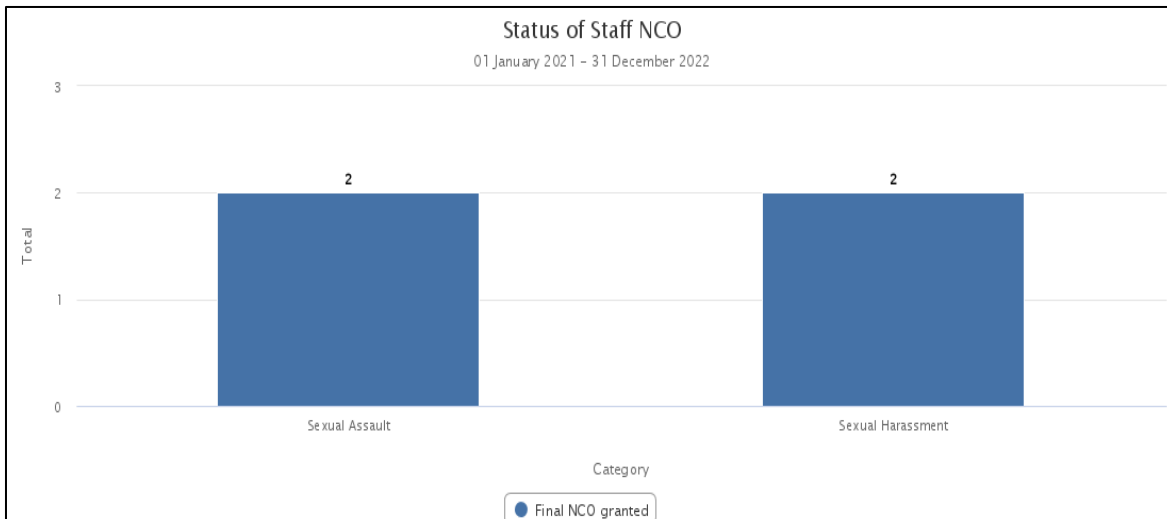


Figure 20: UCT No Contact Orders Against Staff Granted in 2021-2022

Incidents Reported to the OIC: UCT Student Respondent No Contact Orders, 2021 & 2022

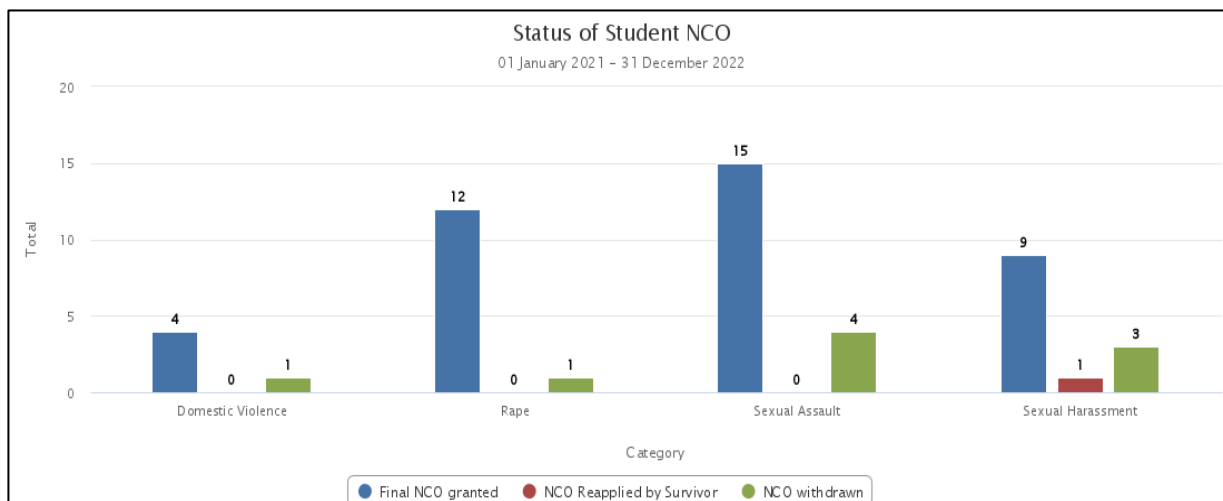


Figure 21: Status of UCT Student No Contact Orders

A combined total of 50 UCT NCOs were applied against UCT student respondents for incidents reported in 2021 and 2022. Of these applications, 40 were approved for the implementation of the final order, 9 were withdrawn and 1 successful order was extended. Over the two years, 80% of requests for NCOs were successful. There were more final NCOs in 2021 (23) compared to 2022 (17). There were more withdrawn NCOs in 2022 (7) than in 2021 (2). In 2021, there was 1 reapplication for an extension of an NCO and none in 2022.

In 2021, 26 requests for NCOs were made:

- Final NCOs granted: rape (8), sexual assault (8), domestic violence-nonsexual (4) and sexual harassment (3).
- NCOs withdrawn: domestic violence-nonsexual (1) - the survivor requested an OIC Informal Reporting Process through mediation. The mediation outcome was unsatisfactory, but the survivor did not proceed with the NCO.
- Sexual harassment (1) - the UCT student respondent could not be successfully identified and the request could not proceed.
- NCO reapplied for by the survivor: sexual harassment (1)

In 2022, 24 requests for NCOs were made:

- Final NCO granted: sexual assault (7), sexual harassment (6) and rape (4).
- NCO withdrawn: sexual assault (4), sexual harassment (2) and rape (1). Five of these orders were made final and then withdrawn, as the complainants were expelled from UCT. One of the orders granted was provisional and the final order was withdrawn.

When comparing the data for the two years, it is evident that in 2021 the highest incident types requiring an NCO against a UCT student respondent were rape (8) and sexual assault (8). The second highest incident types requiring an NCO against a UCT student respondent were sexual harassment (5) and domestic violence (5).

In 2021, there were slightly more requests for NCOs (26) than in 2022 (24). In 2022, the predominant incident type requiring an NCO against a UCT student respondent was sexual assault (11) and this ranking was the same for 2021 reported incidents. The second highest incident type requiring an NCO against a UCT student respondent was sexual harassment (8), again the same as for 2021. In 2022, the lowest incident type requiring an NCO against a UCT student respondent was rape (5). It is noted that there were no NCO requests in incidents of domestic violence-nonsexual.

Incidents reported to the OIC: UCT Staff Respondent Suspension Orders, 2021 & 2022

A combined total of 10 UCT suspension orders (SO) were applied for against UCT staff respondents for incidents reported in 2021 and 2022. In 2021, there were 2 SOs against UCT staff respondents: 1 sexual assault final SO and 1 sexual harassment withdrawn SO. The 2021 withdrawn SO resulted from the university not having jurisdiction to proceed with the matter in terms of the policy definition. In 2022 there were 8 SO applications against UCT staff respondents: sexual harassment final SO (4),

sexual assault final SO (1), rape final SO (1), rape declined SO (1 - because the student was no longer on campus), sexual assault unsuccessful SO (1 - because the UCT staff respondent resigned).

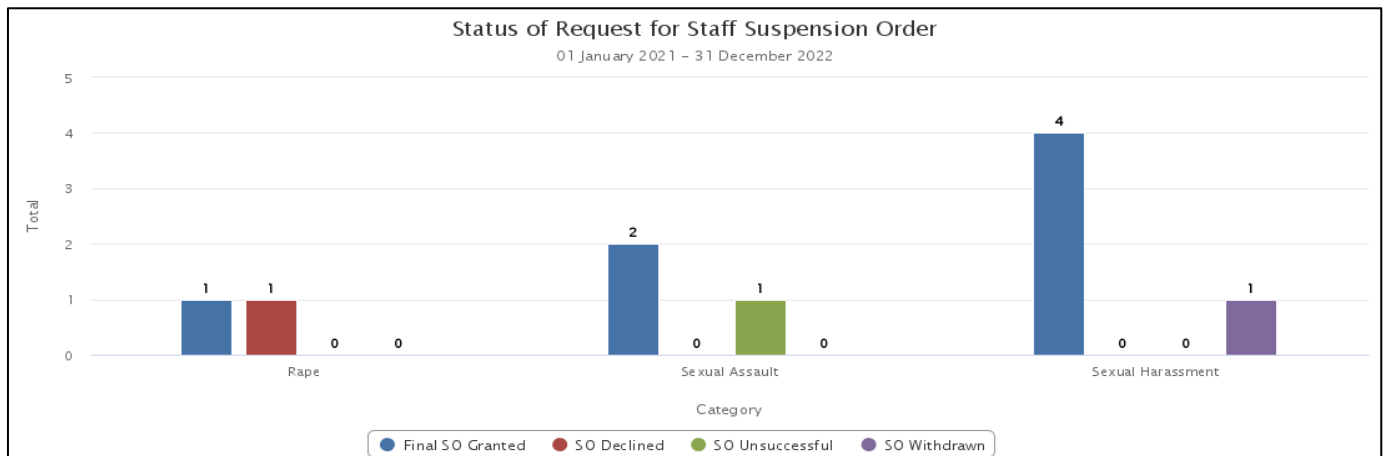


Figure 18: Status of UCT Staff Suspension Orders

Incidents Reported to the OIC: UCT Student Respondent Suspension Orders, 2021 & 2022

A total of 36 UCT SOs were applied for against UCT student respondents for incidents reported in 2021 and 2022. The 2021 and 2022 requests for SOs had an 81% success rate. The combined total for sexual assault, the most prevalent incident type requiring an SO against a staff member, was 14, followed by sexual harassment (11), rape (9) and domestic violence-nonsexual (2). The majority of the SO applications against UCT student respondents were from students in shared residence spaces and, at times, academic spaces; requests for a suspension in respect of the entire campus are rare because the student respondent must be able to access university services until the disciplinary process has been concluded.

In 2022, there were 19 requests for SOs detailed below with their outcomes:

- Final SO granted: sexual assault (5), sexual harassment (5) and rape (3).
- Declined SO: sexual harassment (1). The provisional order was granted and the final order was withdrawn.
- Withdrawn SO: sexual assault (3), sexual harassment (1) and rape (1). These SOs were withdrawn because the complainants had been suspended from the university

For incidents reported in 2021 and 2022, applications for SOs related to sexual assault incidents had the highest success rate of final SOs. In 2021 there were more finalised SOs (16) compared to 2022 (13).

In both years, one SO was declined in each year. In 2021, there were no withdrawn SOs, but in 2022 5 SOs were withdrawn.

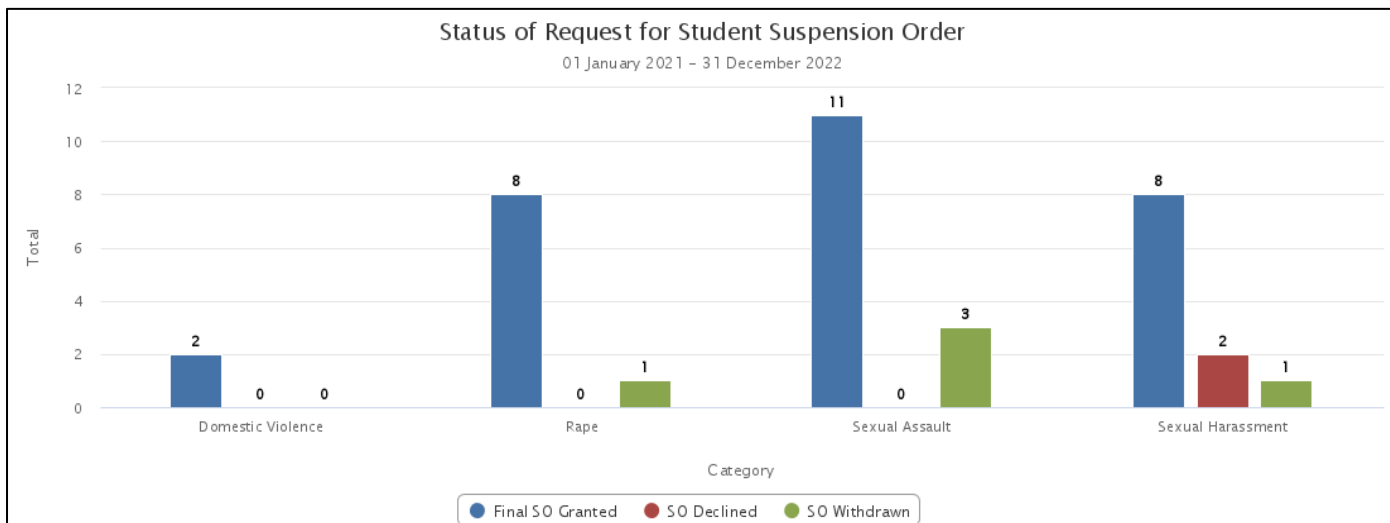


Figure 19: Status of Student Suspension Orders

THE REPORT OF THE SPECIAL TRIBUNAL

The Tribunal started 2022 with four Chairs, of whom one was not available to do Hearings. Later in the year, one of the Chairs withdrew, leaving the Tribunal with two Chairs, one of whom one preferred to deal only with Suspension and No Contact Orders. We thus had a problem with scheduling hearings and two more Proctors were added to the list. This helped, but the Tribunal was still left with the problem of availability limitations. In December 2022, the Tribunal managed to enrol five more Chairs, which will expedite hearings in 2023. At the time of reporting, the Tribunal had a total of 33 matters under investigation, 23 of which were referred to the OIC in 2022.

Staff assessors

The Tribunal started 2022 with 4 staff assessors. This has also impacted on the scheduling of hearings and delaying hearings due to unavailability. We acquired another 5 staff assessors, which has greatly expedited the progression of matters. The staff assessors have been helpful in increasing the pool of assessors, adding more staff assessors to our list.

Student assessors

The Tribunal started 2022 with 8 student assessors, of whom 6 were unresponsive, and we therefore decided to increase the pool of student assessors by a further 6.

Challenges in 2022:

1. The Tribunal operated with only 3 Chairs doing hearings in 2022, and one of them was only scheduled for Suspension Orders and No Contact Orders.
2. Panel members cancelling just before Hearings and, because of the limited pool of Chairs, nobody was able to fill in at short notice.
3. The appointment of temporary Evidence Leaders, which delays the progression and finalisation of matters.
4. Postponement due to respondents and complainants writing exams.

Achievements in 2022:

1. The turnaround time for matters reaching Hearing stage was shorter compared to previous years.

2. The Evidence Leader compiled a document with the respondent's rights in terms of legal representation extracted from the UCT Rules and Policies, which is sent with the charges to avoid further communication and delays about not understanding the Rules and Policies.
3. We have acquired 5 more Chairs to assist with expediting hearings for 2023, combating unavailability of Chairpersons.
4. With the goal of limiting delaying factors, Respondent Support in the OIC created a pool of representatives to refer Respondents to in order to expedite their search for representatives.

Concluding remarks:

The Special Tribunal started as an *ad hoc* tribunal in 2019. The increase in case reporting indicates that the Tribunal has quickly established visibility and confidence in reporting via the formal process. Working with a survivor-centred process remains a key focus. The challenges with the availability and pool of Chairs and Assessors that has impeded expedient case flow has led to a focus on interviews and appointments of several new Chairs and Assessors. Comprehensive training was held for the new appointments.

The introduction of training by psychologists and other experts in the field of psychology expanded the understanding and knowledge in an otherwise legalistic process.

The manager of the Special Tribunal was invited to present at a global conference by the members of the Californian Berkley Centre for Comparative Equality Working Group, (BCCE WG) Equity & Criminal Justice's Seminar Series. The topic - following a gap analysis of the South African university tribunal and courts - addressed the lack of attention to the critical components of legal interpretation of evidence in line with neurobiology and trauma evidence. This presentation was well received and follow up requests for input on larger global projects are receiving attention. The benefit to the Special Tribunal is that this type of presentation is now included in training for Chairs and Assessors. The constructive impact for survivor-centred processes in raising awareness that legal processes must be mindful of this missing aspect in courts cannot be underestimated. 2023 will see regular training to upskill the unit and all parties to the disciplinary process around evidence interpretation.

The other new development for the Tribunal is an external legal audit that was underway at the time of reporting. The audit report will include a gap analysis on case flow management, which will advance the necessary changes for more efficiency.

Concluded Cases

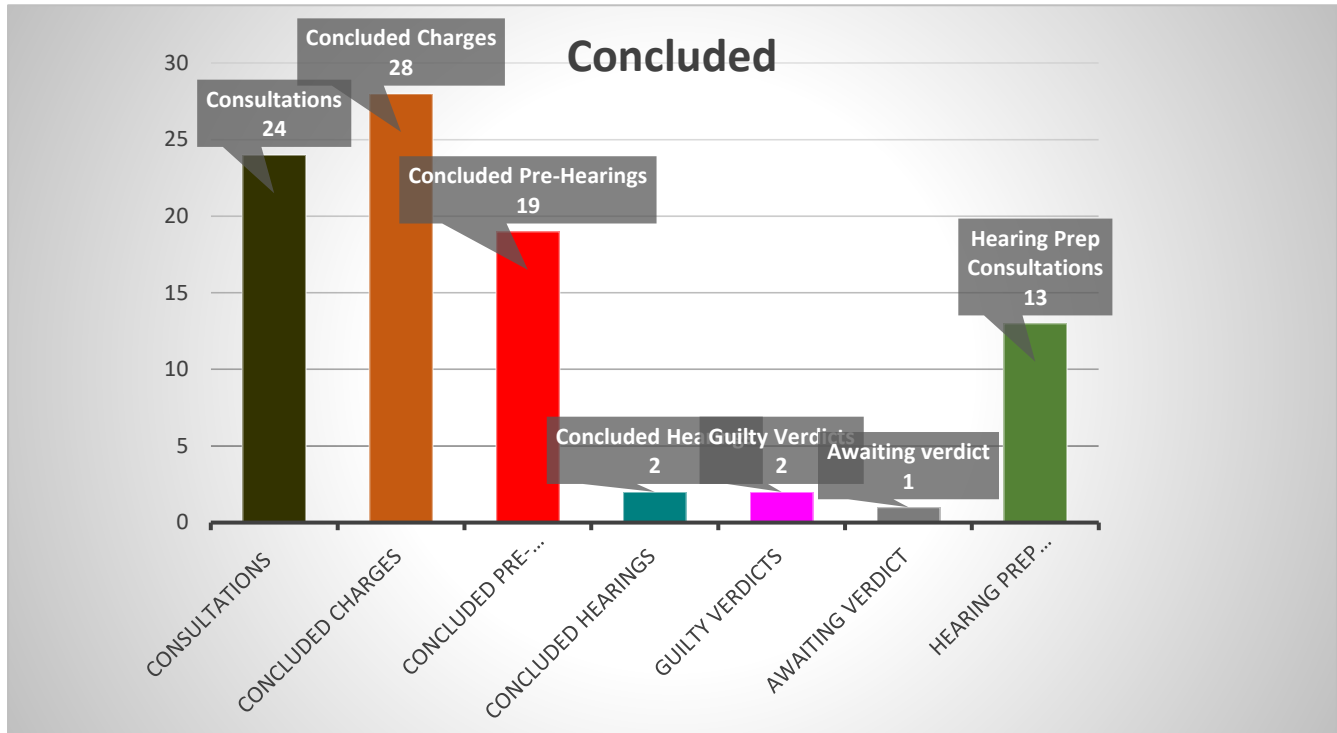


Figure 20: Concluded Cases in the Special Tribunal

Formal Reporting: Ongoing Cases

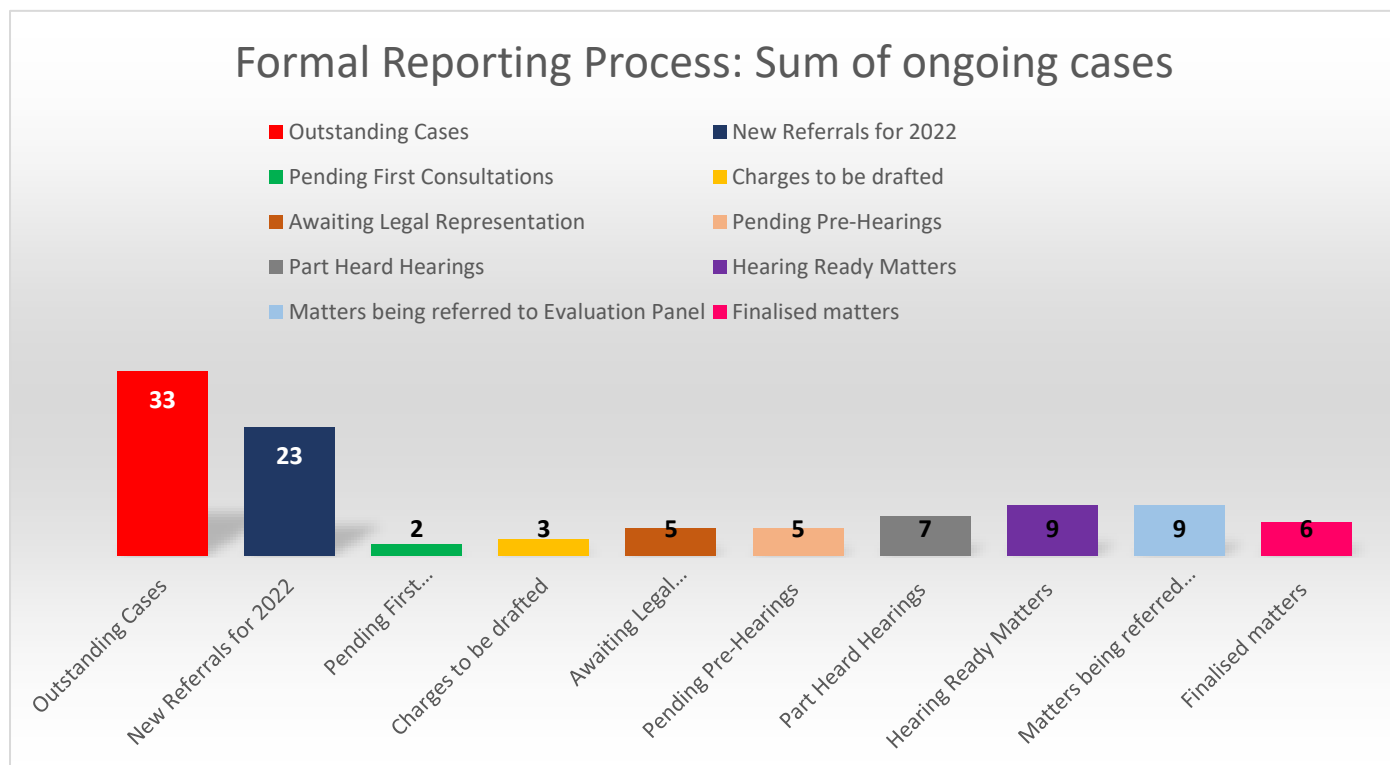


Figure 21: Formal Reporting Process Status

Withdrawn Cases

Withdrawn matters for 2022 – *Note: the withdrawals for 2022 include withdrawals rolled over from 2021.*

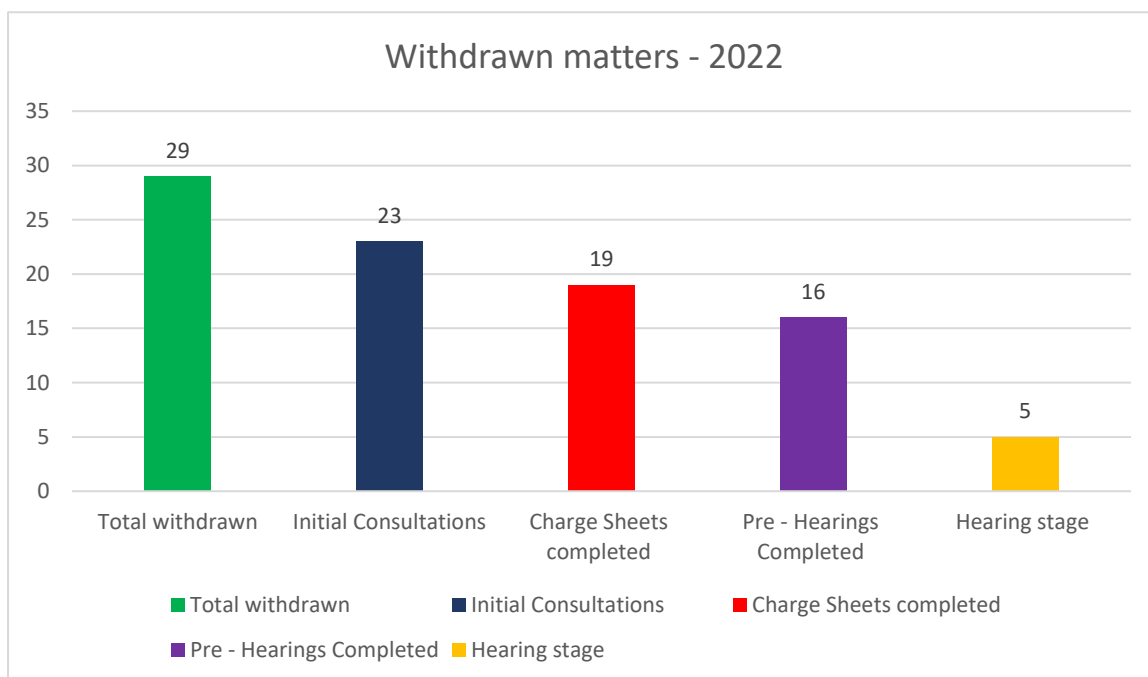


Figure 22: Withdrawn Cases in the Special Tribunal

Reasons for Withdrawal;

1. The older matters from 2018, 2019, 2020, and 2021: the complainants felt that their matters had taken too long to progress, which has, in turn, caused secondary victimisation.
2. Mental health struggles as a direct result of the incident.
3. The effect that the case has on their exam performance: they are not able to concentrate on their studies and their marks suffer as a result.
4. Some of them have criminal matters running concurrently, and feel that is sufficient. There is also the fear of revisiting the trauma, of continuously reliving the incident.
5. Some of the complainants come to the conclusion that they have worked through the trauma, and can manage without the formal process going any further.
6. The appointment of different Evidence Leaders was frustrating for the complainants because it meant consulting repeatedly and thus reliving trauma. Most of these complainants had to be consulted with by all three Evidence Leaders appointed in 2022 / 2023.

At the time of reporting, the Tribunal was busy with follow up consultations to encourage case progression.

Communication and Awareness Among Students and Staff: OIC

Prepared by Stella Musungu

Throughout the year, there are workshops and targeted programmes that take place in the university community. Workshops have been taking place online and where possible in physical spaces. The workshops focus on a range of thematic areas that aim to increase knowledge on the need for consent and the forms of gender-based violence. The workshop aimed to bring to light issues of sexual and gender-based violence and how the University of Cape Town through its Sexual Offences policy and Sexual Misconduct policy takes these issues seriously. The content highlighted the definitions relating to sexual assault/violence and the different types of sexual assault. Practical examples are used to try and see if students understood what was being said. The content emphasized the various dimensions of consent and the circumstances where consent cannot be given. Every workshop includes information on where to find support and assistance. Over 2000 students participated in these workshops. The detail of this is provided in the report below.

Student Capacity Building Report 2022

The Student Capacity building portfolio is responsible for building student's capacity around Transformation, Inclusivity & Diversity (TID). This entails coordinating the ACES peer education programme (student facilitator programme) and capacitating various student clusters with TID competencies. This report presents evaluations and narrative reports for projects delivered within this stream in 2022.

O-week Building Brave Residences workshops

The Building Brave Residences: Negotiating Differences and Diversity Among Students workshops were conducted across the university residences in February and March 2022. The workshops, which took place online Via the Ms Teams platform, were designed to introduce students to a range of pertinent issues related to race, gender, sexuality, and socio-economic class and aimed at getting students to reflect on the best ways to negotiate differences and diversity in residences. The attendees were given the option to unpack either the notion of race or gender in greater detail. This document presents the findings regarding the online workshops that were conducted.

In total, 1696 first year participants attended the online workshops which were delivered across 22 Residences as shown in table 1. Residences shaded in orange had not had a workshop either due to no attendance or inadequate participant attendance. By the end of Orientation week, we had not received

the contact details of Medical Residence, Clarendon, and Third Tier residence representatives. The participant attendance information is presented in the table below;

Table 1: Residence Workshops Implemented in 2022

FEBRUARY				
Date	Time	Residence	Teams Attendance	Menti Engagement
02.02.2022	17h00-19h00	GSR Mansions	-	-
03.02.2022	17h00-19h00	Forest Hill	-	-
07.02.2022	17h00-19h00	Baxter Hall	65	50
09.02.2022	17h00-19h00	Kopano	265	149
10.02.2022	17h00-19h00	Kilindini		13
14.02.2022	17h00-19h00	Forest Hill	35	21
15.02.2022	17h00-19h00	College House	25	-
16.02.2022	17h00-19h00	Fuller Hall	39	32
17.02.2022	17h00-19h00	Glen Res	60	45
21.02.2022	17h00-19h00	Graca Machel	155	142
22.02.2022	17h00-19h00	Liesbeeck Gardens	42	16
23.02.2022	17h00-19h00	Medical Residence	-	-
24.02.2022	17h00-19h00	Rochester House	86	32
25.02.2022	17h00-19h00	Leo Marquard	109	65
28.02.2022	17h00-19h00	Upper Campus Residence	75	54
MARCH				
Date	Time	Residence	Teams Attendance	Menti Engagement
01.03.2022	17h00-19h00	Tugwell Hall	240	124
02.03.2022	17h00-19h00	The Woolsack	70	39
03.04.2022	17h00-19h00	University House	-	-
07.03.2022	17h00-19h00	Varietas	11	-
08.03.2022	17h00-19h00	My Domain Observatory	22	-
09.03.2022	17h00-19h00	Roscommon House	32	-
10.03.2022	17h00-19h00	Third Tier	-	-
11.03.2022	17h00-19h00	Rochester	5	-
14.03.2022	17h00-19h00	Avenue Road Res	91	-
15.03.2022	17h00-19h00	Obz Square	0	-
16.03.2022	17h00-19h00	Carinus	134	82
17.03.2022	17h00-19h00	Clarendon	-	-
22.03.2022	17h00-19h00	Roscommon House	-	-
23.03.2022	17h00-19h00	Avenue Road res	107	57
24.03.2022	17h00-19h00	Varietas	-	34
25.03.2022	17h00-19h00	University House	27	-

Scheduling

The online workshops were scheduled from 17h00 – 19h00. The scheduled time presented some challenges. Many of the workshops commenced from 17h15 -17h30 while we waited for a minimum of 50% of expected participants to join via the shared MS link. Some House Committee members indicated that the attendance was low because students were still making their way from campus activities and

classes at around 17h00. We noted that the workshop times also coincided with the dining hall operational times in catering residences. Some attendees raised concern about the duration of the workshops and the implications it had for their dinner time. Attendees had an hour between 19h00 and 20h00 to access the dining hall after the workshops.

Attendance of the workshops in March was significantly lower compared to the February workshop because some students who were writing tests had been excused as a result of the workshops clashing with scheduled test slots or assignment due dates during that week.

Menti App Experience

The Menti App provides participants with the opportunity to be actively engaged throughout the workshop. With the benefit of anonymity, participants can respond openly and honestly on the platform. Unfortunately, when the participants commented, on their thoughts and responses on Menti the comments flash on the screen and cannot be revisited for collective benefit, so participants were encouraged to rather make substantive commentary on the MS Teams platform albeit without the benefit of anonymity. This presented a major challenge to those participants who did not feel comfortable submitting comments about sensitive topics like race, gender, and sexuality. This limited engagement and participation. The Menti App generally functioned well, the only time the platform crashed was in the last 20-30 minutes of the Rochester House workshop. While the web platform was down, participants could not see the projected slides and lost the functionality that enabled participation.

Common MS Teams Workshop Link

The shared workshop link across residences was convenient however participants that had already attended a workshop could access workshops during other residence-scheduled workshop times. This perhaps distorted attendance data since participants were not verified to be residents of the House scheduled to have a workshop. Another problem was that a number of students were not able to join via the link due to compatibility issues with their phones or technical challenges such as poor networks or environments that were not conducive to participation.

Online Facilitation Experience

Every workshop that was delivered online was unique because the nature and levels of engagement varied between each residence. Some participant groups were more vocal than others, and some participants preferred to express themselves in the comments section rather than verbally engaging.

The facilitator observed that across the residences, active participation on Menti declined throughout the workshop. It was difficult to conclude whether this decline was due to the workshop duration being too long, the ease of disengaging on an online platform, the workshop coinciding with dining hall times

or any other combination of possible explanations. Any of the latter could have had a direct influence on the participation levels. In addition, it was difficult to build rapport with the attendees because the facilitator could not see them face to face, read their body language or the atmosphere in the room.

Student Experiences and Feedback

At the end of the workshop, student participants were afforded the opportunity to provide feedback and evaluations of their online workshop experience. The feedback responses were significantly less than the workshop attendance and participation and cannot be treated as a good indicator of overall participant experience. In spite of the limitations of the feedback, valuable insights were provided from the responses received. Overall, students responded positively towards the workshops across residences. The vast majority of respondents said that they either liked the workshops or found them to be okay or amazing. The participant takeaways from the workshops were illustrative of their diverse views and opinions. Many students expressed that the workshop effectively expanded their understandings of gender, sexuality, and sex, whilst others noted that they gained a greater appreciation of the diversity of opinions existing within their residences and the broader university community. Some of the participants felt challenged or uncomfortable during the workshop while others didn't experience discomfort or challenges. A recurring takeaway was the importance of contextualizing people's diverse views, identities, and opinions, while being open to communicating and understanding one another in spite of existing differences in identities and or opinions.

Many of the workshops conducted honed into the subject of gender in greater detail, guided by participants' interest in expanding their understanding of gender.

It is worth noting for future workshops that students expressed interest in exploring and unpacking the following topics:

- Gendered Based Violence and its root causes
- Consent
- Toxic Masculinity
- Constructions of Masculinity and Femininity
- Race
- Sexuality
- Class
- Mental Health and illness
- Disability

Suggestions and Conclusions

The facilitation of online residence workshops was not without its challenges but digital platforms such as Mentimeter and Teams enabled the continuation of efforts to advance inclusive practices and awareness of diversity within residences. The student feedback and evaluation responses can be useful to members of the residence leadership, to guide the scheduling of future workshop topics and the exploration of alternative modes of workshop facilitation better suited to the members of a particular residence. The student participation and engagement captured on Mentimeter offer valuable information and insights into the diversity within the residence system which can be useful in the revision of student housing policies and practices toward building more inclusive residences in the system. It would also be beneficial to consider greater flexibility when scheduling workshops. Saturday and in-person workshops may in some instances be preferred over weekday online workshops.

Anti-Oppression Residence Workshops

In April 2022, the ACES peer educators were trained to deliver Anti-oppression training. The aim of the training was to equip them with the necessary skills to be able to lead difficult conversations about anti-oppression. In total, the ACES completed a series of 18 Anti-oppression small group dialogues across residences and various UCT student groups. UCT students who attended these workshops were made aware of racism, oppression, privilege, and marginalization and how these elements manifest at UCT and in society. The workshops provided them with tools to challenge these problems. They also received knowledge about how to build inclusive residences and how to report forms of discrimination. After the training, the participants were requested to complete an evaluation form and the following results were obtained. In total, 79 participants completed the evaluation via the Menti app. When asked which residence they lived in, the participants provided the following responses, with 29 indicating that they lived in male residences and 23 indicating that they lived in mixed residences.

Table 2: Residence Participation in Anti Oppression Workshops

Type of Residence	Participant Number
Male Residence	29
Female Residence	2
Mixed Residence	23
Off-Campus Accommodation	16
At Home	4

In terms of gender, workshop participants were asked to indicate their gender and 39 indicated that they were male, 35 indicated they were female whereas 2 indicated that they were gender neutral.

When asked to indicate their level of satisfaction, 49 participants indicate that they were satisfied with the overall experience of the workshop, 17 were fairly satisfied and 4 were not satisfied at all.

Level of Insight

In terms of their understanding of privilege, 35 participants indicated that they gained a lot of insight whereas 27 gained reasonable insight and 5 indicated they gained some insight. When asked about gaining insight related to inequality, 37 indicated that they gained a lot of insight, 25 gained reasonable insight whereas 7 indicated they gained no insight at all. When asked whether they gained insight about themselves in relation to oppression, 29 gained a lot and 30 gained reasonable understanding.

Usefulness of content

Participants were also asked to indicate their perception of the content of the workshop. They indicated that they found the session on Anti-oppression to be very useful, 32 indicated that it was reasonably useful whereas 4 indicated it was not useful at all.

Level of Confidence

When asked about their confidence to have dialogues about oppressions, 35 indicated that they were very confident, 23 were reasonably confident whereas 8 were somewhat confident about having these conversations with their peers. Participants were also asked if they were confident to challenge oppression. 25 indicated that they were very confident, 27 said they were reasonably confident, 13 were somewhat confident whereas 4 were not confident at all.

Quality Rating of the workshops

In terms of rating the workshop quality, 45 participants rated the quality of the peer educator's facilitation as excellent, 19 rated it as good, 3 as average and 2 as poor.

Action to take after workshop

Participants were also asked to list 2 things that they would do differently to challenge oppression and they stated the following;

- Have a discussion
- Speak about it often without feeling bad or racist about it
- Be more active in protests oppression and stand in solidarity with peers
- Give education about the impact of oppression
- I have not thought much about it but I know I would fight for my rights.
- Gain more understanding of the situation instead of being judgmental.

Areas of improvement

Facilitators wanted to know what could be done to improve the session so they asked the participants to indicate what could have improved their experience of this workshop. They provided the following responses.

- Nothing really
- More people attending and participating
- I can't think of anything. Just a great workshop
- Possibly, if the duration of the workshop was shorter
- If the residence provided snacks
- I don't know.

It's clear from the results that the anti-oppression workshop was well rated and the participants found the content to be useful. To encourage more participants to attend the sessions, the facilitators will have to incentivize attendance to encourage participation so that the engagement is richer and allows more people to contribute. The next part of the report presents evaluation results about the Gender Marshal training report.

Gender Marshal Training Report

The Gender Marshal Training is a First Responder training to help curb incidents of sexual and gender-based violence at the University of Cape Town. The intervention was implemented for the first time in 2021. The goal of the programme is to capacitate residence students with the knowledge and skills required to disrupt incidents of Sexual and Gender-Based Violence (SGBV) that may occur at residence events (such as house parties or movie nights) or within the residence setting such as the dining hall. This programme is one of the strategies implemented by the university to decrease SGBV at the University, particularly within the student residences. The goal is to reduce the incidence of SGBV on campus, particularly in residences by training participants to intervene in safe and creative ways, rather than standing aside as passive bystanders. The Gender Marshal workshop is a 1-day session in which residence students are trained about sexual and gender-based violence, consent, and bystander intervention skills. Upon completion of the training, students know how to safely intervene in situations that could immediately lead to violence and how to interrupt a culture that permits SGBV. Students acquire intervention tools (namely a safety booklet) for reference when sharing information to guide the Survivor through the reporting process.

The programme objectives include:

- 1.To create awareness of Bystander situations that could become potentially harmful
- 2.To create awareness about various ways to intervene during harmful incident
- 3.Get participants to demonstrate their commitment to challenging SGBV through pledging
- 4.Build participants competencies to support survivors of gender-based violence through containment and guiding them through the reporting process
- 5.Teach Participants how to manage conflicts during a harmful incident, without causing harm to themselves

This year the training took place in March and in total, 67 participants were trained in bystander Intervention approaches to prevent sexual and gender-based violence. After the training, they completed an evaluation through which feedback was obtained. The results of this evaluation are presented below; When asked to indicate their residence, 26 participants indicated that they were in first tier residences, 18 in second tier and 13 in Third tier. In terms of gender, 11 participants indicated that they were male, 16 female and 1 gender neutral.

To assess their knowledge of pluralistic ignorance, participantst were asked to indicate in which situations it may occur. The following responses were captured.

- At any public space with friends
- Refraining from interfering because it's not your responsibility
- People might be arguing in a club or grocery store but everyone around them minds their own business
- Walking past someone who is an altercation with their partner and not doing anything about it.
- At a party where 2 adults are arguing or fighting, and we choose not to engage because we think they are grown enough to resolve it and therefore its none of our business.
- At a party where everyone feels it's not their individual responsibility to intervene
- When everyone believes that a person is thinking the same
- When there is a conflict, and everyone ignores the altercation.

Regarding their satisfaction with the workshop, participants were asked to rate how satisfied they were with the overall experience of the workshops and 14 indicated that they were very satisfied and another14 indicated that they were satisfied.

Insights gained

More than half of the participants (57) indicated that they gained a lot of insight in understanding the bystander effect whereas 9 indicated that they gained reasonable insight.

When asked whether they gained insights about understanding definitions about empowered bystanders, 48 participants indicated that they gained a lot of insight, 16 gained reasonable insight and only 3 gained some insight.

Level of confidence

Most participants indicated that they felt very confident to support a Survivor to report a case after a violent incident whereas 27 indicated that they felt reasonably confident.

Participants were asked to indicate their level of confidence to intervene as a bystander after training. The results revealed that 1 was not yet there yet, 3 indicated they want more information whereas 34 indicated that they can intervene but with close back up. Interestingly, 27 indicated that they were confident that they can assess a situation and identify which party they should help in various situations. In terms of managing conflict when it arises, 28 participants indicated that they were very confident, 27 were reasonably confident, and 5 were somewhat confident in managing conflict when it occurred.

With regards to awareness about possible reporting support which can be offered to survivors of sexual offences and gender-based violence, most participants (40) indicated that they were very aware, 23 were reasonably aware and 2 were somewhat aware of this kind of support being available. All 67 participants indicated that they would encourage the survivors to contact the survivor support specialist and case advisor

Most participants (36) indicated that they were very much aware of both the (internal and external) possible reporting processes which the O.I.C can guide me on whereas 24 indicated that they were reasonably aware and 4 were somewhat aware. Participants were also asked to indicate whether they got any clarity about their role as a Gender Marshal and they provided the following responses.

- Yes. I understand that am meant to be an empowered bystander in situations
- Yes. I got to understand what is expected of me
- Yes. I am more informed now about my duties.

The Gender Marshals were asked to share 3 key messages that they took away from the workshop. They provided the following responses

- The difference between sexual Harassment and Sexual Assault
- The meaning of pluralistic ignorance
- Being aware, observant, being safe

- Taking responsibility
- Don't just stand by and do nothing.
- I can do something and be useful
- Active bystander and types of harassment
- Be aware, don't question the survivors and make the survivors comfortable

Most participants (31) specified that they felt comfortable to express their concerns at the Gender Marshal workshop

Most participants (29) rate the quality of this workshop as excellent whereas 6 indicated that it was good.

After the training, the Gender Marshals asked the following questions, which were submitted to Residence Life, who are the coordinators of the GM training.

- Will GM's have psychosocial support? Counselling/debriefing to reflect on how they experienced situations.
- Will there be follow up training to develop the skills already obtained in the first training or do they have to complete the same training each year?
- What support is available for GM's? (Who do they report to, and follow up with)
- Will CPS representatives be present at every event? Are they introduced to the GM prior to the event?
- Will GM's receive Branding so that students are aware of their presence I.e. Hoodies?
- Will GM's receive certificates to indicate that they have received training?
- GMs requested that training happens either the beginning of the year before O-week or at the end of the year in preparation for the new year.
- Do the current GM's need to participate in the training next year?
- Are GM's allowed to invite the OIC into the res spaces to introduce the department and have talks?
- The OIC should think of having a student representative that will "market" and promote the department in each res so that awareness can be raised.
- Please follow up on the GM electronic Badges

The next part of the report will illustrate findings from the online inclusivity training that was presented to head students.

Head Students Inclusivity Training

In total, 11 students participated in this training which occurred online, and the responses are presents in the table below.

Questions asked	Response
1.Do you understand the meaning of inclusivity after this training?	7 participants indicated that they do understand
2. Rate the quality of participation for this workshop.	29 indicated it was excellent whereas 6 indicated it was good
3.How much were you aware about inclusivity being a key aspect to engage with at the residence.	4 indicated they were moderately aware whereas 6 were extremely aware
4.After this workshop, are you able to explain how people in a residence can be affected when they are not included	8 participants indicated yes to affirm that they could explain
5.After this workshop, do you understand that UCT has an inclusivity policy to ensure that stakeholders build inclusivity at the university?	3 indicated that they understood whereas 6 indicated that they did not.
6.After this workshop, do you feel that you know enough to educate your peers about how they too can play an active role to build inclusivity?	9 participants indicated yes to confirm that they were able to educate their peers
7. After this workshop, how would you rank your understanding of what inclusivity and privillage is?	6 indicated that they would rank it as very good whereas 2 would rank as good.
8. After this workshop, how would you rank your understanding of how a student leaders can build an inclusive space?	2 indicated that their understanding was good whereas 6 rated it as very good.
9.After this workshop, do you feel confident to develop an inclusivity plan for your residence?	9 indicated that they were confident
10.After this workshop, do you understand what inclusivity means in relation to privillage?	9 indicated yes, confirming that they understand while 1 indicated no.
11.After this workshop, do you feel that you know enough to educate your peers about how they too can play an active role to build inclusivity?	
12.After this workshop, how would you rank your understanding of what inclusivity and privilege is?	2 specified that their understanding was good whereas 6 indicated that it was very good.

As seen in the table above, the Head Students ranked the delivery of the training highly. However, since the training was conducted online. The facilitators did not engage fully with the participants since it was

a virtual space. We were also limited in the exercises and activities that we could do to make the learning experience vibrant. Next year, the training will take place face to face since the university is now currently running in-person activities. The next part of the report presents responses about the Gender-based violence and Bystander Intervention Residence workshops.

Gender-Based violence and Bystander Intervention Residence Workshops

In August, the ACES peer educators who facilitate small group dialogues were trained in bystander interventions. After the workshops, they reached out to their peers to invite them to participate in small group dialogues and to engage in difficult conversations about patriarchy and power and how to prevent Sexual and Gender-based violence. The student facilitators also educated their peers about how to respond as active bystanders to disrupt harmful incidents of sexual violence that could occur on campus. The training aimed at achieving the following objectives.

- To increase participants’ understanding of the factors that perpetuate rape culture.
- To increase participants’ understanding of how men use violence as a means of control over women.
- To increase participants’ understanding of the relationship between Gender & power
- To increase participants’ understanding of the role of an empowered bystander.
- To determine participants’ role in fighting rape culture

In total, the ACES 14 workshops and reached 298 students through these dialogues. The peer-to-peer interaction was an effective way for students to learn from one another and to challenge each other to confront sexual violence. At the end of the workshops 28 participantst responded to the evaluation questions.

Firstly, participants were asked to indicate what their gender was. Four indicated that they were Masculine, 21 were feminine, 2 were gender diverse whereas 1 participant indicated that they were gender non-conforming. Most of the responses to the evaluation questions are presents below.

Question	Response
1. How much were you aware about women being more at risk of experiencing gender-based violence?	24 indicated that they were Very much aware whereas 4 were somewhat aware.

2.After this workshop, do you know that GBV is a major public health challenge in South Africa?	All 28 answered yes
3.Did the space create a space for you to learn more about GBV prevention?	All 28 indicated yes.
4.After this workshop, do you understand that men have a role to play in preventing violence towards women?	All 28 participants indicated that they understand.
5.After this workshop, are you able to explain harmful gender roles that perpetuate rape culture?	All 21 indicated they were able to explain while 7 indicated that they need more understanding
6.After this workshop, do you understand that society expects men and women to have different gender roles? All 28 responded in affirmative.	All 28 responded in affirmative
7.After this workshop, do you know the available channels to report SGBV?	28 said yes
8.After this workshop, do you understand how power influences gender roles?	20 indicated that they understand while 8 still need more understanding
9.Do you feel that you know enough to educate your peers about how they could be empowered bystanders when faced with situations of SGBV?	All 28 said yes.
10.How would you rank your ability to challenge gender stereotypes that contribute to power and violence?	12 ranked their ability as good whereas 15 ranked it as very good
11. How would you rank your understanding of the definition of rape culture and sexual assault?	7 ranked their understanding as good whereas 21 ranked it as very good
14.After this workshop, are you able to explain the relationship between power and patriarchy?	All 28 said yes

15.Can you call out patriarchal behavior (e.g cat calling) when it is being demonstrated in your peer group?	26 said yes, 2 indicated that they needed more training.
16.Can you identify patriarchal behavior when it's being demonstrated amongst your peers?	All 28 said yes.
17.Indicate your level of satisfaction with the facilitation of this workshop.	All 28 indicated that they were satisfied.

Additional projects delivered but not evaluated

Meeting with Roscommon Students

Student leaders from Roscommon Residence were met by the OIC to hear their grievances towards toxic cultures in the residence. The students indicated that there was a breakdown of a sense of community in their residence. They felt that management was not present to listen or understand the issues that students were facing. The students indicated that they were facing homophobia, transphobia and SGBV related issues in the residence but felt that they had no support from management to deal with or respond to these issues. They wanted management involved so that they can address the incidents that they had experienced. This meeting enabled the marginalised students voice out their challenged and amplify their voice in the process. The online meeting presented an opportunity for students to be heard. I reassured the students that as the O.I.C, we would facilitate spaces where students are invited to dialogue and be sensitized about the injustices that happen, so that the residence can fight against toxic alienating cultures.

Meeting with Clarinus Students

Student leaders from Clarinus were met by OIC staff, to listen to grievances about several issues they were facing. These issues included homophobic and transphobic remarks made by a Subwarden. The students indicated that they felt scared because a Subwarden uttered homophobic remarks, which made students of the queer community very fearful and insecure. They were disgruntled that the Subwarden was still occupying their position after making those remarks. The students wanted us to inform them about what process to take to report such incidents and seek support from the O.I.C to act against the Subwarden. Students also raised concerns about the lack of sanctions about toxic behavior perpetuated

in residences. My role was to articulate the education interventions available and how we can sensitize the residences about Inclusivity and Transformation issues to improve their understanding of the issues. The marginalised students felt that they knew what the next steps to take in terms of reporting the incident and felt heard and reassured that the matter was going to be taken seriously and action would be taken.

Working with the UCT-LEAD Team

This year the UCT-LEAD team invited stakeholders from the student capacity building sector and student development to discuss the journey of the Student Leadership Programme. Several practitioners from universities within South Africa attended the hybrid workshop which took place on 14th and 21st October. The meeting centered around sharing best practices of Leadership Programmes and framing the structure of UCT's Student Leadership programme which is expected to be launched in March 2023. discussing how the Leadership Academy will be structured to enrich the student development sector. The goal is to bring all existing programmes together to contribute to student success. We covered the following areas.

1. Identifying activities that are outstanding in the Student Leadership Development Sector.
2. How will the Academy bring a humanizing encounter to the student and what thematic areas will make up the Academy's structure?

The goal of the Leadership Academy is to create a humanizing encounter for UCT students and particularly an affirming environment for students who may feel oppressed. Therefore, the foundation of its creation needs to be grounded in the purpose about a humanizing encounter. My contribution at this workshop was to present the components of the student capacity building portfolio and the transformation, inclusivity and diversity competencies that the students will acquire when they participate in O.I. C's workshops. The Office for Inclusivity & Change will be available to support the leadership Academy with equipping students with the knowledge and skills required to achieve UCT's vision 20230 which speaks to unleashing human potential.

Agents of Change Educators Peer Education Supervision Sessions

This year the Student Capacity Building Specialist (SCB) delivered 5(2 face to face and 3 online meetings) monthly supervisor meetings for the ACES peer educators. The aim of these meetings is to support the ACEs to implement their programme activities. The online supervision meetings happened online via Ms Teams. In these monthly meetings we discussed how the ACES programme would be implemented, upcoming campaigns such as the wellness campaign, where advocacy posters should be

placed, the role and challenged of ACES during protest action and the ongoing workshops in the residences.

These supervision meetings also served as an opportunity for the SCBS to check in with the peer educators about their progress regarding conducting workshops, the challenges that they were facing while operating online and what kind of support they need to complete their workshop activates such that they qualify for the UCT+ Award and that they meet the deliverables as part of programme requirements.

Participating at UCT's Wellness Campaign

The Aces peer educators were invited by Student Wellness Services to participate at UCT's wellness fair which happened on 24 &25th August. The fair provided an opportunity or the students to access range of wellness services. The ACE's role was to educate their peers about prevention of sexual and gender-based violence, how to report sexual assault and what to do when one is sexually assaulted. In addition, the ACEs involved their peers in an online anti SGBV campaign to pledge to challenge sexual violence. The campaign entailed posting messages of support and solidarity on O.I.C's social media platforms to spread the message about SGBV prevention.

Conducting UCT Radio Dialogues

This year the ACES Peer educators joined UCT radio to engage in conversations about the prevention of sexual and gender-based violence. In total, 5 conversations were held and each one happened once a week. The ACEs had a topic for discussion during each dialogue to guide their conversation. The focus area for the dialogues was unpacking gender norms that perpetuate rape culture. These dialogues are important as they offer an opportunity to the peer educators to interrogate toxic behavior and to communicate effective ways to challenge such behavior. The ACES will contribute to partner with UCT radio to have these discussions on air and to invite more students to engage in the discussions.

CONCLUSION

The Office for Inclusivity & Change will continue to serve its beneficiaries and deliver quality services and training in 2023 to ensure that programmes and processes are implemented as planned. Reporting on delivered projects will continue to happen so that the portfolio can improve and based on recommendation given by students, offer solutions to addressing any challenges encountered during implementation. This report shows that the OIC's evaluated services and training were highly rated

however it is suggested in some areas that improvement needs to happen for the OIC to perform effectively. These suggestions and recommendations will be considered as the OIC. continue to deliver its mandate in 2023.

Concluding Reflections of the SVGBV 2022 Report

Restorative Justice Programming

To date, one pilot programme in the institution was implemented in 2022. The evaluation of this programme is forthcoming but if viable will grow a more humanizing approach to enabling change in gender-based violence.

Alignment with Policy Procedures, Disciplinary and National Legislation

The efficacy of gender-based violence prevention and response will be strengthened once the university has undergone an exercise to align its disciplinary processes and rules in line with national legislation.

Education and Advocacy

Recommendations by students were received following education workshops administered online and in residence. These recommendations included the need for more nuanced situations that includes representation of intersectional identities is encouraged. Furthermore, as identified in the empirical data, some residences would benefit from concentrated support and programming to reduce instances of sexual misconduct in these spaces.

Gender Advisor in Residences

To date there are 36 trained Gender Advisors in each of the residences. As an advisor, the resource of care, advice and referral is more accessible to students. There are now over 300 Gender Marshalls trained across the university. Gender Marshalls are trained in bystander techniques; containment and referral. It is evident that there are a number of first responders in the university community who are enabling and supporting survivors who may not be using the university services. We recognize this as a form of community citizenship and service to others which has resounding impact for the mental wellness and health of the survivor, and we extend our thanks to you for your allyship and citizenship.

Finding clarity in the Response to Gender-Based Violence and Sexual Violence

Procedurally, clarity is required within the university when matters of non-sexual gender-based violence occurs. For examples, if there is ongoing stalking, the referral to disciplinary processes are often queried. Similarly, should there be a National Protection Order actioned against a respondent who shares the teaching environment with a survivor, how can the university reasonably give effect to the National Protection Order?

Annual Reporting

It would be ideal if there was a stronger coherence between the transformation report and the gender-based violence report. Ideally, the university annual report cycle could align with the June Council meeting in the following year which would allow for a full year of data to be represented and introduce stronger synergy between the barriers to transformation and equity in the university. Contributors to this report are acknowledged with respect. Continued appreciation is extended to allies, whose work and support with persons experiencing sexual violence and gender-based violence, and yet their voices are not represented in this report. We see you, and hear you – thank you.

Conclusion

The 2022 Gender-Based Violence report shows that the university's prevention, response and education programmes continue to be a necessary function for UCT staff and students. There remains a concern about how the university is communicating to the broader community the changes made since 2017 and 2019 to update the university community about how historic challenges have been addressed. It would be equally important to remain transparent about existing challenges that continue to burden the administrative justice response to gender-based violence.

Appendix 1: UCT DHET GBV Monitoring and Evaluation Framework

Minimum Standards for Gender-Based Violence Response in the PSET sector

The Ministerial Policy puts forward the following minimum standards for universities noting that if the minimum standards are already in place – then the university processes should be monitored for efficacy and ensuring that systemic processes are survivor focused.

Ministerial Standard for GBV in the PSET sector	University of Cape Town Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
Standard 1: All PSET institutions have a comprehensive suite of policies addressing GBV in place				
At a minimum, policies must address the following:		Although UCT is compliant with the minimum standards, UCT will need to review the balancing of rights of respondents and survivors whilst maintaining a survivor centred approaches.	These will emerge from the review of disciplinary processes and other policies and related procedures	Policy review to align policies with national legislation
Scope of the policy				
Definitions of terms				
Relationship between the GBV policy and other related policies and guidelines				
Relevant structures, their roles and responsibilities				
Reporting of a complaint				
Investigation processes and procedures				
The range of justice processes that may be adopted to resolve complaints				
Counselling and other support to complainants		Prevention programmes are offered through peer education modalities, information and awareness dialogues, management training programmes	More progress can be made, in terms of accountability of line managers who do not report instances of sexual assault or sexual harassment. Line	Staff training modules are scheduled four times a year in addition to bespoke training.
Education and information strategies to popularise the policies and associated procedures				

Programmes and teaching strategies to address and prevent GBV			managers should also ensure that all staff are very clear about sexual harassment and what constitutes consent. Similarly, line managers should be holding staff to the code of conduct expected at UCT.	A revised induction programme should include detailed training and awareness about sexual violence, consent and harassment - which includes information on the repercussions about the breach of policy.
Monitoring and evaluation of the policies		Policy monitoring is currently conducted by the DVC Transformation who oversees Gender-Based Violence Responses at UCT.		

Standard 2: All PSET institutions have developed and implemented strategies aimed at popularising their policy among staff and students

Ministerial Standard for GBV in the PSET sector	University of Cape Town Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
Strategies could include, but not be limited to, the following:				
Webpage on the institution’s website explaining the policy		The UCT webpage has all policies related to SVGBV		
Pamphlets and posters, distributed electronically or in hard copies		Posters and infographics are disseminated annually and developed in accordance with revised services		
Presentation and information sessions for staff and students		Peer dialogues throughout the year are conducted in residence; with student councils; bespoke training for staff	All faculties extended there Orientation programmes to include sexual harassment, consent and rape culture information. In addition residences hosted SVGBV prevention workshops whilst others held self-defence classes for students.	
Report backs on the particular institution’s progress in implementing the policy		Council one institutional report a year.	The Director is working on ensuring the UCT GBV strategic response is informed through data analytics. Current data sets are not as accurate/nuanced as they should be - which results in a misrepresentation of data.	

Standard 3: All PSET institutions have developed specialised responses to GBV				
Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
The following must be in place:				
Designated reporting point		The OIC is the designated reporting point	Anecdotal and some reported evidence of persons withholding/not reporting/preferring to help survivors instead of reporting to OIC	Expanding protocol information - and urging all staff/students to report - even if this means that staff/students continue to help survivors instead of the OIC (as an interim measure). The inclusion of staff/students who prefer to help survivors instead of bringing students/staff to the OIC - is currently not catered for in the policy and thus we are placing survivors first by respecting their need to be supported by a peer/colleague. The policy will then need to include measures for reporting; accountability and potentially resourcing.
Integrated, cross-cutting structure(s) capable of case investigation, counselling/support and education and prevention and allocated the requisite level of authority to do so.		OIC, DSA, HR, P&S, and the Registrar's Office including Residence Disciplinary Tribunal work together to respond to sexual violence and rape on or off campus		
Where these functions cannot all be housed within a dedicated unit, evidence of centralised coordination of these functions must be presented.		As the work is cross cutting, the online reporting and case management system - bridges the work of the units by having a centralised database that captures the report through to the resolution/outcome of informal/formal processes.		

Standard 4: PSET institutions have put structures and systems in place to oversee effective implementation of their policies

Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
Meeting this standard requires the following to be in place:				
Systems for recording, analysing and reporting on complaints		The Online system for reporting and and data analysis is functioning well and is being used optimally by students and staff. Historic records are being loaded into the database.		
Key performance indicators for senior managers evaluating their contribution to promoting safety and justice on campus			We have not yet considered this.	Potential tabling of this concept with the Specialised Tribunal Committee
The existence of functional panels or committees which meet regularly to support the individuals/units tasked with the implementation of the policy				
One institutional report detailing outcomes, as well as an outline of all activities undertaken by the institution to implement the policy.		Annual Council Report		
Institutions report on the budget they have allocated towards the establishment of these structures and systems				

Standard 5: Key personnel in PSET institutions have been trained around responding to incidents of GBV

Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
PSET institutions must demonstrate the existence of a range of different forms of training tailored to participants' roles in executing the policy. At a minimum such programmes must include:				
First responder training for all those likely to have some contact with complainants in the aftermath of rape or its attempt, as well as all forms of assault. These include house wardens of residences, security staff, clinic/wellness staff, and all personnel responsible for receiving reports. Training must equip first responders to assist those with disabilities, as well as LGBTQI+ complainants.		<p>CPS staff and Standby Advisors are usually the first people to be called/in contact with survivors. These staff members have been trained. The training has been devised and delivered by SART.</p> <p>Similarly training with staff about the protection of sexually diverse staff and students is being conducted.</p>	<p>New staff in CPS are not regularly brought in for training. This needs to be corrected. All training must be expanded.</p>	<p>MOU to be developed and induction training of CPS needs to be done monthly.</p>
Peer support training enabling students in particular to provide emotional support to their peers. Peer support should be provided by students reflecting the diversity of the student population.		<p>36 Gender Marshalls, are trained to provide advice and support. Prevention education is conducted by 30 ACES on rape culture, gender bias and intersectionality. In addition the university has peer counsellors available to support survivors as well as an emergency night response unit.</p>	<p>Broader student engagement is required.</p>	<p>Partnerships with Faculty student councils, Residence Committees, and UCT Radio have been forged with an alignment of the rollout communication and training plan for 2023. In this way, faculties have ready-made materials to use on their websites, newsletters etc to share information on process, policy and education.</p>

Standard 5: Key personnel in PSET institutions have been trained around responding to incidents of GBV

Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
<p>PSET institutions must demonstrate the existence of a range of different forms of training tailored to participants' roles in executing the policy. At a minimum such programmes must include:</p>				
<p><u>Case management, investigation and prosecution</u> for all those tasked with receiving reports and grievances, investigating matters and readying them for disciplinary processes. This training should also include preparing complainants to testify.</p>		<p>With the launch of the Online case management tool and the new Ad Hoc SVGBV tribunal the SVGBV cases are being expedited through the UCT system.</p>		
<p><u>Alternative justice processes</u> – anyone mediating matters or managing restorative justice processes must have received training in this regard.</p>		<p>Mediation is used when the survivor hears all options available and decides to rather engage informally. Survivors may also choose to not follow up at all or they may choose to use the formal process. However, we are working with civil society organisations to revise the alternative justice mechanisms and strengthen our practices.</p>		
<p><u>Duties and responsibilities</u> – this training should focus on the spectrum of senior managers on campus and focus on the policy, paying particular attention to PSET institutions legal duties and responsibilities and the role of senior managers in upholding these.</p>		<p>Currently provided.</p>	<p>Needs to be more regular (monthly for new staff) and bi annually for current staff via the Staff training programme in HR.</p>	

Standard 6: PSET institutions conduct campaigns and programmes aimed at preventing GBV				
Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
Campaigns and other forms of mobilisation against GBV		OIC holds annual campaigns for GBV via the Institutional Culture Change conversations		
Programmes aimed at promoting individual behaviour change among students		ACES peer education programme, along with other student leader programmes ensures that individual behaviour change is communicated via peer dialogues. Becoming Men Pilot should produce new avenues for engagement		
Programmes aimed at promoting individual behaviour change among all categories of staff, from maintenance to academic			Currently the reach of education and awareness is limited. We need to regularize the training through HR.	
Trained peer educators reflecting the diversity of students		ACES peer education programme, along with other student leader programmes ensures that individual behaviour change is communicated via peer dialogues.		

Standard 6: PSET institutions conduct campaigns and programmes aimed at preventing GBV				
Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
Expansion of curriculum to address GBV and social justice			Whilst we do have many academics and researchers involved with this discourse in their curriculum - it is intended that a mandatory course for staff and students is established.	
Training for staff and students responsible for prevention programming				
Copies of any research about GBV on campus.			In 2016 a GBV mapping document focused on curriculum and research was conducted by the OIC. An update is required of this work.	

Standard 7: PSET institutions take steps to promote the safety of all on campus

Ministerial Standard for GBV in the PSET sector	University of Cape Town Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
All institutions must have developed:				
Procedures prohibiting contact between parties, including in the form of orders, as well as transfers out of classes or residences				
Tools and approaches to auditing safety and campus, with at least one safety audit conducted annually.				Perceptions of safety on campus were included in a staff and student survey
Plans to address any issues of concern identified by the audit				
Participation in community policing forums and/or other community structures addressing GBV and broader issues of safety				Partner with SAVI to establish a UCT safety audit

Standard 8: PSET institutions show an increase in the number of cases reported to them

Ministerial Standard for GBV in the PSET sector	UCT Compliance with Minimum Standard	Current Processes Underway at UCT	Apparent Gaps	Strategy(ies) to address Gaps
<p>Given the problem of significant under-reporting, an increase in the number of reports made will be treated as evidence of the university or college having popularised their policy and its procedures and having created credible, effective reporting structures. Conversely, the absence of reports will be treated as cause for concern. It is accepted that not all reports will result in complaints – hence the emphasis on reports and not complaints.</p>		<p>We are currently seeing an increase in reporting. A decrease in the willingness for investigation of these matters - which means that UCT data is mainly constituted of reported alleged rapes or sexual assault or threats of sexual assault.</p>	<p>How UCT communicates this data (as reported) but not investigated incidences of sexual assault or rape - is important so that the broader community understands the nuances in the data and why they exist.</p>	<p>Work with CMD to address this. OIC will also ensure that the data analytics system provides the nuances for CMD to be able to communicate the data.</p>

Standard 9: The DHET provides support to the PSET sector to enable implementation of their policies

We would value DHET's consideration of the application of criminal justice approaches for sexual violence incidents in universities.

Standard 10: Networks of information-sharing and collaboration have been established in the PSET sector

Thus far, UCT's online case management system is informing the basis of NMU, CPUT, SUN and UFS online reporting systems. This approach ensures that whilst UCT is providing a strong conceptual structure and process for the provision of support to survivors that navigates both criminal and administrative law - other universities can benefit from this foundation and strengthen their own responses.