Using Empathetic-Reflective-Dialogical Re-storying (ERDR) to Explore Gender-Based Violence in a Higher Education Institution

Janet Jarvis
ORCID: https://orcid.org/0000-0002-1340-5344

N.P. Mthiyane
ORCID: https://orcid.org/0000-0002-0965-9683

Abstract

This article uses Empathetic-Reflective-Dialogical Re-storying (ERDR) as a research methodology to explore higher education students' observations of gender-based violence on campus. Gender-based violence (GBV) is defined as physical, verbal, psychological, sexual, and socio-economic violence predominantly committed by men against women (Commission for Gender Equality 2024). GBV remains a widespread issue within Higher Education Institutions (HEIs) worldwide, including South Africa (SA). Reports of sexual harassment, physical violence, verbal abuse, and stalking on campuses across the country underscore the pressing need for research and intervention (Nunlall & Steyn 2023; Oni *et al.* 2019). So, despite efforts to combat GBV, it continues to create an environment of fear and insecurity for students. Media coverage has documented numerous incidents, particularly involving female students in HEIs. Against this background, the article reviews relevant scholarship, and provides a theoretical framework and methodological explication. The article concludes with a discussion of GBV on a specific campus and the need for competent intervention services. The efficacy of ERDR when exploring issues such as GBV is also considered.

Keywords: Empathetic-Reflective-Dialogical Re-storying (ERDR), Gender-based Violence (GBV), intersectionality, intervention services, male dominance, power and consent.

Print ISSN 1023-1757; Electronic ISSN: 2519-5476; DOI https://doi.org/10.29086/2519-5476/2025/v32n2a4

1. Introduction

This article focuses on using Empathetic-Reflective-Dialogical Re-storying as a research methodology to explore higher education students' observations of gender-based violence (GBV) on campus. GBV is defined here as physical, verbal, psychological, sexual, and socio-economic violence predominantly committed by men against women (Commission for Gender Equality 2024). GBV remains a widespread issue within Higher Education Institutions (HEIs) worldwide, including South Africa (SA). Reports of sexual harassment, physical violence, verbal abuse, and stalking on campuses across the country underscore the pressing need for research and intervention (Nunlall & Steyn 2023; Oni *et al.* 2019). Despite efforts to combat GBV, it continues to create an environment of fear and insecurity for students. Media coverage has documented numerous incidents, particularly involving female students in HEIs.

In 2019, a male student sexually assaulted a female student on campus at the University of Pretoria. That same year, Uyinene Mrwetyana, a 19-year-old university student, was raped and murdered at a post office in Cape Town. In 2020, a female student at the University of Johannesburg reported being sexually assaulted by a fellow student in a university residence. Tragically, the body of Tshegofatso Pule, a 28-year-old student who was eight months pregnant, was discovered stabbed and hanging from a tree outside Johannesburg. A year later, Nelson Mandela University students protested against GBV after the rape and murder of Nosivelo Mtebeni, a 23-year-old law student whose dismembered body was found stuffed in a suitcase (Nkosi 2020; Mofokeng *et al.* 2024). While some of these incidents occurred off-campus, many of the victims were harmed by fellow students, illustrating that within universities, GBV perpetrators and victims are often part of the same community.

These cases, along with numerous others – many of which go unreported – highlight the pervasiveness of GBV in South African HEIs and the urgent need for comprehensive action. The following section reviews existing literature, situating this study within the broader academic conversation.

2. Literature Review

The body of literature reviewed for this article is closely aligned with its focus. It explores GBV within HEIs, with particular attention to the South African context, and engages with themes of power relations, consent, intersectionality, and institutional responses to GBV and its consequences.

2.1. Gender-based Violence on Higher Education Institution Campuses and, in particular, in SA

GBV in HEIs is a critical global issue that severely impacts students' safety, well-being, and academic achievement. GBV affects a broad spectrum of individuals, including not only female students but also transgender, non-binary, and male students. Research from various countries highlights the widespread nature of GBV on university campuses. For example, a survey by the Association of American Universities found that nearly one in four female undergraduate students in the USA experienced sexual assault or misconduct during their college years (Cantor *et al.* 2020). Kabaya (2016) noted that even though the USA was one of the first countries to define and address sexual harassment legally, it remains one of the most prevalent forms of violence against women, with approximately two-thirds of college students reporting experiences of sexual harassment. In Canada, university women frequently encounter an aggressive environment, with dating violence being a pervasive issue in HEIs (Kabaya 2016). Similar rates of GBV have been reported in the UK, Australia, and South Africa, indicating the global nature of the problem (Phipps *et al.* 2018).

GBV in HEIs in South Africa takes various forms, including sexual harassment, sexual assault, dating violence, stalking, hazing, verbal abuse, intimate partner violence, rape and femicide (Matzopoulos *et al.* 2019; Nunlall & Steyn 2023). Sexual harassment, in particular, can involve unwanted sexual advances, inappropriate comments, and non-consensual touching. With the increasing use of digital communication platforms among students, Henry and Powell (2015) have also identified the rise of cyberbullying, including cyberstalking, online harassment and the non-consensual sharing of intimate images, as significant concerns that somehow lead to the normalisation of sexual violence. Cyberstalking in HEIs may involve persistent and intrusive messages, threats, or monitoring of a student's online activity, creating constant fear and stress (Kabaya 2016; Nunlall & Steyn 2023). For instance, a student might receive threatening emails or social media messages from an ex-partner or classmate, leading to significant emotional distress and affecting mental health (See *et al.* 2017; Cantor *et al.* 2019). These forms of violence not only violate the personal boundaries and dignity of victims but also contribute to a hostile and unsafe educational environment, negatively affecting academic performance, which in some cases may necessitate a leave of absence or even dropping out of university (Mestry 2015).

These acts further endanger students' safety and well-being and undermine the values of equality and inclusivity that HEIs should uphold. Even though GBV affects both men and women, evidence shows that violence against women is a more systematic, prevalent, and pervasive problem, and it constitutes a human rights violation (Adams *et al.* 2013; Human Rights Watch 2010).

2.1.1. Power Dynamics and Consent

The power dynamics inherent in academic environments further exacerbate students' vulnerabilities. Students often rely on academic and support staff for grades, recommendations, and career opportunities, creating an imbalance of power that can lead to exploitation. For instance, a lecturer might offer better grades or academic opportunities in exchange for sexual favours or subtly threaten to hinder a student's academic progress if their advances are refused (Benya *et al.* 2018). This power dynamic not only puts students at risk but also discourages them from reporting incidents due to fear of academic repercussions or retaliation (Cantalupo & Kidder 2018). Many students enter higher education without sufficient knowledge about consent, healthy relationships, and sexual boundaries, leading to misunderstandings and miscommunication about acceptable behaviour (Beres 2009; 2021; MacDougall *et al.* 2020). These students are more likely to hold misconceptions about consent, such as assuming that nonverbal cues are enough or that consent can be implied solely based on physical interactions. This can result in situations where one party feels violated, even though the other believes their actions were consensual (Cantor et al. 2019). Moreover, students who lack an understanding of healthy relationships may not recognise the signs of abusive, manipulative, or coercive behaviour, mistaking them for expressions of love or care. This can lead to a higher tolerance for abusive relationships (Edwards *et al.* 2016).

2.1.2. Intersectionality

Cultural and social norms are also key factors contributing to the prevalence of GBV in HEIs. Gouws *et al.* (2007) and Gwiza *et al.* (2024) argue that gender norms that reinforce male dominance and female submissiveness can normalise GBV and discourage reporting. In many cultures, women are socialised to be passive and accommodating, which can result in them feeling

pressured to comply with unwanted advances. Jordan *et al.* (2014) and See *et al.* (2017) further explain that these norms often frame GBV as a private matter or a consequence of personal behaviour, reinforcing the stigma surrounding victims. This fear and stigma contribute to underreporting, as victims may fear being blamed or dismissed (De Villiers *et al.* 2021). In South Africa, gender-inequitable attitudes and beliefs prevalent within society are sometimes reflected in the attitudes and behaviours of some students and staff within HEIs (Chauke *et al.* 2015; Gouws & Kritzinger 2007). Societal norms and gender stereotypes play a critical role in silencing victims where particular forms of violent sexual or criminal behaviour are normalised. For male victims, the stigma of being perceived as weak or unmanly often deters them from coming forward (Stemple & Meyer 2014). Female victims, on the other hand, may fear being judged or blamed for the violence they have endured, which can lead to further victimisation and social isolation (Eaton 2019). These stereotypes affect victims' willingness to report and shape the broader community's perception and response, including that of peers, academic staff, and administration. Thus, sufficient support and follow-up should ensure the victim's or the survivor's right to respect and protection (Warton & Moore 2017).

In addition, intersectional factors such as race, sexual orientation, and socio-economic status significantly shape the experiences and reporting of GBV. For example, LGBTIQA+ (lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual plus) students often experience higher rates of sexual violence and harassment. Both LGBTIQA+ students and those from racial and ethnic minorities face an increased risk of sexual assault and are less likely to report it due to fears of discrimination or a lack of institutional support (Cantor *et al.* 2020; DeKeseredy & Schwartz 2011).

2.2. Responding to Consequences of GBV in HEIs

GBV profoundly affects victims' physical and mental health, academic performance, and overall well-being. Victims often experience depression, anxiety, post-traumatic stress disorder, and other psychological issues (Campbell *et al. 20*09). The consequences of GBV are also severe, with victims facing decreased academic performance, higher dropout rates, and disengagement from both academic and social activities (Jordan *et al.* 2014); which subsequently impacts negatively on their employment opportunities.

For GBV survivors to feel supported and heard, they need access to emotional and psychological support from relevant professionals. A lack of support can lead to prolonged psychological distress, negatively affecting academic performance and personal well-being (Madi 2024; Tlou *et al.* 2023). Without essential services that include counselling services, legal aid, and healthcare, students may feel isolated and unsupported, which can intensify the trauma of their experiences and discourage them from reporting incidents (Tlou *et al.* 2023). Legal aid is essential, as survivors often face difficulties navigating the complexities of reporting incidents, obtaining restraining orders, and understanding their rights (Benya et al. 2018). Pastoral care (Makhanya 2022) helps survivors make meaning of their post-traumatic experiences.

HEIs should implement comprehensive support and intervention strategies to address GBV effectively (DeKeseredy & Schwartz 2011). Mandatory training and educational programs on GBV for students and staff are essential for fostering a more informed and supportive campus environment (Makhanya 2022; See *et al.* 2017). These programs can raise awareness, promote healthy relationships, and encourage bystander intervention approaches. A bystander intervention approach to sexual violence encourages communities to speak up when they witness potentially dangerous situations, even though intimidating, but this fosters social change (De Villiers *et al.* 2021; Ozaki & Brandon 2020). Additionally, having transparent, accessible, and well-publicised reporting procedures is crucial to encouraging victims to come forward and seek help (Campbell *et al.* 2009; Edwards *et al.* 2016).

To create a more supportive and accountable environment free from GBV, strengthening university policies, establishing confidential and accessible reporting channels and adopting multi-sectoral approaches to manage GBV within university campuses are key (Gwiza & Hendricks 2024). Monitoring and evaluating GBV policies and programs is crucial for ensuring their effectiveness. Collecting feedback from students and staff helps identify areas for improvement, ensuring that interventions remain relevant and practical. This ongoing process of continuous improvement is vital for maintaining a responsive and supportive campus environment. This small-scale study contributes to that process.

3. Theoretical framework

Mainstream or liberal feminist theory, informed by a human rights perspective, offers a critical perspective on power dynamics, gender inequalities, and social

structures that sustain violence against women and marginalised groups (Weaver & Olson 2006). It focuses on power imbalances within relationships, emphasises the influence of patriarchy, sexism, and misogyny and highlights how various social identities, such as gender, race, class, sexuality, and ability, intersect to shape individuals' experiences of GBV. Liberal feminist theory offers a valuable framework for understanding the complex issue of GBV, which is shaped by individual, interpersonal, and institutional factors. GBV can impact all genders, but disproportionately so, women, with the use of violence as a means of control and dominance.

Within liberal feminist theory, feminist pedagogy (Fisher 2001; Hooks 1994) seeks to create a more equitable classroom environment and empower students, thereby challenging traditional power dynamics and promoting social justice. Students are encouraged to build confidence and self-efficacy, work together to co-construct knowledge and apply their learning to create a more equitable society. Dialogue is prioritised, and students are encouraged to share their experiences, consider the multiple aspects of identity while incorporating the concept of intersectionality, and develop skills for working toward social justice. To foster this interaction, collaboration and negotiation in the classroom, Slow Pedagogy (Holt 2002) helps create a more inclusive learning environment. It provides a practical approach that emphasises the curriculum as lived experience (Pinar 2015). It promotes a slower pace of education, encouraging increased reflection and dialogue. The primary goal is to foster an environment where students deeply think about their studies, moving beyond simple memorisation and regurgitation of information.

By slowing down the educational process, students can gain a more profound understanding of their surroundings and a greater sense of agency and empowerment. This approach is often described as teaching against the grain of neoliberal and colonial influences (Batchelor & Sander 2017; Reyes *et al.* 2021), using strategies that support transformative classroom practices (Hargreaves & Fullan 2012; Quinlan 2014). Unlike conventional, outcome-driven classroom practices, Slow Pedagogy encourages reflection (deliberately contemplating topics rather than accepting them at face value) and reflexivity (examining practical implications to inform new attitudes and practices). It advocates for a pedagogy prioritising participants' well-being, transformation, and healing (Batchelor & Sander 2017; Collett *et al.* 2018; Leibowitz & Bozalek 2018). Within this framework, we conducted a small-scale research project using Empathetic-Reflective-Dialogical Re-storying (ERDR) as our research methodology (Jarvis 2018).

4. Research Methodology

Forty-two preservice teachers, 23 females and 19 males, enrolled in the Social Sciences in Education Honours programme at a South African HEI, specifically in the core module *Perspectives in Social Sciences Education,* consented to participate in this study. GBV is one of the curriculum's human rights and sensitive topics, and it was selected to explore observed incidents of GBV on campus using ERDR. The violent nature of research on GBV may directly or indirectly evoke or intrude into the personal experiences of participants. With this understanding, the nature of the process in which they would engage at all levels (1–5) of ERDR was clearly explained before participants gave their consent. As researchers who understand the nature of risks relating to vulnerable communities in research relationships, including physical safety, emotional and psychological safety and interpersonal power, we served as facilitators guiding the research process while adhering to the ethical protocols of the HEI and research ethics (Campbell *et al.* 2014; Thorburn 2017). While participating students did not acknowledge being victims of GBV per se, we were aware that there may well have been victims or may have been directly or indirectly affected by GBV in the group. Participants gathered in a figuratively safe space, ensuring dignity and intellectual respect (Bueno-Guerra 2023; Callan 2016). According to Campbell *et al.* (2014), a dignity-safe space is one where participants are free from the fear of being treated as inferior, ensuring that all contributions are valued and respected. This was also a brave space (Arao & Clemens 2013), as participants were encouraged, through the five levels of engagement in ERDR, to pause (Holt 2002; Pinar 2015) and explore and share their observations of GBV on campus.

Level 1 (self-dialogue) draws on Hermans's dialogical-self theory, which links the self to society by emphasising that the dialogical self is multi-voiced, both private and collective and that individuals exist not only in external spaces but also within the internal space of their society-of-mind (Hermans 2011; Hermans & Hermans-Konopka 2010). At this level, participants were provided with video clips related to GBV, femicide, and the normalisation of violence. They then responded to two broad questions to guide their self-dialogue, which they recorded in a written self-narrative (level 2) (McAdams 2011; Riessman 2008).

These broad questions framed the responses at Levels 1 & 2:

1. What are your observations of GBV in this HEI?

2. What support is available on campus (in the residences, lecture rooms or anywhere else)?

At level 3, participants were divided into five groups to represent their written self-narratives (level 2) through visual formats. This visual participatory method allowed them to communicate their insights in ways that words alone cannot capture (Glaw *et al.* 2017; Morris & Parish 2022). Each group focused on a specific type of GBV in HEIs: physical abuse, verbal abuse, psychological abuse, online abuse, and the cycle of abuse. Level 3 provided the platform for level 4, a Community in Dialogue (CiD), where participants discussed their observations of GBV on campus. Chilisa (2012: 212) describes this CiD as a *Talking Circle* that facilitates reciprocal exchanges grounded in tolerance and empathy, fostering a deeper understanding and response to each other's perspectives and concerns, acknowledging their significance (Barton & Garvis 2019). One participant was selected by each group (CiC) to report back on their findings in the CiD. Participants were not compelled to share their personal lived experiences (but some did).

Level 5 offered a platform for dialogue within a Community for Transformation (CfT). In this phase, students reflected on ERDR as a strategy for transforming teaching practices. Participants were encouraged to reflect on their engagement with each step of ERDR, identify new insights gained from listening to their peers in the CiD, and consider how ERDR might be helpful and potentially transformative as a teaching and learning approach in a classroom setting.

The informed consent document provided all the required ethical considerations and information before students participated in the study (Bueno-Guerra 2023; Campbell *et al.* 2014; Thorburn 2017). Only the individuals who tendered their written informed consent were allowed to participate in the study. Confidentiality and anonymity were ensured by utilising pseudonyms of their choice. For possible emotional, psychological, and pastoral support, the university counsellor was informed about the research and was invited to stand by should there be a need for debriefing or further counselling support during and after the engagement with the strategy. Possible survivors/victims of GBV, directly or indirectly affected persons or persons at risk of experiencing GBV, were provided with contact numbers for domestic violence shelters, legal aid and medical assistance services. The reporting line and websites for support groups were provided to students.

5. Findings and Discussion

The findings drawn from levels 2 (written self-narratives) and 4 and 5 (CiD and CfT) are presented according to three main themes: observations of GBV on campus, intervention services on campus, and the efficacy of ERDR in exploring GBV.

5.1. Observations of GBV on Campus Based on Particular Contributions

While GBV remains a widespread issue in HEIs worldwide (Cantor *et al.* 2020; Jordan *et al.* 2014; Matzopoulos *et al.* 2019), in South Africa, the incidents of GBV lead primarily to female students experiencing fear and insecurity. According to their specific contributions, male dominance makes a substantial contribution to this.

5.1.1. Male Dominance and Power

This study shows that most incidents of GBV are underpinned by male domination. GBV occurs in contexts on campus that are intended to be safe spaces, including residences, lecture halls, and social areas. Female victims find themselves pushed to the limits, and they are made to feel inferior and vulnerable in the face of male dominance. Incidents of GBV in the residences appeared to be prolific. Letitia speaks about situations of emotional and physical abuse that she observed in the residence:

> *One of the girls I know was abused by her boyfriend. He would beat her up because she was wearing short skirts or when he saw her talking to boys. He would say very shameful words towards her and slap her multiple times.*

Nozi spoke of a similar incident of male power:

> *In the residence, she had a boyfriend who would verbally assault her, and sometimes it was physical. He would lock her outside the room, and she would sit by the stairs until he decided to open it, as they shared a room.*

Bongi said that female students in relationships often experience some violence from their intimate partners. She recounted her observation of a second-year female student who had a boyfriend staying in the same mixed-gender residence. She said:

> *They were dating, and everyone knew that they were dating .... He used to hit her until the residence security would break down the door to get in and help the young lady. This continued on and on, and it got worse when the young lady tried to break up with him.*

From what the participants had to say, it became apparent that GBV is prevalent in student residences, with males exerting power over females. There is no ongoing, consistent support provided by the HEI in residences, thereby putting female students at risk, especially in mixed residences.

GBV is also prevalent in other social spaces on campus. The evidence of male verbal abuse leading to low self-esteem and confidence in female counterparts who were victims of GBV is observed by many students. Thabile speaks of her observation of a female student on her way to class *being abused by a male student and* [he] *even tried to sexually harass her*. Zuzu corroborates this by sharing her own experience of harassment. She says:

> *There is a guy on campus that came to me and started asking me out. I declined them, he did not take that well and started calling me names .... I felt harassed. From then, every time he sees me on campus, he calls me names.*

Thabo, a male student, observed:

> *… many instances in social spaces and lecture venues in which male students would catcall and openly comment on female students' bodies and how they are sexually attractive.*

Rosy corroborated this, speaking about how female students are often shamed or belittled, insulted using sexualising words…

> *... for the way they are dressed and told they are cheap, and they should wear more appropriate modest clothing.*

In all these instances, and because of fear, observers do not assist in stopping the abuse they observe. This confirms what Muntu spoke about – the hazing and bullying episodes and incidents of sexual assault, stalking and other forms of hostility that he has witnessed in campus social areas. He acknowledges that most of the incidents happen under the influence of alcohol and adds that it is not only males who perpetrate GBV. In relationships, couples abuse each other, both males and females. He went on to say: *It is a known thing that students drink alcohol and some use that to violate others. I have heard stories of girls being raped by so-called male friends*.

The literature supports these observations, indicating that GBV is primarily perpetuated by the perpetrator's belief system and culture, as well as the gender norms and gender inequality prevalent in most societies (Cantor *et al.* 2020; DeKeseredy & Schwartz 2011; Jordan *et al.* 2014; Stemple & Meyer 2014). Students who lack an understanding of healthy relationships do not recognise the signs of abusive, manipulative, or coercive behaviour, mistaking them for expressions of love or care (see Edwards *et al.* 2016).

Male dominance manifests itself in various ways on campus, with older male students preying on, in many instances, first-year female students. Indira observed that,

> *Older senior male students prey on young first-year students and sexually harass them if they do not want to date them*.

There are reports of male lecturers, including professors, who sexually harass, bully, and prey on female students (Benya et al. 2018; Cantalupo & Kidder 2018; Coker et al. 2011). Precious referred to all these as a manifestation of positions of power when she observed that,

> *... males are the ones who consistently win school president positions on the SRC. I have never heard of or seen evidence of a female president. Thus, when females have issues, they have to report to the SRC males first, and then their issues will be heard. If they don't do that, their issues will remain unsolved*.

Adam, a male student, confirmed how some male behaviours, comments and sexual advances towards females are stereotypically used to make females feel less than and powerless. Adam said that,

> *... this culture, and behaviour of looking at women as sexual objects and tokens perpetuate GBV and sexual abuse. Some male peers felt entitled to emotionally and physically abuse womenfolk based on the fact that having a penis somehow means that they have the right to deem how women should be viewed and treated.*

The findings show how power imbalances and violence is used as a means of control and dominance and how various social identities intersect to shape individuals' experiences of GBV (Chauke *et al.* 2015; Weaver & Olson 2006). Victims of sexual violence are negatively affected physically, mentally and academically, which further impacts their overall well-being (Campbell *et al.* 2009). In the CiD, participants engaged in a dialogue about the influence of language and culture in isolating victims of GBV and how this impacts negatively on their self-confidence. The CiD provided a safe space for female students to be listened to empathetically and for their perspectives to be acknowledged (Barton & Garvis 2019; Chilisa 2012).

5.1.2. Fear and Insecurity

GBV creates an environment of fear and insecurity for students. Reports and literature indicate that while males can also be victims of GBV (Stemple & Meyer 2014), sexual harassment remains one of the most prevalent forms of violence against women (Cantor et al. 2020; Kabaya 2016; Oni et al. 2019). Sanna says the following:

> *I have personally encountered instances of improper behaviour and unwanted approaches from male classmates. I no longer feel secure and I am vulnerable in my campus community as a result of these interactions.*

According to Sanna, *male's disrespectful comments* clearly show the evident power dynamic and gender biases. She refers to *sexual harassment cases at residences, which raised multiple concerns and instilled fear within the university.*

The participants acknowledged that incidents of GBV silence individuals, whether these occur in public spaces and social gatherings (including corridors, lecture theatres, residences) or in secluded areas. This

silence is perpetuated primarily by fear and insecurity (Nunlall & Steyn 2023). Andile reports on his observation of a GBV situation:

> *… during an enraged fight at a commune, a young woman was physically beaten by her partner, after which she fled and into one of our apartments. She had no intention of reporting him to the police as she was so afraid of him.*

Victims of GBV live in fear of repeated GBV reprisals. They feel insecure, isolated and unsupported, and this can intensify the trauma of their experiences and discourage them from reporting incidents (Tlou *et al.* 2023). A lack of support can lead to prolonged psychological distress, negatively affecting academic performance and personal well-being.

5.2. Intervention Services on Campus

Gender norms that reinforce male hegemony and female submissiveness normalise GBV and discourage females from reporting incidents of GBV (Jordan *et al.* 2014; See *et al.* 2017). Students confirmed that they felt there is a stigma they try to avoid by underreporting the incidents, even when they experience GBV or observe it happening. They think they will be blamed, shamed or dismissed for the violence they have endured, which can lead to further victimisation and social isolation (Bueno-Guerra 2023).

The participants' narratives confirmed the need for intervention on campus. Risk Management Services (RMS) on campus is usually the first port of call when reporting GBV (often after hours). It was evident that female students lacked confidence in the RMS personnel. Zodwa said that she is not aware of any support services on campus *besides the RMS offices which are sometimes not as responsive or as helpful as much we would like them to be.* Thabile was adamant that *RMS is not very effective,* saying that *they do not take cases serious and are under-sourced.*

Indira added:

> *The risk management services ... are not equipped enough to deal with the sensitivity of gender-based-violence issues and often refer them* [the victims] *to the SAPS* [South African Police Services].

Victims of GBV usually report to males in both RMS and SAPS, and they feel victimised and judged (Jordan *et al.* 2014) when reporting incidences of GBV on campus.

Other participants commented that positive interventions and support for victims of GBV on campus are inadequate *which hinders access for critical support* (Cantor *et al.* 2020; DeKeseredy & Schwartz 2011).
Felicity said:

> *Although there are some systems in place to deal with GBV on campus, they are not successful ... there is mistrust between the students and the authorities, which prevents victims from coming forward. Even after incidents are recorded, victims experience further trauma from the protracted and onerous disciplinary procedure.*

Most witnesses of GBV question themselves about speaking out and reporting the incident or reaching out to the victims. They are often reticent to speak up when they witness potentially dangerous situations (Ozaki & Brandon 2020). Zodwa refers to a GBV incident in her residence where a girl was being abused by her boyfriend. She says:

> *... we couldn't help her because there is this stigma that you don't interfere to other people's love businesses of which it contributes to a theme of not helping each other in hard times.*

Jabu, referring to male dominance, challenges of underreporting for fear of stigma (MacDougall *et al.* 2020) and insecurity experienced by female students on campus, calls for HEIs to intervene and create safer environments for females. She notes that female students often lack understanding of healthy relationships (Gwiza & Hendricks 2024). She says:

> *We did advise the abused girl in our res to report the matter but she never did because she said he threatened her about her family and she said she knows that he will not be sentenced so she might as well not report it.*

Jabu further spoke about the need for *support services for survivors of GBV, such as counselling and advocacy*. She continued contending that legal aid is essential, as survivors often face difficulties navigating the complexities of

reporting incidents, obtaining restraining orders, and understanding their rights.

Letitia offered the following recommendation:

> *I feel like there should be a day dedicated to GBV awareness on campus ... have activities and talks about gender-based violence and not only in lectures.*

Thabo insisted on the importance of increasing the frequency of the GBV-related awareness campaigns and intervention strategies or activities and said:

> *The only time one sees campaign or anything GBV-related is during 16 days of activism then thereafter it quiet…until next year for another 16 days of activism.*

He advocated strongly for mixed bystander intervention programmes to be *compulsory for men to attend,* and also *compulsory separate sessions for men-only* where toxic masculinity is addressed. How males are socialised needs to be explored. He added that men also experience abuse in various forms, and they are expected to keep quiet. They must learn to regulate and express their emotions, rather than suppress them. He contends that if they suppress their feelings, this can lead to repressed anger, resulting in GBV. Some men have themselves been abused. They do not even consider reporting this as they feel that they will never be listened to or believed, so they bottle this up and perhaps take out their pain and frustration in a relationship (Stemple & Meyer 2014). Discussion in the CfT emphasised the need for transparent and accessible reporting procedures. These are crucial to encouraging victims to come forward (see Campbell *et al.* 2009; Edwards *et al.* 2016).

One of the measures taken by the HEI in this study to address GBV is the implementation of a zero-tolerance policy for GBV. With the prevalence of GBV on campus, comprehensive measures have been taken at the HEI where this small-scale research project was conducted to address the issue. In 2023, these efforts were emphasised in a statement from the Vice-Chancellor on International Women's Day, announcing the publication of a response to GBV in support of a zero-tolerance policy. This response includes three key components: creating enabling environments for disclosure and reporting incidences of GBV on campus, promoting prevention and awareness thereof, and providing support and assistance systems. In 2024, a compulsory first-year

module, Critical Social Justice and Citizenship, was introduced (this is not to be confused with the BEd Honours module, in which the small-scale project reported in this article took place). The module comprises eight online lectures and eight supporting tutorials, taught by Master's and PhD students familiar with social justice issues. The module addresses various ongoing social injustices, including xenophobia and homophobia and in particular, GBV. Students are challenged to recognise the humanity in others and to respond to those affected with kindness, humility and empathy. It is offered during both semesters of the academic year and is accessible in the two main languages of the province. Additionally, emergency numbers have been made available, panic buttons have been strategically installed, and disciplinary mechanisms have been established to ensure swift action against perpetrators and support survivors (Campbell *et al.* 2009; Edwards *et al.* 2016).

5.3. The Efficacy of ERDR when Exploring GBV

The students agreed that ERDR allowed them to stop, pause, think, and engage with one another as they focused on GBV on campus. Reading the articles and watching selected video clips in levels 1 and 2 helped them to think more broadly about GBV and to reflect on their observed experiences of GBV on campus. In the CiD they were able to dialogue these issues more empathetically, imagining what it would be like to be in the shoes of the victim and also to consider the actions of the abuser. As stories of GBV on campus were shared, participants became more empathetic as this was more than simply a newspaper report. Engaging in ERDR, participants encouraged each other to reflect on what goes on in the minds of the perpetrators. They expressed the opinion that males and females must reconsider their socialisation. Male hegemony requires deconstruction, and females need to consider how to exercise agency in the face of their socialisation to be passive and accommodating. Students who lack an understanding of healthy relationships may not recognise the signs of abusive, manipulative, or coercive behaviour, and this can lead to a higher tolerance for abusive relationships (Edwards *et al.* 2016). The CiD allowed participants to effectively, calmly, and respectfully interrogate these points as they discussed GBV in HEIs and what constitutes acceptable behaviour (MacDougall *et al.* 2020).

Thembi belongs to a religion that avoids talking about issues like GBV. She commented that ERDR made her aware of the shortcomings of this religious approach. She says:

> *I've become more aware now as our religion does not allow us to debate or talk about issues around sexuality.*

In the CiD, discussion showed that there is a danger that all men are put into the same category and seen as abusers. One of the men, Muntu, said: *We did not want to talk because we know that issues like this about women, men are always the perpetrators.* He went on to say that the process of ERDR presented an opportunity to say that *it is not all men.*

ERDR presented the opportunity to open up a discussion that covered various topics, including #MeToo and how this emboldened women to take a stand against and report GBV. The men spoke about women who make false allegations, saying that they have been raped or harassed. The men in the class requested that women be resolute in what they say and not to send mixed messages. Let their no be no. They also feel that there should be some education about what constitutes consent.

Two men referred to women who abused men. These men did not report this because of the social stigma that they were not strong enough to manage the women (Stemple & Meyer 2014).

In the CiD, it emerged that abusive verbal and non-verbal communication is used to target and exclude members of the LGBTIQA+ community. Thabile expressed this by saying:

> *... the exclusion of the* LGBTIQA+ *community where they judge, abuse, exclude and always gossip about them. In addition to this GBV on campus there are other more physical, sexual, emotional, and discriminatory abuse, as well as stalking, coercion, and bullying.*

In the BEd Honour's class, the male students did not want to associate with any students in the class who were members of the LGBTIQA+ community. These LGBTIQA+ students, together with female students, were considered to be the other and less than the males who considered themselves to be in a dominant position and better than. Precious confirmed that, by contrast, female students are *accommodative, tolerant and empathetic to others,* including members of the LGBTIQA+ community (Cantor *et al.* 2020; DeKeseredy & Schwartz 2011). She says:

> *I have seen unfair treatment of gays and lesbians on campus because of their gender. When group tasks are assigned, male students typically resist about being placed in the same group as them. Instead of wanting to be with gays and lesbians, they would rather be with girls. Also, they use sexist phrases when calling them, which makes gays and lesbians avoid them*.

It became clear that male students exercised power by entrenching social structures that sustain violence by othering marginalised groups, in this case, the LGBTIQA+ community on campus (Weaver & Olson 2006). They would condescend to possibly engaging with female students when assigned to mixed group work but avoided fellow students perceived to belong to the LGBTIQA+ community. (Cantor *et al.* 2020; DeKeseredy & Schwartz 2011).

Participants were encouraged to re-story their understanding of what constitutes GBV and possible narratives that excuse GBV as underpinned by cultural practices and mores. A crucial component of this re-storying is that parties should be honest and speak the truth to one another. Men were encouraged to consider women as they would their mothers, sisters, and daughters. Part of the re-storying process would involve reconstructing and drawing on the cultural respect traditionally given to mothers, so that all women are respected (De Villiers 2021). This re-storying process began by slowing it down and allowing participants to engage in self-dialogue with an internal audience, and then to an external audience through a CiD. It works towards giving all individuals a voice, where they can be heard without ambiguity, and where they can be encouraged to take responsive action (Holt 2002; Pinar 2015).

In particular, Thabo expressed his views on the methodology, stating that ERDR creates a space for both perpetrators and victims to participate in an exploration of GBV. He says:

> *Conversations in all stages, individually and in groups, have made me realise that when it comes to issues of GBV, conversations should cover perpetrators and victims, both men and women so that they can understand how the other feels.*

Andile said that ERDR provided the opportunity to *deconstruct culture and gender inequality…by engaging in dialogue, raising awareness, and holding*

institutions accountable for creating safe and inclusive spaces…to promote a culture of respect, equality, and dignity on campus.

ERDR that took space in a safe space (Callan 2016), facilitating brave conversations (Arao & Clemens 2013), encouraged reflection and reflexivity. Reciprocal exchanges grounded in tolerance and empathy fostered a deeper understanding and significance of each other's perspectives and concerns, acknowledging their significance (Barton & Garvis 2019). Doing so advocated for participants' well-being, transformation, and healing (Batchelor & Sander 2017; Collett *et al.* 2018; Leibowitz & Bozalek 2018). This process enabled some female participants, in particular, to gain a greater sense of agency and empowerment.

6. Conclusion

A recent survey at a South African university revealed that 32% of female students reported experiencing sexual harassment on campus within a single academic year (Klein & Martin 2021; Oni *et al.* 2019). This article considered participants' observed experiences of GBV on campus. Teaching against the grain (Batchelor & Sander 2017; Reyes *et al.* 2021), underpinned by slow pedagogy (Holt 2002; Pinar 2015), which promotes reflection and reflexivity, participants engaged in ERDR (Jarvis 2018). The space was created for both the perpetrator and the victim to participate in an exploration of the persistence of GBV in residences, lecture halls, and social spaces. The interactions, although initially reticent, were powerful. Female participants (and members of the LGBTIQA+ community) spoke openly about toxic, hegemonic masculinity and the normalisation of GBV. They agreed that ERDR allowed them to pause, reflect and engage with one another about their observations and experiences of GBV on campus. They also reviewed existing strategies for reporting incidences of GBV. Having transparent, accessible, and well-publicised reporting procedures is crucial to encouraging victims to come forward and seek help (Campbell *et al.* 2009; Edwards *et al.* 2016). It became evident that these are not always effectively implemented, and survivors of GBV do not feel adequately supported or heard by the designated personnel to whom incidents should be reported.

Concrete recommendations that emanated from this this small-scale study include the following: developing a comprehensive GBV policy that aligns with national legislation and the oversight of the implementation and monitoring thereof; mandatory training that promote GBV sensitisation;

incorporating gender equality, power dynamics, consent education and intersectionality (with race, sexuality, disability and socio-economic status) into academic discourse; running ongoing campus-wide campaigns to challenge victim-blaming, gender stereotypes, and rape; offering multiple, accessible, anonymous and confidential reporting mechanisms; providing on-campus counselling, medical, and legal referral services; and, infrastructural provision that includes adequate lighting, CCTV coverage, and safe transport options. ERDR employed in various campus contexts could help explore and possibly dismantle hegemonic narratives surrounding GBV, thereby making a valuable contribution.

References

Adams, D.J., M.S. Mabusela & E.T. Dlamini 2013. Sexual Harassment: The 'silent killer' of Female Students at the University of Ayoba in South Africa. *South African Journal of Higher Education* 27,5: 1149 - 1163. https://doi.org/10.20853/27-5-290

Arao, B. & K. Clemens 2013. From Safe Spaces to Brave Spaces. In Landreman, L. (ed.): *The Art of Effective Facilitation.* Stylus Publishing. https://doi.org/10.4324/9781003447580-11

Barton, G. & S. Garvis 2019. Theorising Compassion and Empathy in Educational Contexts: What are Compassion and Empathy, and Why are they Important? In Barton, G. & S. Garvis (eds.): *Compassion and Empathy in Educational Contexts.* Palgrave Macmillan. https://doi.org/10.1007/978-3-030-18925-9_1 https://doi.org/10.1007/978-3-030-18925-9

Batchelor, K. & S.A. Sander 2017. 'Down the rabbit hole': Using the Matrix to Reflect on Teacher Education. *Studying Teacher Education* 13,1: 68 - 86. https://doi.org/10.1080/17425964.2017.1286577

Benya, F.F., S.E. Widnall & P.A. Johnson (eds.). 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine.* APA. National Academies.

Beres, M.A. 2009. Sexual Miscommunication? Untangling Assumptions about Sexual Communication between Casual Sex Partners. *Culture, Health and Sexuality* 12,1: 1 – 14. https://doi.org/10.1080/13691050903075226

Beres, M.A. 2021. From Ignorance to Knowledge: Sexual Consent and Queer Stories. *Feminism & Psychology* 32,2: 137 - 155.

https://doi.org/10.1177/09593535211059003

Bueno-Guerra, N. 2023. Protecting Them, Protecting You: Tips and Cautions When Doing Research in Sexual Offending. In Díaz-Fernández, A.M., C. Del-Real & L. Molnar (eds.): *Fieldwork Experiences in Criminology and Security Studies*. Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-031-41574-6_23

Callan, E. 2016. Education in Safe and Unsafe Spaces. *Philosophical Inquiry in Education* 24,1: 64 - 78. https://doi.org/10.7202/1070555ar

Campbell, R., E. Dworkin & G. Cabral 2009. An Ecological Model of the Impact of Sexual Assault on Women's Mental Health. *Trauma, Violence & Abuse* 10,3: 225 - 246. https://doi.org/10.1177/1524838009334456 PMid:19433406

Campbell, R., R. Megan, M.R. Greeson & G. Fehler-Cabral 2014. Developing Recruitment Methods for Vulnerable, Traumatised Adolescents: A Feminist Evaluation Approach. *American Journal of Evaluation* 35,1: 73 - 86. https://doi.org/10.1177/1098214013506251

Cantalupo, N.C. & W.C. Kidder 2018. A Systematic Look at a Serial Problem: Sexual Harassment of Students by University Faculty. *Utah L. Rev.*, 671. https://doi.org/10.63140/mp.taj0-0e

Cantor, D., B. Fisher, S. Chibnall, S. Harps, R. Townsend, G. Thomas & K. Madden 2020. Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct. *Westat for the Association of American Universities (AAU)* 36,2: 256 - 390.

Chauke, P., N. Dlamini, P. Kiguwa, A. Mthombeni, M. Nduna & N. Selebano 2015. Half of the Picture: Interrogating Common Sense Gendered Beliefs Surrounding Sexual Harassment Practices in Higher Education. *Agenda* 29,3.

Chilisa, B. 2012. Decolonising Transdisciplinary Research Approaches: An African Perspective for Enhancing Knowledge Integration in Sustainability Science. *Sustainable Science* 12: 813 - 827. https://doi-org.galanga.hvl.no/10.1007/s11625-017-0461-1

Coker, A.L., H.M. Bush, B.S. Fisher, S.C. Swan, C.M. Williams, E.R. Clear & S. DeGue 2016. Multi-college Bystander Intervention Evaluation for Violence Prevention. *American Journal of Preventive Medicine* 50,3: 295 - 302. https://doi.org/10.1016/j.amepre.2015.08.034 PMid:26541099 PMCid:PMC4762737

Collett, K.S., C.L. van den Berg, B. Verster & V. Bozalek 2018. Incubating a Slow Pedagogy in Professional Academic Development: An Ethics of

Care Perspective. *South African Journal of Higher Education* 32,6: 117 - 136. https://doi.org/10.20853/32-6-2755

DeKeseredy, W.S. & M.D. Schwartz 2011. Theoretical and Definitional Issues in Violence against Women. *Sourcebook on Violence against Women* 2: 3 - 22. https://doi.org/10.4135/9781452224916.n1

De Villiers, T., S. Duma & N. Abrahams 2021. As Young Men We have a Role to Play in Preventing Sexual Violence: Development and Relevance of the Men with Conscience Intervention to Prevent Sexual violence. *PLoS One* 16,1: e0244550. https://doi.org/10.1371/journal.pone.0244550 PMid:33411823 PMCid:PMC7790258

Edwards, K.M., K.M. Sylaska & A.M. Neal 2015. Intimate Partner Violence among Sexual Minority Populations: A Critical Review of the Literature and Agenda for Future research. *Psychology of Violence* 5,2: 112. https://doi.org/10.1037/a0038656

Eaton, J. 2019. Women: How to be the Perfect Victim of Sexual Violence. *Victim Focus.* https://victimfocus.wordpress.com/2019/02/03/women-how-to-be-the-perfect-victim-of-sexual-violence/

Fisher, B.M. 2001. *No Angel in the Classroom: Teaching through Feminist Discourse*. Rowman & Littlefield Publishers. https://doi.org/10.5771/9781442211872

Glaw, X., K. Inder & A. Kable 2017. Visual Methodologies in Qualitative Research: Autophotography and Photo Elicitation Applied to Mental Health Research. *International Journal of Qualitative Methods* 16: 1 - 8.

Gouws, A. & A. Kritzinger 2007. Dealing with Sexual Harassment at Institutions of Higher Learning: Policy Implementation of a South African University. *South African Journal of Higher Education* 21,1: 68 - 84. https://doi.org/10.4314/sajhe.v21i1.25602

Gwiza, M. & E.A. Hendricks 2024. Addressing Gender-based Violence through Policy Implementation: Key Stakeholders and Survivors' Perceptions in a Selected University in South Africa. *Interdisciplinary Journal of Sociality Studies* 4: 1 - 12. https://doi.org/10.38140/ijss-2024.vol4.16

Hargreaves, A. & M. 2012. *Fullan Professional Capital: Transforming Teaching in Every School.* New York & London: Columbia University Teachers College Press.

Henry, N. & Powell, A. 2015. Beyond the 'sext': Technology-facilitated Sexual Violence and Harassment against Adult Women. *Australian & New Zealand Journal of Criminology* 48,1: 104 - 118. https://doi.org/10.1177/0004865814524218

Hermans, H.J.M. 2011. The Dialogical Self: A Process of Positioning in Space and Time. In Gallagher, S. (ed.): *The Oxford Handbook of the Self*. Oxford: Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199548019.003.0029

Hermans, H.J.M. & A. Hermans-Konopka 2010. *Dialogical Self Theory: Positioning and Counter-positioning in a Globalising Society*. Cambridge University Press. https://doi.org/10.1017/CBO9780511712142

hooks, bell 1994. *Teaching to Transgress: Education as the Practice of Freedom*. London & New York: Routledge. https://doi.org/10.3366/para.1994.17.3.270

Holt, M. 2002. 'It's time to start the slow school movement'. *Phi Delta Kappan* 84,4: 264 - 271. https://doi.org/10.1177/003172170208400404

Human Rights Watch 2010. *Human Rights Watch World Report: South Africa*. Seven Stories Press. https://www.hrw.org/world-report/2010/country-chapters/south-africa

Jarvis, J. 2018. Restorying for Transdisciplinarity: A Proposed Teaching – Learning Strategy in a Context of Human Rights Education. *The Journal for Transdisciplinary Research* 14,2. https://doi.org/10.4102/td.v14i2.483

Jordan, C.E., J. Combs & G.T. Smith 2014. An Exploration of Sexual Victimisation and Academic Performance among College Women. *Trauma, Violence & Abuse* 15,3: 191 - 200. https://doi.org/10.1177/1524838014520637 PMid:24452765

Kabaya, S. 2016. *Understanding Sexual Harassment amongst Students at a Selected University of KwaZulu-Natal Campus.* Doctoral dissertation.

Klein, L.B. & S.L. Martin 2021. Sexual Harassment of College and University Students: A Systematic Review. *Trauma, Violence & Abuse* 22,4: 777-792. https://doi.org/10.1177/1524838019881731 PMid:31635552

Leibowitz, B. & V. Bozalek 2018. Towards a Slow Scholarship of Teaching and Learning in the South. *Teaching in Higher Education* 23,8: 981 - 994. https://doi.org/10.1080/13562517.2018.1452730

MacDougall, A., S. Craig, K. Goldsmith & E.S. Byers 2020. #consent: University Students' Perceptions of their Sexual Consent Education. *The Canadian Journal of Human Sexuality* 29,2: 154 - 166. https://doi.org/10.3138/cjhs.2020-0007

Madi, T. 2024. *Speaking Up, Seeking Support: GBV Survivors' Healing Journey*. Sonke Gender Justice Organisation. https://genderjustice.org.za/article/speaking-up-seeking-support-gbv-survivors-healing-journey/ https://doi.org/10.3138/cjhs.2020-0007

Makhanya, T.B. 2022. Pastoral Care for Gender-based Violence Affected South African University Students. *Pharos Journal of Theology* 103,2. https://doi.org/10.46222/pharosjot.103.2050

Matzopoulos, R., N. Abrahams, B. Bowman, N. Shai, M. Prinsloo, S. Salau, D. Bradshaw & G. Gray 2019. Utility of Crime Surveys for Sustainable Development Goals Monitoring and Violence Prevention Using a Public Health Approach. *South African Medical Journal* 109,6: 382 - 386. https://doi.org/10.7196/SAMJ.2019.v109i6.13806 PMid:31266555

McAdams, D. 2011. Narrative Identity. In Schwartz, S., K. Luyckx & V. Vignoles (eds.): *Handbook of Identity Theory and Research.* Cham, Switzerland: Springer. https://doi.org/10.1007/978-1-4419-7988-9_5 PMCid:PMC9291322

Mestry, R. 2015. Exploring the Forms and Underlying Causes of School-based Violence: Implications for School Safety and Security. *The Anthropologist* 19,3: 655 - 663. https://doi.org/10.1080/09720073.2015.11891700

Mofokeng, J.T., L. Mofokeng & N.A. Simelane 2024. A Sustainable Future for All Towards Reduction of Gender-Based Violence and Femicide in Communities of Learning: A Strategic Perspective. *Khazanah Sosial* 6,1: 84 - 109. https://doi.org/10.15575/ks.v6i1.28070

Morris, J.E. & F. Parish 2022. Rethinking Arts-based Research Methods in Education: Enhanced Participant Engagement Processes to Increase Research Credibility and Knowledge Translation. *International Journal of Research & Method in Education* 45,1: 99 - 112. https://doi.org/10.1080/1743727X.2021.1926971

Nkosi, N. 2020. *An Exploration of Students' Gender Constructions and Rape Culture in a South African University.* Master's thesis, University of Pretoria, South Africa.

Nunlall, R. & F. Steyn 2023. Gendered Understanding and Experiences of Sexual Harassment: Informing a Policy Framework for Higher Education Institutions. *Social and Health Sciences.* https://doi.org/10.25159/2957-3645/13720

Oni T.H., G. Tshitangano & A.H. Akinsola 2019. Sexual Harassment and Victimisation of Students: A Case Study of a Higher Education Institution in South Africa. *African Health Sciences* 19, 1. https://doi.org/10.4314/ahs.v19i1.21 PMCid:PMC6531969

Ozaki, R. & A. Brandon 2020. Evidence-based Bystander Programs to Prevent Sexual and Dating Violence in High Schools. *Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration* (OCPEA) 5,1: 72 - 97

Phipps, A., J. Ringrose, E. Renold & C. Jackson 2018. Rape Culture, Lad Culture, and Everyday Sexism: Researching, Conceptualising and Politicising New Mediations of Gender and Sexual Violence. *Journal of Gender Studies* 27,1: 1 - 8. https://doi.org/10.1080/09589236.2016.1266792

Pinar, W. 2015. *Educational Experience as Lived: Knowledge, History, Alterity. The Selected Works of Pinar.* Routledge. https://doi.org/10.4324/9781315752594

Quinlan, O. 2014. 'The thinking teacher'. Independent Thinking Press.

Reyes, G., B. Aronson, K. Batchelor, G. Ross & R. Radina R. 2021. 'Working in Solidarity: An Intersectional Self-study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education* 43,3: 353 - 369. https://doi.org/10.1080/01626620.2021.1883149

Riessman, C.K. 2008. *Narrative Methods for the Human Sciences*. London, New York, New Delhi: Sage Publishers.

Sable, M.R., F. Danis, D.L. Mauzy & S.K. Gallagher 2006. Barriers to Reporting Sexual Assault for Women and Men: Perspectives of College Students. *Journal of American College Health* 55,3: 157 - 162. https://doi.org/10.3200/JACH.55.3.157-162 PMid:17175901

See, E., J. Culatta, K. Clay-Warner, A. Boyle & A. Oshri 2017. Sexual Revictimisation: A Routine Activity Theory Explanation. *Journal of Interpersonal Violence* 0886260517704962: 1 - 25.

Stemple, L. & I.H. Meyer 2014. The Sexual Victimisation of Men in America: New Data Challenge Old Assumptions. *American Journal of Public Health* 104,6: 19 - 26. https://doi.org/10.2105/AJPH.2014.301946 PMid:24825225 PMCid:PMC4062022

Thorburn, N. 2017. Researching Underage Sex Work: Dynamic Risk, Responding Sensitively, and Protecting Participants and Researchers. *Handbook of Research Methods in Health Social Sciences 20*17: 1 – 16. https://doi.org/10.1007/978-981-10-2779-6_139-1

Tlou, K.N., J.T. Mofokeng & D.C. Pheiffer 2023. An Assessment into the Importance of Access to Healthcare Facilities by Victims of Gender-Based Violence and Femicide in Higher Education Institutions, South Africa. *International Journal of Social Science Research and Review* 6,10: 555 - 564.

Warton, G. & G. Moore 2017. *Gender-Based Violence at Higher Education Institutions in South Africa.* University of Cape Town.

Weaver, K. & J.K. Olson 2006. Understanding Paradigms Used for Nursing Research. *Journal of Advanced Nursing* 53,4: 459 - 469. https://doi.org/10.1111/j.1365-2648.2006.03740.x PMid:16448489

Professor Janet Jarvis
School of Education
Durban
Jarvisj@ukzn.ac.za

Dr. N.P. Mthiyane
School of Education
Durban
Mthiyane1@ukzn.ac.za