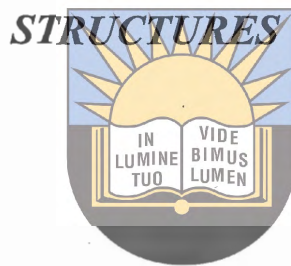


***AN EXPLORATORY STUDY ON HOW MANAGING CASES  
OF SEXUALLY ABUSED LEARNERS IMPACTS  
PERSONALLY ON PRIMARY SCHOOL EDUCATORS:  
IMPLICATIONS FOR SETTING UP SUPPORT***

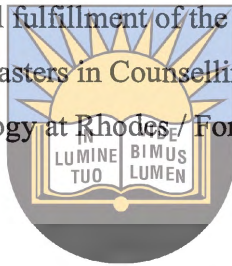


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**SAMANTHA MOLDAN**

**An exploratory study on how managing cases of sexually abused learners impacts  
personally on primary school educators:  
Implications for setting up support structures**

Research project submitted in partial fulfillment of the requirements for the Degree of  
Social Science with Masters in Counselling Psychology in  
the Faculty of Psychology at Rhodes / Fort Hare University



by  
**University of Fort Hare**  
*Together in Excellence*  
Samantha Moldan

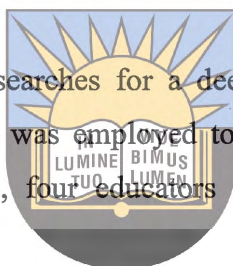
November 2004

Department of Psychology  
Rhodes / Fort Hare University: East London Campus  
Supervisor: Tshepo Tlali

## ABSTRACT

The purpose of the study was to establish the personal impact that managing cases of sexually abused learners has on Primary School educators working in an East London community. In addition it attempted to establish what support these Primary School educators felt they needed in order to help alleviate the personal impact, that managing cases of sexually abused learners might have on them.

A phenomenological approach that searches for a deeper understanding of insightful descriptions of everyday experiences was employed to address the research questions. Using availability-sampling methods, four educators from PK Primary School were interviewed.



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In keeping with results from other studies (Maher, 1998; McCallum, 2000; Mzamo, 2003; Skinner, 1999), the present study found that managing cases of sexually abused learners did have a profound personal impact on the participants. What was most commonly felt was frustration with the justice system as well as a sense of personal responsibility. It also impacted on all of them as educators. In addition the participants felt that they needed support structures to help them manage such cases. In particular they felt that they needed a forum where they could share their own experiences and feelings, as well as be provided with possible suggestions on how to deal with the problem in their class. A need for more support from professional psychologists was expressed as well as need for counseling skills training and a general training in child sexual abuse.

It is hoped that these results can be used as ideas for support structures within PK Primary School as well as other schools within the South African context. More research on the subject, however, needs to be conducted within South Africa so that more relevant and appropriate support structures, such as the one suggested in this research can be implemented.

## ACKNOWLEDGEMENTS

I would like to thank my supervisor Tshepo Tlali for the useful suggestions and advice that he has provided me with to help improve this project, as well as the much needed encouragement and support.

I would also like to thank my parents for putting me through my six years at university and for being incredibly supportive throughout. To my friends and colleagues, I would like to thank you for making my Masters years enjoyable as well as challenging and for the encouragement that you have provided me with.

Thanks you also to all the participants in the study who were very co-operative and whom without would not have made this project possible.



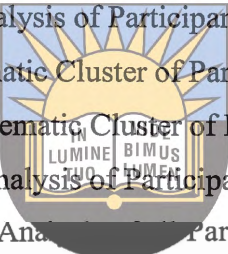
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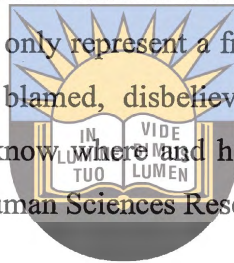
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## Chapter One

### 1) Introduction

Child sexual abuse is a social problem that is extremely prevalent within our society and is becoming a pervasive and escalating problem within all communities. It would appear that the number of child sexual abuse cases being reported is on the increase. This increase could be as a result of changes taking place within society as well as a result of the greater public awareness that now exists around sexual abuse (Miller-Perrin & Perrin, 1999). In 2001 more than 20 000 rapes of children were reported (Human Rights World Report, 2003). These cases, however, only represent a fraction as children may fear that, if they report abuse, they will be blamed, disbelieved, intimidated or stigmatized. Children may also be too young to know where and how to report incidences of child sexual abuse (Bezuidenhout, 1999; Human Sciences Research Council, 2003).



School is seen as a second home to most school-going children. Consequently educators are among the earliest professionals to encounter children who experience sexual abuse. Learners will frequently share very personal information with their educators and it follows naturally that educators are therefore the likely candidates to hear the disclosure of sexual abuse of their learners (Minard, 1993; Roscoe, 2001). There is thus a growing awareness that school systems and educators, by virtue of their accessibility to children and expertise in child development, are in a unique position to identify possible sexual abuse cases and intervene on behalf of the children (Randolph & Gold, 1984).

Yet in many instances it has been found that educators feel untrained and ill-equipped to manage sexually abused learners in their class (Abrahams, Casey & Doro, 1992; Loffell, 2000; Maher, 1988; Randolph & Gold, 1984; Skinner, 1999). In addition to feeling untrained it has been found that educators are often not prepared for the personal impact that managing cases of sexually abused learners has on them and frequently feel unsupported (Maher, 1988; Skinner, 1999). While there appears to be an increasing number of programs being put in place to train educators on sexual abuse matters, there

seems to be few support structures in place to help educators deal with the personal impact that managing cases of sexually abused learners has on them.

The aim of this research, therefore, is to study the personal impact that managing cases of sexually abused learners has on educators, as well as the support structures that educators feel they need in order to help them deal with the personal impact that it may be having on them. The study will be conducted in PK community, a low- income area in the Eastern Cape, South Africa.

There are many different and variable definitions of child sexual abuse. These variable definitions serve as an indication of the complexity and prevalence of child sexual abuse. Child sexual abuse is a concept that is time and culture bound and has only been relatively recently defined and recognized as a social problem in spite of the fact that sexual interactions between children and adults have occurred throughout history, beginning in ancient times (Miller-Perrin & Perrin, 1999). Despite the fact that child sexual abuse has now been defined within our society, some controversy around it does exist, in particular around what behaviours are deemed abusive. There is often debate about what behaviors are defined as sexual and under what circumstances these sexual interactions become abusive (Miller-Perrin & Perrin, 1999).

The definition of child sexual abuse that will be used for the purpose of this study will be that definition that is employed by the National Centre on Child Abuse & Neglect, which defines child sexual abuse as;

‘Contacts or interactions between a child and an adult when the child is being used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over the child’ (Miller-Perrin & Perrin, 1999; Roscoe, 2001).

The reason for using this definition is that it is broad enough to include not only cases of intrafamilial abuse but also cases of extrafamilial abuse. It also includes sexual experiences with a child involving both physical contact and noncontact activities, as

well as emphasizing the exploitation of adult authority and power to achieve the adult's sexual ends. It also addresses the age or maturational advantage of the perpetrator over the child (Miller-Perrin & Perrin, 1999).

This research is particularly relevant in the South African context as child sexual abuse in South Africa is particularly prevalent, with this country having the highest statistics for child abuse and rape cases in the world (Cook- Jahme, 2003). In a local newspaper in the Eastern Cape, up to five rapes of children per day are reported and many of these involve rapes of children under the age of six years old (ibid). Within the South African context there is the problem of the production of child pornography, sale of child brides as well as a high incidence of child prostitution. Child sexual abuse is also taking place within South Africa as a result of a traditional belief that having sex with a virgin will rid the perpetrator of HIV/AIDS and media reports have highlighted cases of sex with children being prescribed by people claiming to be traditional healers (Mutimbe, 1999).

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One of the reasons why child sexual abuse is so rife within South Africa is the conditions of many children's lives. In numerous communities within South Africa many parents work long hours or do shift work and so have to leave their children unattended for long periods of time. The unemployment rate in South Africa is also very high and thus the opportunity to rape is also aggravated by the amount of unemployed men who are sitting idle at home (Herman & Marshall, 2000; Loffell, 2002). Often the adults are so traumatized by their lives that are pervaded by poverty and all kinds of violence that the abuse of children is often seen as not one of those priorities they need to attend to. As a result of violence and trauma being part of many people's daily lives in South Africa, speaking out often puts a child more at risk of violence and ostracism (Herman & Marshall, 2000).

PK community is a particularly high risk area for child sexual abuse. There is a high level of unemployment, with about one and a half thousand young people who are either unemployed or not schooling (G. Gamiel, personal communication, July, 2004). Most families therefore have little or no disposable income. Gang violence is rife and trauma

and violence is part of the community's everyday life (ibid). Many educators working in PK Primary School will therefore have to manage cases of sexually abused learners within their school. Furthermore, as many of the educators come from within the community, they may have been victims of abuse themselves.

By looking at the personal impact that managing cases of sexually abused learners has on some of these educators and by finding out what type of support they would need, this study aims to acknowledge the personal experiences of the educators in managing such cases. It should also lead to appropriate support structures being set up to help the educators, which in turn should lead to more effective management of cases of sexually abused learners in schools.



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## Chapter 2

### 2) Literature Review

Child sexual abuse has very serious long-term effects on children on many different levels. Child sexual abuse can affect children physically in that they may sustain injuries and bruises as well as bleeding in the genitalia. They may also experience difficulties in sitting and walking and there may be pain and itching of genitalia. There is then the possibility of pregnancy as well as the contraction of STD's. In addition, children may develop somatic or psychosomatic complaints such as headaches, stomachaches, encopresis, hypochondriasis etc. (Bagley & King, 1990; Gale, Moran, Sack & Thompson 1988; Macfarlane & Waterman, 1986; Minard, 1993).

Emotional problems such as anxiety, phobias, nightmares, guilt, shame, and obesity, sleeping problems, anorexia, depression and low self-esteem may arise in sexually abused children. High levels of posttraumatic stress disorder are often found in people with a history of child sexual abuse. They may encounter difficulties in interpersonal relationships, such as extreme dependency, clinging behaviour or distrust (Bagley & King, 1990; Carlson & Furby, 1997; Finkelhor & Browne, 1985; Macfarlane & Waterman, 1986).

Children may also exhibit behavioural problems such as substance abuse, stealing, delinquency, antisocial behaviour, hostile aggressive behaviour, seductive behaviour, social withdrawal and regression or immaturity (Herman & Marshall, 2000; Macfarlane & Waterman, 1986; Miller- Perrin & Perrin, 1999; Porter, 1984). They may face difficulties related to sexuality such as preoccupation with sexual matters, increase in sexualized behaviour, and concerns over sexuality and their sexual orientation. They may become promiscuous and, in extreme cases, turn to prostitution (Finkelhor & Browne, 1985; Macfarlane & Waterman, 1986; Miller-Perrin & Perrin, 1999; Minard, 1993).

Cognitive and Educational problems may also be evident in children that have been sexually abused. They may display learning difficulties, poor concentration as well as declining grades (Bagley & King, 1990; Maher, 1988; Miller-Perrin & Perrin, 1999).

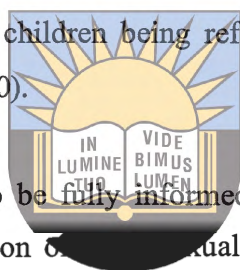
Not all children who have been sexually abused, however, experience these symptoms. It has been found that children are more at risk for psychological trauma if the pre-existing family system is pathological, if violence, threats or force was used, as well as if there was a close relationship between the offender and the child. Victims who also have a supportive relationship with non-offending adults or siblings are often less affected (Conte & Schuerman, 1987; Macfarlane & Waterman, 1986).

Furthermore many children are more traumatized after the disclosure of abuse than by the actual abuse itself. Although the actual abuse is confusing and upsetting, the consequences of being forcefully removed from their families, being questioned repeatedly by unknown adults and being sent to live with strangers can leave children feeling isolated from those they love, which further traumatizes the child (Macfarlane & Waterman, 1986).

In recent years there has been increased recognition of the importance of the school in dealing with sexual abuse issues and, more critically, the important role of the educator. There are several factors that make the potential role of educators in child abuse cases so important. Firstly, reported cases of child sexual abuse are on the increase. It is therefore likely that a significant minority of students will suffer some form of abuse in compulsory education (Maher, 1988). Secondly, a child may look to someone with whom to share their secret. They often seek out a neutral, trusted figure that they can talk about their problems to, and in many cases, this happens to be educators (ibid). Lastly, children suffering from abuse are likely to exhibit unusual behavior. As educators are trained in the normal development of children, they are ideally placed for identification of symptoms of child sexual abuse, as a result of their regular contact over a long period of time with the children in their class (Austin, 2000; Bear, 1992; Maher, 1988; McCallum, 2000; Minard, 1993).

Educators have a crucial role to play in that they are often the first people to whom children disclose sexual abuse. Subsequent management of the case depends on the educators' responses and reactions to the disclosure of sexual abuse by the learners. (Maher, 1988 and Porter, 1984).

Research conducted by the Women's Research Center in Vancouver (1989) found that many women who had been sexually abused as children regarded the school as the primary intervention point for childhood victims (Campbell, Collings & Stephen, 2000). It is probable that over a third of child abuse cases are identified in school and there are a growing proportion of school-aged children being referred to the child abuse services (Barbor, Jones, Oates & Pickett, 2000).

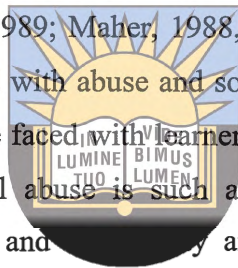


Educators therefore are expected to be fully informed about the field of child sexual abuse, competent in the identification of child sexual abuse, manage the abused child within the classroom, handle suspicions or disclosures, report incidences of child abuse to the correct authorities, as well as provide support for the child (Campall, 1989; Campbell et al, 2000; MacCallum 2000; Maher, 1988; Porter, 1984). The Policy Handbook for Educators (2003) outlines the roles and responsibilities of educators in assisting learners who have been abused. It states that educators need to have a sound understanding of child abuse as well as take a proactive role in identifying victims of abuse and in assisting them to deal with the abuse. It stipulates that educators need to watch out for signs of abuse, record the abuse, report the abuse to the Department of Education's district office as well as the police and then follow the case up with the relevant authorities (Brunton, & Associates, 2003).

The educator's role is now changing which makes their role even more significant in the management of sexual abuse cases. There is currently a range of non-core teaching tasks, which are added to the educator's workload. Many of the responsibilities that were previously assumed by the community, church and family organizations are now the responsibility of the school (MacCallum, 2000). Educators are therefore expected not

only to prepare students academically but also to take on the roles of the social worker, counselor, as well as surrogate parent (MacCallum, 2000).

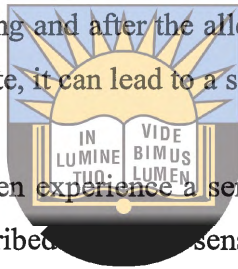
Despite the role that educators are expected to play in sexual abuse issues and the fact that many of them are faced with sexual abuse cases on a regular basis, studies have found that educators often feel ill-equipped when confronted with sexual abuse issues (Abrahams, Casey & Doro, 1992; Austin, 2000; Bear, 1992; Skinner, 1999). This is often a result of educators feeling that they have inadequate resources to manage such cases and many feel untrained to detect and prevent child sexual abuse, which leads them to feel incompetent (Abrahams et al, 1989; Maher, 1988, Porter, 1984). Schools generally do not have a policy on how to deal with abuse and so educators feel lost and uncertain about how to proceed when they are faced with learners who have been sexually abused (Robertson, 1989). As child sexual abuse is such an emotive issue, this feeling of incompetence can lead to distress and anxiety amongst educators (Maher, 1988, Porter, 1984). When educators are faced with a distressed and traumatized child, however, they often have no option but to respond despite their feelings of inadequacy (McCallum, 2000).



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In Burgess's study (1993) of South African educators, 83% of the respondents indicated that they did not receive any formal training in the identification or management of sexual abuse, and therefore felt inadequate when dealing with sexually abused learners (Campbell et al, 2000). A study conducted by Davidson (1999) on seventy five school educators' perceptions of child sexual abuse in the Belhar area, Cape Town, also found that educators were untrained in matters of sexual abuse, which resulted in a hesitancy to identify, report and be involved in the management of child sexual abuse. Some of the educators were unable to understand some of the issues around sexual abuse. It was found that training was needed to cover areas of general child abuse awareness, child sexual abuse issues including that of identification of indicators and handling of disclosures. In the study conducted by Mzamo (2003), who interviewed two educators in the Eastern Cape, the participants also said that they had experienced a lack of training.

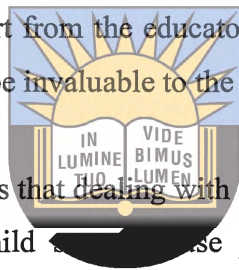
Not only do educators feel as though they are untrained and unprepared to manage sexual abuse cases within their class, they often feel unprepared about the profound personal impact that managing cases of sexually abused learners has on them (Skinner, 1999). It is reported that often when educators deal with cases of sexually abused learners they feel a sense of powerlessness, frustration and anger (Maher, 1988). One of the reasons for this is that once a educator has referred a case of suspected abuse, the responsibility has been taken away from them and the educator has very little control over the subsequent chain of events and the decision making process. Nevertheless the response to the abused child in the classroom may be crucial to his future welfare and development and the educator has to work with the child both during and after the allegation (Maher, 1988). When the decisions of others seem inappropriate, it can lead to a sense of anger and frustration.



In reporting the abuse educators often experience a sense of fear. Once an educator has decided to report abuse, some described a sense of fear when faced with anger and threats from parents who suspected them of reporting the abuse. Educators are often not informed about the laws that support the educator if they report abuse and are unaware of the support that the legal community and the provincial education departments can give them. Frequently educators are therefore fairly wary about reporting abuse, as they are worried that a civil claim will be brought against them (Robertson, 1989; Taylor & Lloyd, 2001).

Some educators also experience a sense of guilt. This may be a result of reporting on suspicions alone and wondering if they did the right thing (McCallum, 2000; Taylor & Lloyd, 2001). Educators often feel guilty for reporting if the child asked the educator not to tell anyone, even though it is the educator's legal obligation to report the abuse (Maher, 1988; Taylor & Lloyd, 2001). Educators may feel that did not act promptly enough. They may feel guilty for not acting at all or for the subsequent disruptions to the child as well as to the family. These feelings can also lead to feelings of self-doubt and a feeling of negative self-efficacy (McCallum, 2000).

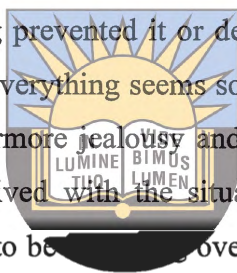
Educators can also feel a huge amount of pressure when a child discloses sexual abuse to them. Disclosure can be part of the therapeutic process and the way that the child copes with the results of the sexual abuse can depend, to some extent, upon the responses of the adults around them (Maher, 1988; Minard, 1993; Porter, 1984). Literature on the subject states that it is imperative that the educator does not contribute at all to the damage of the child either in an emotional, judgmental way or by disbelieving the child's story. By a child choosing to make an allegation to the educator it shows that the child has demonstrated considerable trust in that person. As the aftermath of the disclosure of the abuse can be extremely traumatic for a child, both physically as well as emotionally, these children often need the support from the educator to whom they have trusted with the disclosure, and this support can be invaluable to the child (Porter, 1984).



Other literature focuses on the effects that dealing with sexual abuse cases has on workers from a variety of professions. Child sexual abuse probably arouses more personal reactions than any other problems that professionals, such as social workers, counselors and policeman have to encounter. These personal reactions become less intense over time but they do not disappear (Faller, 1993). There are several reasons why dealing with sexual abuse cases can be so stressful. Firstly, the actual acts are terribly harmful and violate fundamental social norms. Professionals managing sexual abuse cases, may become overwhelmed with the reality of human cruelty to children and feel overwhelmed by hearing the details of the abuse. Child sexual abuse can challenge the worker's worldview, which may include beliefs about the incest taboo, the benevolence of parents and caretakers as well as the innocence of childhood. This can make them very cynical (Jones, 1998). Often the cases are also fraught with uncertainty and frequently it is not possible to determine the risk of future abuse or whether the abuse actually occurred. Professionals are also often unsuccessful in helping children. Victims are not made safe and offenders may not be prosecuted (Faller, 1993).

Individual reactions to child sexual abuse vary according to personality, experience, skill and situation (Faller, 1993). It has been reported, however, from consultants to numerous multidisciplinary groups that the following reactions are most common among these

professionals managing cases of sexually abused children. These professionals often experience a sense of denial firstly that anything is wrong. Often this sense of disbelief is accompanied by an intense desire for retribution (Faller, 1993). They then usually feel anger at the family or the person that perpetrated the abuse. This can sometimes lead professionals to experience a desire to avoid the situation and escape from it and not see the situation as it really is. These reactions are based on feelings of anxiety, discomfort, dread and horror and are a way of coping with the discomfort of the reality of sexual abuse (Jones, 1998). In addition, they experience a sense of guilt that they could have done more to anticipate or prevent the problem. They may be fearful of personal and professional criticism for not having prevented it or dealing with it appropriately. They feel a sense of despair as well, that everything seems so bleak or that there is no hope. A sense of horror may be felt. Furthermore jealousy and resentment may arise that other professionals are now closely involved with the situation. When others takes on the investigatory role, they may appear to be over carefully nurtured relationships, which is often experienced between educators and social workers (Barbor et al, 1988, Porter, 1984). These are usually the initial reactions, but they can persist for days or even weeks. Some can plunge into a whirlwind of activity, which can become unfocused and unproductive while others can become disabled and frozen (ibid).

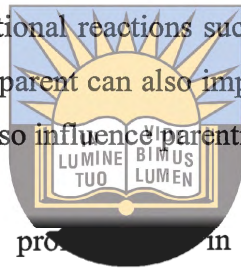


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Dealing with child sexual abuse also affects workers in ways that physical abuse and neglect do not. The reason for this is that sex is a fact of life and workers may experience a morbid fascination, attraction, curiosity or voyeurism that sexual advances by adults towards children may incite in them. Workers can find this extremely disturbing (Faller, 1993; Jones, 1998; Porter, 1984). It can have an impact on their personal sexuality. When the professional engages in sexual activity, recollection of the sexual acts a child has disclosed, may intrude into the sexual experience, which often has an inhibitory effect or may stimulate arousal. Concerns may also arise about the professionals' own sexual role performance (Faller, 1993; Jones, 1998).

The high number of unreported sexual abuse cases also means that a significant number of professionals will themselves have been victims of abuse. Subconsciously the distress

of the children can then become their own and they may too be struggling with the painful memories of a traumatic experience (Porter, 1984; Waltham, 1989). Having to come to terms with their own sexuality and potential to exploit, can be stressful and may unearth repressed and painful feelings (ibid). Some workers may find that the child's pain is unbearable. This potentially could lead to an avoidance of any discussion of the abuse itself. In extreme cases where the pain is too unbearable the worker may blame the victim, as the suffering of another somehow becomes more understandable and bearable if they have 'deserved' it or been responsible for their own fate (Waltham, 1989). There is a tendency to disbelieve because if they do conclude that the child has been sexually abused it can lead to troubling emotional reactions such as a sense of anger and rage at the offender (Faller, 1993). Being a parent can also impact on one's reaction to a case of sexual abuse and sexual abuse can also influence parenting (Faller, 1993).



Educators, therefore, working as professionals in managing sexual abuse cases, experience a range of emotions and it can have a profound personal impact on them as educators. A study conducted by Skinner (1999) indicated that out of a sample of 14 educators working in educational establishments in the north of England, who represented different levels of the educational hierarchy, and who had been dealing with sexual abuse cases, all of them mentioned stress as a result of having to deal with the issue. Other impacts mentioned were nightmares, inability to sleep, an effect on family life or sex life, unpleasant memories, anxiety, difficulties about what action to take, feelings of powerlessness, conflict with colleagues, sense of helplessness, feelings of isolation, uncertainty where to seek help or advice, dissatisfaction with outcome and role conflict. It was found that organizational constraints had a noticeable effect on educators' willingness and ability to support sexually abused children. Many of them also experienced uncertainty about the role that educators are supposed to play within the organization of the school. Some educators therefore viewed themselves as subject specialists and were surprised when the children consulted them with the problem (Skinner, 1999).

A study conducted by Mzamo (2003) in which two educators working in a school in Mdantsane in the Eastern Cape were interviewed, yielded similar results. It was found that the school educators experienced a feeling of inadequacy and incompetence when dealing with sexually abused learners. This was largely due to their lack of training in this regard as well as their lack of knowledge about the signs which indicate abuse. The educators also experienced feelings of sadness, helplessness and frustration.

As a result of having such an important role to play in the management of sexually abused learners and the profound personal impact that it may have on them, educators require both training and administrative support as well as personal support. It is incredibly important that professionals who encounter cases of child sexual abuse receive professional education and training so that they do not feel inadequate or incompetent to deal with the situation and that they are able to deal with it effectively (Jones, 1998).

There should be training and education around the detection and management administratively of sexually abused learners, but also around educators' personal reactions to managing such cases. In this way these reactions can be acknowledged as a normal part of working with sexually abused learners and they can be made aware of what to expect in terms of their own personal issues when confronted with a sexually abused learner (Jones, 1998; Randolph & Gold, 1994). It is also believed that by providing a combination of training opportunities and effective support networks both within and beyond the school context, educators can be helped with a greater level of confidence in their ability to cope (Skinner, 1999). These support structures, however, need to be available and appropriate to current needs.

Child sexual abuse is also not something that should be dealt with alone. Educators managing cases of sexually abused learners need colleagues to co-work with, supervision, as well as people with whom to share their feelings (Maher, 1988; Doyle, 1997). It has also been recognized that when any professional is dealing with cases of child sexual abuse, support and understanding and advice from supervisors or colleagues is extremely important. It aids the professional in coping with the situation and prevents a sense of isolation and overwhelming responsibility (Faller, 1993; Jones, 1998; Maher,

1988). It is believed that there should be an experienced, trained multidisciplinary group available in all areas to provide advice and support for all professionals dealing with sexual abuse cases as it provides teamwork which can alleviate the stress and allow for a opportunity for sharing the pain and distress that many cases can cause professionals (Faller, 1993; Porter, 1984).

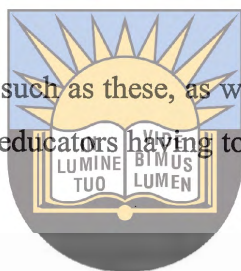
Despite the fact that educators have to manage cases of sexually abused learners, and subsequently require support and training, in many studies it has found that educators are not receiving the support that they require.

The literature reveals a number of programs that are designed for professionals dealing with child sexual abuse. Most are not directly designed for educators but are designed for specialists who were trained in the field of child sexual abuse such as psychologists, nurses or social workers who act as consultants to educators (Minard, 1993). They only seem to address the training of the educators so that their knowledge around child sexual abuse is improved. These programs for educators usually have the effect of increasing knowledge about sexual abuse and lead to a positive change in the willingness to report cases of abuse (Randolph & Gold, 1994). When training is provided to educators, however, it is often procedural rather than personal. The personal aspect of educators work is seldom valued and taken into account (McCallum, 2000; Skinner, 1999). Often survivors can wait for months before being offered therapeutic help and alternative sources of support for those dealing with an abused child are limited (Skinner, 1999). There is therefore a lack of education around educators' personal reactions to managing such cases and there would appear to be a lack of effective support networks set up in many schools.

One program, which would appear to meet these needs and has been documented, is a Child Sexual Abuse Program that was set up by Kleemeier, Pohl and Webs. This program included training on how to recognize behavioural and physical symptoms, how to respond to disclosures and report sexual abuse. Focus is therefore not only on increasing general awareness of the problem and recognizing the common signals often associated

with the abused child but also on a more thorough understanding of the dynamics and emotions that are often involved in managing child sexual abuse cases (Randolph & Gold, 1984). The program also addressed emotions associated with making a report to the authorities as well as those associated with the discomfort of dealing with child sexual abuse. Randolph and Gold (1994) evaluated this program and found that there was an increase in knowledge about sexual abuse and the educators felt more positive in their role in addressing the problem. Participants reported more time spent in classroom discussions, discussions with individual children and discussion with colleagues about sexual abuse. The reports made to the Department of Social Services also increased.

It would appear that more programs such as these, as well as alternative forms of support and therapeutic help, are needed for educators having to manage cases of sexually abused learners more effectively.



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## Chapter Three

### 3) Research Methodology

#### 3.1 Introduction

The study was conducted at a Primary School situated in PK community of East London in the Eastern Cape. The school comprises 1050 learners and 27 educators. The majority of the learners come from PK and its surrounding areas, which includes a number of informal settlements. The community of PK is a former coloured suburb and is one of the most disadvantaged communities in East London. The housing is mostly sub-economic with about 470 dwellings in Parkside, 639 in Pefferville, 236 in C.C. Lloyd and 252 in Parkridge (G. Gamiel, personal communication, July, 2004). According to the Buffalo Flats Developmental Trust, there are about one and a half thousand young people, ranging from 15-30, who are either unemployed or not schooling. Consequently there is a high incidence of social and economic problems within the community with gang violence being rife (P. Lottering, personal communication, May 2004). Within this gang culture, women are often seen as ~~at their schools are~~ must themselves with blanket authority to rape and engage in unlawful sex. Robberies, stabbings, gang fights, drug abuse, child sexual abuse and prostitution are common within the community (ibid). The socio-economic conditions of the community are reflected in the school, with many learners growing up in conditions of extreme poverty. It has been reported by the principal that they have to deal on a daily basis with learners who suffer from rejection as well as physical and sexual abuse (G. Gamiel, personal communication, July, 2004). Most of the educators within the school have therefore had experience in managing cases of sexually abused learners. There are psychology students and interns from Fort Hare University, of which the researcher is one, that come in once a week to the school. They run life-skills and support groups for the learners. They also partake in the Care Team, which is a forum whereby the educators and psychology students can work collaboratively to problem solve and generate alternative solutions to learners' scholastic, emotional and behavioural difficulties.

As this study is based upon descriptions of experiences of educators as they occur in their everyday life, a phenomenological perspective will be employed as phenomenological enquiry identifies the essence of a phenomenon, accurately describes it through lived experience and brings to the fore experiences and perceptions of individuals from their own perspectives (Lester, 1999; McClelland, 1995; Rose, Beeby & Parker, 1995).

### **3.2 Phenomenology**

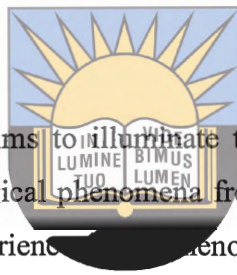
Phenomenology is rooted in the worldview that reality is not separate from individual experience. For the phenomenologist, therefore, there is no objective reality, which can be known separately from individual experience and perception. What the researcher observes is an interpreted reality (Huysamen, 1994). Phenomenology is thus a move away from the epistemological belief that there is a world in-itself to which we can have access in such a way as to grasp it exactly as it really is (Turner, 2000)

Phenomenology emphasizes the intentionality of consciousness, in that it is believed that consciousness is always directed towards an object. All conscious acts always have a fundamental directional character toward some object whether real or ideal such that all consciousness is always consciousness of something (Bentz & Shapiro, 1998; Turner, 2000). The reality of an object is inextricably linked to one's consciousness of it (Creswell, 1998). The dichotomy between subject and object is therefore rejected. The reality of an object is only perceived within the meaning of the experience of an individual. The person and their world are interrelated and interdependent (Creswell, 1998; Merriam, 2002; Moran & Mooney, 2002). There is therefore a unity of humans and their world. The person is viewed as having no existence apart from the world and the world as having no existence apart from people. Each individual and their world are said to co-create each other. A person derives their true meaning from their life-world and by existing they give meaning to their world (Huysamen, 1994).

The life world or 'Lebenswelt' as conceptualized by Edmund Husserl is the intersubjective world of human experience and social action. It is the world of commonsense knowledge of everyday life and is constituted by the thoughts and acts of

individuals and the social expressions of those thoughts and actions (Bentz & Shapiro, 1998; Schwandt, 2001). It is the world as it is encountered in everyday life and given in direct and immediate experience, independent and prior to explanations and theoretical explanations of any kind (Giorgio, 1975; Kvale, 1996).

Phenomenologists, therefore, focus on neither the human subject nor the human world, but on the essence of the meaning of this interaction (Merriam, 2002). It is the life-world and its phenomena that are regarded as the primary object for study for phenomenologists (Schwandt, 2001). Phenomenology emphasizes lived phenomena precisely as they are lived (Giorgi, 1975).



The phenomenological approach aims to illuminate the specific. It is concerned with understanding social and psychological phenomena from the perspectives of the people involved and they attempt to experience phenomena as these people must have experienced it (Lester, 1999; Huysamen, 1994). The researcher exhibits a respect for the phenomena and their primary aim is to observe, comprehend and render explicit what was initially perceived (Kruger, 1988).

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The key word in phenomenology is 'describe'. Phenomenologists therefore are not concerned with 'interpreting' but are rather concerned with the unprejudiced descriptive study of what the life world consists of – that is the structures of experience, of the consciousness to which any thing, event or person appears, and the principles and concepts that give form and meaning to the life world (Giorgio, 1975; Schwandt, 2001). The researcher aims to describe as accurately as possible the phenomenon that appears to consciousness precisely in the manner in which it so appears to the people involved (Bentz & Shapiro, 1998; Kruger, 1988; Moran & Mooney, 2001; Schwandt, 2001; Turner, 2000). One is then able to grasp the qualitative diversity of their experiences and to explicate their essential meanings. It attempts to get beyond immediately experienced meanings in order to articulate the pre-reflective level of lived meanings and to make the invisible visible (Kvale, 1996).

Phenomenological descriptions are possible by turning away from things to their meanings, from what is to the nature of what is, and by providing direct access to the meaning of phenomena (Giorgi, 1975; Schwandt, 2001). Phenomenology pays particular attention to the living experience of meaning and therefore to the peculiar nature of the human encounter with the surrounding world. (Moran & Mooney, 2002). Phenomenology therefore does not stop with the appearance but seeks the essence of the appearance (ibid).

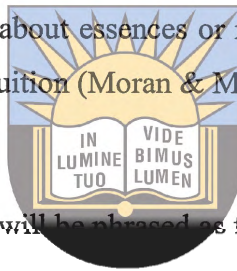
Turning away from things to their meanings can be accomplished by a certain phenomenological reduction that entails an attempt to place the common sense and scientific foreknowledge about the phenomenon within parentheses, in order to arrive at an unprejudiced description of the essence of the phenomenon (Giorgio, 1975; Kvale, 1996; Schwandt, 2001). If we are to enter the life-world and take a fresh, unprejudiced look, untainted by scientific, metaphysical, religious or cultural presuppositions or attitudes, at the fundamental and essential features of human experience in and of the world, it is necessary to suspend presuppositions and set aside or suspend cognitively held and theoretical views, which exist as a result of intentionality (Merriam, 2002; Mouton & Joubert, 1990; Rose, Beeby & Parker 1995).

Phenomenological reduction does not involve an absolute absence of presuppositions, as this is not possible in an absolute sense, but rather involves a critical analysis of one's own presuppositions and to admit and acknowledge as explicitly as possible the presuppositions that do exist (Giorgio, 1975; Kruger, 1988; Kvale, 1996). Phenomenological researchers therefore usually explore their own experiences, in part to examine dimensions of the experience, and in part to become aware of their own prejudices, viewpoints and assumptions. These prejudices and assumptions are then bracketed or set aside so as not to influence the process. Two main presuppositions should be bracketed. The temptation to impose on the investigation of the life world claims emanating from objective science or other authoritative sources, as well as those to do with the imposition of criteria of validity arising outside the life world itself.

Bracketing allows the experience of the phenomenon to be explored in terms of its own intrinsic system of meaning not imposed on it from without (Merriam, 2002).

Phenomenology therefore is oriented entirely towards what is given immediately in intuition, as the researcher should try and set aside all prejudgments, bracket their experiences and rely on intuition to obtain a picture of the experience (Creswell, 1998)

'Intuiting' or 'grasping' refers to a mode of awareness and the processes involved in that mode. It involves logical insight based on careful consideration of representative examples and is not second sight or inspiration (Rose et al, 1995). Consequently, phenomenology does not speculate about essences or make inferences; it is supposed to grasp them directly in immediate intuition (Moran & Mooney, 2002).



### 3.3 Research Questions

The research questions of this study will be phrased as follows:

- a) How does managing cases of sexually abused learners impact personally on educators working at a primary school situated in an East London community?
- b) What form of support do educators feel they need in order to help alleviate the personal impact that managing cases of sexually abused learners has on them?

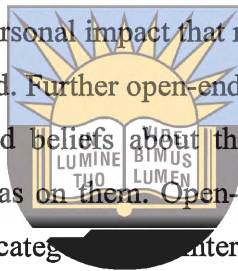
### 3.4 Data Collection Method

Audio-taped unstructured interviews were conducted by the researcher with the informants. Morrisette (1999) defines the interview as not simply a matter of chunks of information being transmitted between people, but a conversational process that is participatory, collaborative and aesthetically rich. The words that are used do not convey information but reflect the speaker's world.

Unstructured interviews entail that the researcher suggests the general theme of discussion and poses further questions as they come up in the spontaneous development of the interaction between the researcher and the participant (Huysamen, 1994; Kvale, 1996) By deviating from using an interview schedule, room is allowed to reveal the

feelings and beliefs of individuals and questions can be directed at the participants' experiences, feelings, beliefs and convictions about the theme in question. By using an unstructured interview, the researcher is able to focus on the first hand experience of the life world of the individual, rather than on their own interpretation or speculative explanations of it (Huysamen, 1994).

The researcher started the interview by asking the educator to describe how they managed the case of a sexually abused learner, which then led up to questions around how it impacted on them personally. The question of what form of support they feel they need in order to help alleviate the personal impact that managing cases of sexually abused learners has on them, was then posed. Further open-ended questions were asked about the educator's experiences, feelings and beliefs about the personal impact that managing cases of sexually abused learners has on them. Open-ended questions were used in the interviews so that predetermined categories and interpretation would not be imposed (Thomas, Smucker & Droppelman, 1998). The researcher was not looking for specific answers but attempted to gain a deeper insight into their own personal experiences.



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The interview sessions were open-ended and were conducted in an informal non-directive manner as suggested by Kruger (1988). They were conducted in an office where there was privacy and no interruptions. A relaxed atmosphere was created and anonymity and confidentiality was guaranteed to the participants.

### **3.5 The participants**

Availability sampling was used in selecting the participants (Babbie & Moutton, 2001; Bless & Higson-Smith, 1995). Informed consent was gained from the participants. After explaining the purpose of the study, and obtaining permission from the principal of the school, the researcher spoke to the educators and distributed a letter whereby the researcher stated the purpose of the study. The letter requested the participation of volunteers, who had been involved extensively in managing at least one case of a sexually abused learner in their teaching capacity at school. The letters incorporated a

consent form (see Appendix A). Four educators volunteered to take part in the study. They all met the inclusion criteria and so all were selected to take part in the study.

### **3.6 Data processing and analysis**

The interviews were transcribed and then analysed from a phenomenological approach. As lived meanings are not always known explicitly, but must be discovered and thematised, interpretive procedures have to be used (Giorgio, 1975). Analysing data within phenomenological research involves uncovering essential structures of the phenomenon in question. The description of lived experiences is analysed in order to uncover the structures of experience constituted in consciousness. This involved the following steps as outlined by Morrissette (1999).

#### **3.6.1 Step 1: The interview as a whole**

Following each interview, the researcher carefully listened to and reviewed the audio taped conversations. For Morrissette (1999) the rationale behind this is for the researcher to be familiar with the data in order to gain an awareness of the experiences described by the informants. Particular attention was paid to tone of the voice and meaningful metaphors.

#### **3.6.2 Step 2: The interview as a text**

The interviews were then transcribed into written protocols. As the researcher did the transcription personally, that gave her an opportunity to be fully immersed in the data. Each protocol was then read several times, highlighting those words and statements that were relevant to the topic under investigation. This process set groundwork for first order thematic abstraction.

#### **3.6.3 Step 3: First Order Thematic Extractions**

The protocols were reviewed, and significant statements were collected, paraphrased and assigned a theme. These were placed in a tabular form and are referred to as First Order Thematic Abstractions.

#### **3.6.4 Step 4: Second Order Thematic Cluster**

A Second Order Thematic Cluster was then created. This step involves clustering the themes identified in the preceding step. This was also done in a tabular form and included descriptions. The descriptions form a basis for the synthesis of individual participant experiences.

#### **3.6.5 Step 5: Individual Participant Protocol**

Each participant's protocol was then synthesized. This involved reflecting on and summarizing each participant's experiences. Common themes emerged during this process.

#### **3.6.6 Step 6: Overall Syntheses of Participant's Protocol**

An overall synthesis of participant's protocols then followed. This involved reflecting upon the various themes that emerged from each individual protocol. This gave the researcher the opportunity to understand the individual and shared experiences among the participants.



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#### **3.6.7 Step 7: Between Participants Analysis**

Finally, following the overall synthesis, the clustered themes that emerged from each individual were presented in a grid format, which provides a quick visual reference to specific themes that may or may not be present with each participant's experiences.

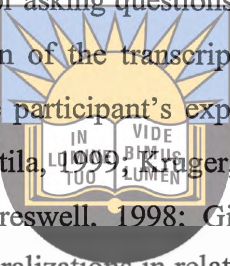
Once the analysis had taken place the outcomes of the research were re-grounded against the context. This entailed a rich description and comparison of other educator's experiences of managing cases of sexually abused learners, as outlined in the literature review, and those of the participants of the research.

### **3.7 Reliability and Validity**

Phenomenologists tend not to speak of reliability and validity, but rather of trustworthiness. Phenomenologists believe that the interviewer must not influence the contents of the subject's descriptions in any way so that the descriptions do not truly

reflect the subject's actual experience (Creswell, 1998). The researcher's descriptions are therefore expected to be consistent with the subject's experiences and it is assumed that they can be repeated by others (Haggman- Laitila, 1999). Thus, if the researcher brings any form of bias or any preconceptions into the process, the trustworthiness of the findings will be undermined. As the researcher feels that it is not possible to completely 'bracket' off any preconceived ideas, the researcher made those preconceptions that did appear, explicit.

Trustworthiness was also obtained by using an unstructured interview and avoiding guiding the participant's expressions or asking questions that contain the researchers own interpretations. Participant verification of the transcripts, to ensure that the researcher descriptions were consistent with the participant's experiences, also contributed to the studies trustworthiness (Haggman-Laitila, 1999; Kruger, 1988). As phenomenology does not lend itself to generalizations (Creswell, 1998; Giorgi, 1975; Lester, 1999), the researcher was tentative to make generalizations in relation to the population from which the educators come from.



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### **3.8 Ethical Considerations**

Confidentiality as well as anonymity of all participants was ensured. Care was also taken that details of the sexual abuse cases could not be identified. Names and identifying information were therefore changed to ensure the confidentiality of these learners. All audio-tapings as well as transcriptions of the interviews were kept in a safe place. Feedback meetings with the individual participants were held in order to share the results of the study.

## Chapter Four

### 4) Results

#### 4.1 Introduction

This study involved four participants. In reporting the results of the study the research will systematically report on the results of each participant in accordance with Morrissette's (1999) model of data analysis. This, therefore, means that the reporting of the results will follow the following structure or sequence: 1) first thematic order, 2) second thematic cluster, 3) within the person analysis, 4) overall synthesis of participant protocol, and finally 5) between participants protocol.

Each participant is given a nominal number for the purposes of distinguishing between the four participants of the study. For instance we have Participant 1, Participant 2, etc.



#### 4.2 Data Analysis

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#### 4.2.1 First Order thematic Cluster of Participant 1

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*The number [#] = signifies the significant statement from the interview.*

*Brief Summary [BF] – signifies the summary of the significant statement.*

*Theme [T] = the significant theme extrapolated from the brief summary.*

---

1) *So she said no, she knows what it is and this person is actually having inter-course with her. So I was all like stunned.*

[BF] She was shocked when she found out from one of her learners that she was raped.

[T] Astonished

2) *So what surprised me more in the time is that this child was referred here to this psychology centre she went to the therapy and after a few months they told me that she doesn't need therapy. But in the time being, that I don't agree with... she was being... she was raped. Not only once but over a time period and she lost her uncle also in that time. She lost her own parents through AIDS in Zambia and things like that. So I mean, those to me, is really traumatic and things like that. I think she really still needed ... counseling ... but her counseling has stopped last year. Also now you can see the changes in her and there was nothing I could do. I couldn't say o.k. I will take you to someone*

*else because it is the same institution and things. And they don't have the means for private counseling as such*

[BF] She wondered why therapy was discontinued despite the trauma the learner had experienced and felt that there was nothing she could do to ensure that therapy was continued.

[T] Helplessness

3. *I mean from my point of view I was just thinking how would I work this out in my life style ...*

[BF] She reflected on her own life and wondered how she would have coped with that in her own life.

[T] Empathy



4. *I would like just to see how she has adapted. Although she seems fine from the outside, but you don't know what has been going on inside and things.*

[BF] She is curious to know how the learner is doing, but finds it difficult because it is not possible to know what is going on inside the child.

[T] Helplessness

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5. *Yes, it is because you seem to... We think we in a safe haven but out there, there is pupils or other people really being abused... So it made me aware that I don't know what society are we living in.*

[BF] This learner's experience made her aware that children are being abused and made her question the society we live in.

[T] Increase in awareness of the ills of society.

6. *They have no morals and I often wondered is it the way we teach? Is there something in the curriculum that we can change things?*

[BF] She questioned the morality of people in society and wondered if there is anything more they as educators can do to help.

[T] Impact on her as an educator

7. *That we living in a sick society. I don't know it made me demoralized or something.*

[BF] The experience led her to believe that we live in an immoral society, which

left her with feelings of dejection.

[T] Increase in awareness of the ills in society

8. *And you think it doesn't affect you but it does because at the end of the day if you know that there's a kid out here that is going through a sick up-bringing, that same child can come around and rape one of mine, one of my kids. So it would affect me at the end of the day. You can't say it's never going to happen to you.*

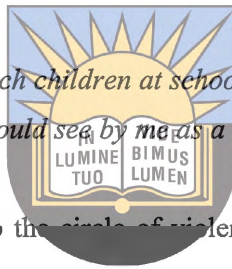
[BF] She realizes that issues of sexual abuse can affect anyone and that her own children could become victims as well.

[T] Personal feelings of vulnerability

9. *So what I have done is try to teach children at school in my class what is right and what is wrong and things. So if they could see by me as a role model and perhaps will portray the same things.*

[BF] In an endeavour to curb the spread of violence, she resorted to imparting good morals on to her learners.

[T] Impact on her as an educator



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10. *It does because you have to constantly remind your child of the dangers and things to be aware of certain things. You have got to emphasize that to them, also not with my kids but the kids in class as well, so that they can also be aware and on the look out.*

[BF] The experience has made her more vigilant in reminding her children and learners of the dangers in society and increasing their awareness.

[T] Sense of personal responsibility

11. *Yes, I find it as a great stress reliever, when you speak about it to someone else. Although they speak about confidentiality, I don't know such name whoever it is. But a way of relieving yourself is if you talk to others; make them aware that these things do happen. You don't just read about them or see it on TV. These things actually do happen here in our society.*

[BF] Talking to others about the case and making others aware about the reality of sexual abuse in our society is a form of stress relief.

[T] Support from talking to others

12. *Just a quicker response from the police, if they actually do their work and get the culprits and things.*

[BF] She laments the lack of a quick intervention by the police in apprehending the culprits.

[T] Frustration with the justice system

13. *You feel helpless, because you trying to reach out and there's actually nothing.*

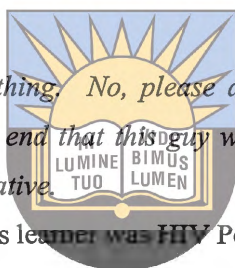
[BF] Lack of support from the police left her feeling helpless because despite reaching out to help the learner, nothing ever comes of the case.

[T] Helplessness

14. *And you also go through that thing. No, please don't let this child be HIV positive because it also came out at the end that this guy was HIV positive but for us with the second it would show it was negative.*

[BF] The man that raped this learner was HIV Positive and so she was afraid that the learner would also test HIV Positive.

[T] Fear and anxiety



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15. *So you have a sense of relief when she didn't. You can't wish away that she wasn't raped and that but you actually felt relief this child is not HIV positive and things. So you get...I think we felt relieved, myself and Mrs. P; at the end of the day she wasn't HIV positive.*

[BF] There was a great sense of relief that this learner was not HIV Positive.

[T] Relief

16. *I personally, I like to shy away from that responsibility and was actually quite amazed when she just came to me like that. What did I do so that she could skip another teacher and come straight to me? And just so blurted out, I was raped. And I thought to myself is it the way I was giving the lesson?*

[BF] She felt amazed and wondered why this learner had particularly decided to disclose to her.

[T] Astonished

17. *Because personally I tend to shy away. I don't want that because I don't know how. For me I don't think I know how to handle the situation but here this girl just came out and she came to me and she felt more confident with me, to tell me everything.*

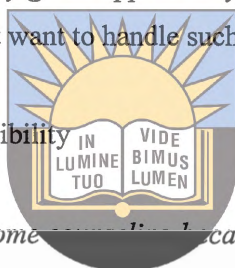
[BF] She tends keep her distance from such cases because of her inability to deal with sexual abuse cases and yet she was unable to turn away from this case, as the learner disclosed to her.

[T] Helplessness

18. *I actually don't want this responsibility, I told myself. But I can't let this child down so let me... The only way that I really gave support is by being there.*

[BF] Even though she does not want to handle such issues she felt responsible for this child.

[T] Sense of personal responsibility



19. *But maybe perhaps, I do need some... because you never know when I'm going to get another encounter. Because you tend to find that children, are still as they've come up, they've already have been abused at home and things. And they just don't know how to come out with it.*

[BF] She feels that counseling skills would be useful to help her manage such cases.

[T] Need to be empowered.

20. *Maybe in identifying different behaviors in class.*

[BF] It would be useful to be provided with skills in order to identify certain behaviors of learners within the classroom that may point to sexual abuse.

[T] Need to be empowered.

21. *Yes, No, I felt supported. The principal was one hundred percent behind this one what ever we decided to do or take the child further.*

[BF] There was a feeling of being supported by the principal.

[T] Support from school management

22. *What we glad about now is that we have this media lab now. So also it encourage them. I haven't done lessons yet with them but also I want to focus on taking them ... If they*

*cannot speak to us there is a way of going onto the internet and going Life Line and things like that ... But I said later on we'll focus on telling them there are sites for them, where you anonymous. Where nobody has to know who you are or when you deal with your problem and can go there because they have that available as well now.*

[BF] She hopes that the availability of the internet, which should provide access to support systems such as Life Line, will be helpful to the learners who find it difficult to open up to educators about their problems.

[T] Support from school management

23. *No, no, no, no because people are not the school, I think going at home, where I am not questioned why? What? How? You just saying what is on your mind and they understand it's just like a stress reliever.*

[BF] Talking to people outside the school about the case has a de-briefing effect.

[T] Support from talking to others



24. *But the minute you come to a forum. Could you have done that? Why didn't you do that? It's like intimidating you. Oh... I think that is one of the reasons we shy away from bringing the case to the care team, because it's not like condemning you or criticizing you why. They want to give suggestions but you think why is everyone pushing down on me and things like that. I think it is one of the reasons people shy away from bringing a case to the care team. It takes a lot, not all of us are speakers. It takes a lot of you, it takes a lot of guts to come and present that case and then you've got to sit back and listen: Why couldn't you do that? Did you do this? Or is it possible for you to go there? I mean it took a lot of guts just coming down here, because not all of us are outspoken also.*

[BF] She feels that the Care Team forum is not useful as it puts a lot of emotional strain on educators rather than providing them with the actual support they need in handling these cases.

[T] Lack of potential support from the Care Team

25. *It's just that from your side perhaps just more counseling.*

[BF] More counseling from the school psychologists is needed.

[T] Need for support from professional psychologists

26. *But I think the onus is on the police really to do their part of the job when we can really identify the culprits.*

[BF] When the educators have identified the culprits the police need to do their job to apprehend them.

[T] Frustration with the justice system.

27. *You feel really lost and ... when you know who it is and there is actually nothing that they can do.*

[BF] She feels helpless when the perpetrator is known, but there is nothing that the police can do to apprehend the perpetrator.

[T] Helplessness and powerlessness

#### 4.2.2 Second Order Thematic Cluster of Participant 1

The number (#) – First Order Clusters

[CD] - Cluster Description



#### 1) *Astonishment (1 & 16)* **University of Fort Hare** *Together in Excellence*

[CD] She was astonished when one of her learners disclosed to her that she had been raped.

#### 2) *Helplessness (2, 4, 13, 17 & 27)*

[CD] When managing cases of sexually abused learners she was left feeling helpless and confused. She felt in one instance that the learner should receive ongoing psychological help and could do nothing about it when the learner's therapy was terminated. She further felt helpless due to her lack of competence in assisting this learner psychologically. She felt demoralized and helpless by a lack of action from the police in apprehending the perpetrator.

#### 3) *Empathy (3)*

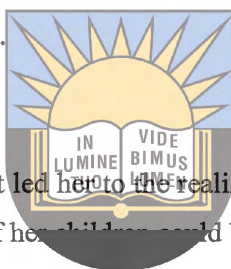
[CD] The experience made her reflect on her own life and made her wonder how she would have coped with such a trauma in her own life.

**4) Increase in awareness of the ills of society (5 & 7)**

[CD] Through getting involved in this case she became aware of how vulnerable our children are in the communities. She also came to realize the immorality and the hardships of the society we are living in.

**5) Impact on her as an educator (6 & 9)**

[CD] Being involved in managing cases of sexually abused learners made her question the impact that she, as an educator may be having on her learners' morality. Consequently she has wondered whether educators can play an active role in improving societies morals. As a result she took it upon herself to teach her learners about morality and about the dangers in their communities.



**6) Personal feelings of vulnerability (8)**

[CD] Through managing these cases it led her to the realization that anyone can be personally affected by abuse and that one of her children could be raped one day.

**7) Support from talking to others (11 & 29)**

[CD] She found that talking to people outside of school has been very helpful and has provided her with support.

**8) Frustration with the justice system (12 & 26)**

[CD] She expressed very strong dissatisfaction with the lack of cooperation from the police to respond quicker and to apprehend the perpetrators, especially in cases where the identity of the perpetrator is known.

**9) Fear and anxiety (14)**

[CD] She was anxious and fearful that the learner who was raped by an HIV positive man might also be infected with the virus.

**10) Relief (15)**

[CD] There was a great sense of relief that this learner was not HIV Positive.

**11) Sense of personal responsibility (10 & 18)**

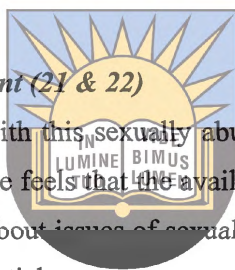
[CD] Despite the fact that she does not want to get involved or be responsible for handling the cases of sexual abuse in her work, in this instance she felt responsible for this learner. Through managing this case it made her feel that it was her duty to increase her children and learners awareness of the dangers in society.

**12) Need to be empowered (1 & 20)**

[CD] She feels that it will be helpful if she could be provided with counseling skills, as well as a general training in child sexual abuse, so that she can be in a position to identify sexually abused learners within the classroom.

**13) Support from the school management (21 & 22)**

[CD] In her experience of working with this sexually abused learner she felt that the school management was supportive. She feels that the availability of internet facilities (through which learners can learn more about issues of sexual abuse in a safe, anonymous space) within the school, will be a potential support.



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**16) Lack of potential support of the Care Team (24)**

[CD] Even though there are support structures for educators who are working with sexually abused learners, such as the Care Team, she experiences this structure as not being useful. Rather than being provided with assistance about how to help the affected learners, this structure is used as a platform for intimidation and criticism about the effort they are making in helping these learners.

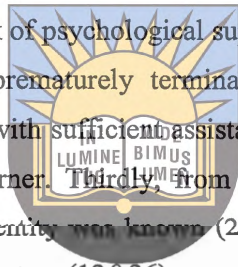
**17) Need for support from professional psychologists (25)**

[CD] More counseling with sexually abused learners is needed from the school psychologists.

**4.2.3 Within Person Analysis of Participant 1**

When one of X's learners disclosed to her that she had been raped she initially felt stunned that this had happened to her as well as the fact that she had particularly decided to disclose to her (1,16). She did not want the responsibility of managing the case but felt responsible for the learner because she had disclosed to her (18). Initially she was anxious and feared that the learner could test HIV positive as a result of the fact that the man who raped her was HIV Positive (14). She felt a great sense of relief though when the learner tested negative (15).

Through managing the sexually abused learner it made her reflect on her own life and made her wonder how she would have coped with such a trauma in her own life (3). It made her aware of how vulnerable children are in society. Consequently she realized how sick and immoral the society we are living in is, which led to feelings of demoralization (5&7). She also realized that anyone can be personally affected by abuse and that her own children were not safe either (8). This realization impacted on her as an educator as it made her question whether educators can play an active role in improving societies morals (6&9). This in turn led her to feel that it was her duty to take some proactive measures in educating her children and learners about good values and morals and the dangers in our communities (10). In dealing with cases of sexually abused learners she was left with a sense of helplessness and powerlessness. These feelings emanated from three sources. Firstly from the lack of psychological support this particular learner received when her counseling sessions were prematurely terminated. Secondly, from her sense of incompetence in providing the learner with sufficient assistance, even though she was aware of the trauma that was faced by this learner. Thirdly, from the incompetence of the police in apprehending the perpetrator whose identity was known (2, 4, 13, 17, & 27). This led her to experience frustration with the justice system (12&26).



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She felt that being provided with counseling skills, as well as a general training in child sexual abuse, so that she can be in a position identify sexually abused learners within the classroom would have been useful to help her manage such cases (19&20). In addition, she feels that school psychologists can play a very helpful role in providing counseling to sexually abused learners (25). She did feel though supported by the school management. She feels that the availability and access to internet facilities would serve as a potential source of support for the educators and learners, as it should provide access to support systems such as Life Line, which will be useful to learners who might find confiding in educators difficult (21&22). She further reported that she felt supported by her family and friends, who she could talk to about the case (11&23). She, however, did not find the Care Team a useful forum as rather than providing educators with suggestions, through all the questioning it led to feelings of being criticized and intimidated (24).

#### 4.2.4 First Order Thematic Cluster for Participant 2

The number [#] = signifies the significant statement from the interview.

Brief Summary [BF] – signifies the summary of the significant statement.

Theme [T] = the significant theme extrapolated from the brief summary.

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- 1) *And when the nurse, the school nurse used to come and then we used to speak to the school nurse about these children and then identify them, because we are too scared to say something. You just suspect that something is going on with this child.*

[BF] Even though she suspected that some of the learners might be victims of sexual abuse she was afraid to label them as such. It was only when the school nurse came to the school was she able to consult with the nurse and voice her suspicions.

[T] Fear/support from health department nurse

- 2) *But she went away from me now. She could read well, when they read well they go back to the classes. But I am always watching her, always watching her. ... But somehow I could see ... that there was something not right and I didn't quite put my finger on it and we just continued*

[BF] She was always keeping an eye on the learner to see if she was alright. She had a very strong hunch that something could be troubling her, although she could not figure it out.

[T] Concern

- 3) *In February, I heard that one of our children was raped and it was our own commercial ...because somebody saw it and called the grown ups and they chased him and they caught him and the police were here and it happened on a Saturday, Saturday morning. And I felt very, very ... but I was strong for the children because the people ...*

[BF] She heard that one of their learners had been raped in their community and she felt very sad but had to be strong for the other learners.

[T] Sadness

- 4) *"I told my mother". What did your mother say? She did not believe me if he does it for a second time that I must tell her. I just thought how could a mother? I said why but why?*

[BF] Upon hearing how the mother of the raped learner reacted to the rape of child, she felt perplexed and wondered how a mother could not believe her own daughter about something so traumatic.

[T] Perplexed

- 5) *And after a while she looked at me so sadly and I thought is this child finished yet she looked at me and said teacher he is HIV positive. I said how do you know? She said because my cousin is HIV positive and a 4 year old child by this man is HIV and she broke down and she started crying and just and I oh, I also cried.*

[BF] She was overwhelmed by emotions when she learnt that a man who is HIV Positive raped the learner.

[T] Sadness and compassion

- 6) *But I thought no, this child needs to come because she was crying, I can't handle this by myself. So I don't know why, oh the ... from Masimanyane was here that day so I asked her, can I talk to somebody? Do you need somebody to talk to? She said yes teacher and I arranged it I will asked ... and I arranged with ... to talk to her. She spoke to her and called Father H immediately, she called in Father H and they counseled her and he told me that he gave her to big packets of tablets to take.*

[BF] She felt unable to manage this case by herself so she requested assistance from a lay counselor from Masimanyane Women Support who in turn called the priest to provide counseling to this traumatized learner.

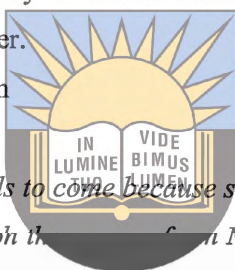
[T] Feelings of incompetence

- 7) *Talk to her in class and then she went to ....out of the class she went to ....and she came back to me and said teacher I'm negative. Sam I couldn't help crying she was crying, I was crying.*

[BF] Some time later when the learner reported to her that she is HIV negative she felt so relieved so much so she cried.

[T] Relief

- 8) *I said I know because I prayed. I used to wake up at night and I just saw the child's' face. I used to kneel in the morning before school.*



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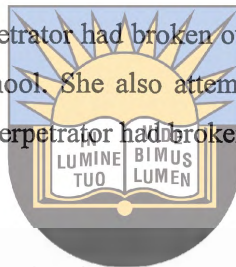
[BF] She was terribly concerned about this learner, to the point that it haunted her. Consequently, she relentlessly prayed for her.

[T] Fear and anxiety

9) *I think it was early May that somebody said he had broke out of jail and he was... They were worried. And I told them to ask Mr. G did you hear the story and they said yes, but he won't come here. I said Mr. G, how do you know this? No! He won't come here but I was very ...put I am worried about the fact that this man is out of jail, they say he is out of jail I said don't come here, but I don't feel at ease. I really feel scared and I asked her how does she feel?*

[BF] She heard that the perpetrator had broken out of jail and she was anxious that he would come to the school. She also attempted to solicit the learner's feelings about the fact that the perpetrator had broken out of jail.

[T] Fear and anxiety



10) *And they panicked and they thought why were the police looking for him, it means that he is out of jail. That is where the story came, but it happened that he was still behind bars. And I felt better.*

[BF] Upon finding out that the perpetrator was still in jail, she felt a sense of relief.

[T] Relief

11) *Yoh, Sam tell me truth really, because I love this child it really you know... What helps me, I'm a believer.*

[BF] She loved this learner so it really affected her managing this case but her belief in God helped her.

[T] Belief in God

12) *Basically being abused by my husband having suffered all kinds of abuse, physical, mental what you can name it. I'm just compassionate I just have that love for children and to someone, another woman that's in the situation.*

[BF] Managing this case invoked her own personal experiences of many forms of abuse she had suffered in her personal life. Thus she has compassion and love for woman and children who are subjected to any form of abuse.

[T] Compassion and empathy.

13) *I was abused as a child, by a family member and I never spoke to anybody about it. I never spoke to any open ....you are the first person I am telling and I could identify with that child even with the children.*

[BF] As a result of being abused as a child and never being able to confide in anyone, she could understand the pain this learner was going through.

[T] Feelings of identification.

14) *When I was a young girl, still in High School, I gave my life to the Lord and I held onto all these years, all these years even now. I don't do... I speak to the Lord as I am speaking to you now. I tell him Lord I am worried about this child, this one actually and I prayed about it but I care for children, I love children, and I talk to them.*

[BF] She gave her life to the Lord when she was younger. Her belief in the Lord still supports her and she continues to pray to God to help and care for all children because she loves and cares for children.

[T] Belief in God

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15) *Every time I dealt with children like that or see a child being abused it came back but all those feelings negatively they've gone. I don't hate anybody, I don't feel....as I am saying it doesn't mean that it's easier now for me you know now. I still, I pray about the child I cry a lot, I still cry, I am very emotional. I cry before the Lord and when I deal with this child but I always try to give them something positive.*

[BF] Every time she deals with a sexually abused learner all those emotions from her own abuse come back to her. Although it is emotionally draining to handle cases of sexual abuse she remains strong for the sake of the children.

[T] Feelings of identification

16) *As I said, I don't know how to describe it to you, but it everything it wasn't easy that's why I was pleading, pleading with the Lord, ask him really earnestly please help this child and shame Lord she had to go through so much I don't think it's fair.*

[BF] It was not easy managing this case and so she pleaded with the Lord to help the child as she thought that it was unfair that this learner had to go through such things.

[T] Sadness and compassion

17) *You know you ask yourself why? You know why? Why this child? Why this child? Why a child that had nothing in life its got nothing, she has a mother that doesn't care, I don't even know if she knows her father because her father is ....I don't even know if she knows her father. Why a child that has gone through so much why does something like that happen to this child? Do they pick on children that are poor? How do they pick them? Because this child is not a child that is naughty, not a child that is wild, why her? I had a lot of questions; I had a lot of questions.*

[BF] In getting involved with this case she found herself consumed with a deep-seated need to find answers to this child's plight. She felt completely baffled about what this child did to deserve this, particularly when she been through a lot of hardship in her life already.

[T] Perplexed



18) *O.k. there are questions but I don't understand if I tell you that you just get at peace, you just get at peace that you know the Lord is right you have that an inner peace. Because the bible says this is an omnipotent ....God and you aren't even aware that he is everything and he knows everything and if he wants to tell me, I know all this don't worry, I've seen it, I feel it, I know about it and your prayers are not in vain. And as if I must just continue to pray for the children not saying my favorite children, I pray for children, where I am praying it is ....I just cry and cry.*

[BF] She gets an inner peace from the Lord as He is omnipotent and all knowing and so she continues to pray for children and whilst she is doing so she cries

[T] Belief in God

19) *Compassion, compassion and sadness too when you see what is happening because I perhaps, I don't know the little children; you know it affects me so much I have to speak to the Lord. I have to pray about it to get that peace and usually it's..,*

[BF] She experiences compassion and sadness when she sees what is happening to children and it affects her so much that she has to pray to the Lord to get peace.

[T] Compassion and sadness/ Belief in God

20) *Sometimes it makes me angry to, I get angry, I get angry, really angry. You know you read about something or you hear about something its been done to children then you get angry, but as that anger comes you know and you talk about it or you pray about it you then make peace, make peace*

[BF] She gets very angry when she hears or reads about anything that has been done to children but that anger subsides as she talks and prays about it.

[T] Anger

21) *That peace comes when you have a relationship you know; you can speak to him and call him father. You call him father and know that you are his child. You are not grown up you are not a big woman when you are in front of the Lord. I realized that I am a child, I am his child because things that hurt me as it would hurt a child coming to my mother I am coming to you like a father as my father that is the only reason.*

[BF] She gets peace from the relationship that she shares with the Lord which is a father-child relationship.

[T] Belief in God

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22) *You know speaking to Mrs. F and speaking to Mrs. F helped, it helped because they are experienced teachers, they are teachers that know about these things. I don't feel that you know any of the younger teachers could have helped because even during the time it was like they should matter like if the child didn't come to school. They don't have that like care, they don't have it. Some of the older teachers but speaking about it helps, it helps.*

[BF] Speaking about it to the older more experienced teachers helps her when managing cases of sexually abuse learners, because they know more about working with such cases and care for children.

[T] Support from talking to others

23) *I think you know a care team helps in a way, I think a care team helps, it did help because sometimes when you find out all these things and you talk about it. I think belonging to a care team also helped me, you know, to cope with certain things.*

[BF] She has found the Care Team forum helpful because belonging to it has helped her cope with certain things and it provides a space for her to talk about the cases.

[T] Support of the Care Team

24) *I don't know if you were here but we had a discussion with a care team ....and I was one of the seniors at the time, when was it? I think a little while ago. They were the only team and I don't know what it was that we spoke about but it just so happened that we started talking about our own lives about our own experiences and ....we looked at our colleagues differently you know. .. And talking about things that made you sad and things that made you happy and I am telling you everyone just broke loose. Even Mr. G spoke that day and there were a lot of tears ... People you know we know certain things about each other at school, things that you just hear by chance, but people don't open up and you don't get the courage when you talk to your partner about something that you have heard. ....and they open up and it was amazing, it was amazing the things that they spoke about. That would be nice I think it would be good for us*

[BF] The Care Team once had a discussion whereby they were given the opportunity to share their own life experiences and feelings, which made everyone look at each other differently. She feels that there should be more discussions like this in the Care Team as it will give educators the opportunity to open up more, which she felt was an amazing experience.

[T] Support of the Care Team

25) *Outside the school, when things get to much sometimes I go to my minister but that doesn't happen very often no, ....but there are times to where I feel that I can't handle it you know then I go to him. Just talking to him and praying about it and he tells me, you know, you got the answers you just needed somebody to talk to because he has ....it helps*

[BF] When things get a bit too much for her and she feels she can't handle things she goes to her minister and just talking to him helps her.

[T] Support from talking to others

26) *There are people that I ....younger people that I feel, you know, talking to them and sharing with them gives me enough strength and they feel again that being an older person they see how I cope with things but they don't know that I learnt from them as well, I learnt from them, as they are learning from me being older, I learnt from them. I also got my support systems. Believers those are people that have that relationship. When things happen to my children as well, I feel, I've spoken to the Lord about it, I just*

*feel that I must, you know I need to speak to somebody else I need to then. All of them are younger and ....just talking and praying gives you that peace.*

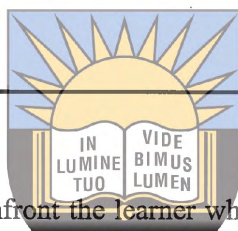
[BF] She has got support systems, which consist of talking and sharing with people, especially those young believers, as she feels they are learning from each other and it gives her peace and strength.

[T] Support from talking to others

#### 4.2.5 Second Order Thematic Cluster of the Participant 2

The number (#) – First Order Clusters

[CD] - Cluster Description



##### 1) *Fear and anxiety (1,8 & 9)*

[CD] She felt anxious to confront the learner who she suspected had been abused, as she was going on suspicions of a human fact. She was also anxious that this learner would be HIV positive. Consequently, she prayed for her that she would test HIV negative. She also felt scared when she heard that the perpetrator had broken out of jail and she was worried that he would come to the school.

##### 2) *Support from health department nurse (1)*

[CD] Even though she was too scared to report if she suspected that a learner was being abused, when the nurse came to the school she was able to speak to her and voice her suspicions.

##### 3) *Sadness, Compassion and empathy (3,5,12,16 & 19)*

[CD] When managing cases of sexually abused learners she experiences a lot of compassion and sadness, as a result of seeing what is happening to children and knowing that they do not deserve it. She felt that it was unfair that this learner had to go through such things and would plead with the Lord to help the child. She believes this compassion and love she has for woman and children is a result of having undergone many forms of abuse herself.

**4) Perplexed (4 & 17)**

[CD] When handling this case she wondered about why this had to happen to this specific child. She was also perplexed by her (the child) mother's reaction after the learner disclosed to her.

**5) Feelings of incompetence (6)**

[CD] Because she felt that she could not help this learner on her own, she requested assistance from a lay counselor from Masimanyane Women Support Group for help, who in turn called on the priest for counseling.

**6) Relief (7 & 10)**

[CD] She could not help crying out of relief when the learner told her she was HIV negative. She also felt relief after being told that the police made a mistake and that the perpetrator is still in jail.



**7) Belief in God (11,14,18,19 & 21)**

[CD] Despite being very emotionally affected by managing this case and experiencing so much compassion and sadness when seeing what is happening to this child, her belief in God helps her. She gets an inner peace from the relationship that she shares with the Lord. Although she does not have all the knowledge of helping this child, she draws a lot of support from her belief in God.

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**8) Feelings of identification (13 & 15)**

[CD] Working with sexually abused learners evokes a lot of her own personal experience of being abused, which in so many ways helped her to understand and identify with the emotional pain this child was going through. This feeling of identification does, however, make her feel emotionally overwhelmed when managing such cases.

**9) Anger (20)**

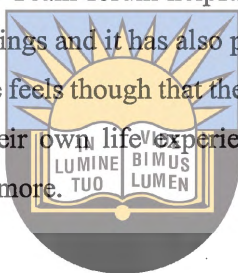
[CD] She gets very angry when she hears or reads about anything that has been done to children but that anger subsides as she talks and prays about it.

10) *Support from talking to others (22,25 & 26)*

[CD] Speaking about it to the older more experienced teachers helps her when managing cases of sexually abuse learners, because they know more about managing such cases. Speaking to her minister also helps when things get a bit too much for her and she feels she can't handle things. She also gains an inner strength and peace from talking and sharing with people, especially young believers.

11. *Support of the Care Team (23 & 24)*

[CD] She has found the Care Team forum helpful because belonging to it has helped her cope with certain things and it has also provided her with the space for her to talk about this case. She feels though that there should be more discussions where educators can share their own life experiences and feelings and be given the opportunity to open up more.



12) *Concern (2)*

[CD] She was concerned about a learner who had been sexually abused and was constantly watching her to see if she was alright.

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**4.2.6 Within Person Analysis of Participant 2**

When managing cases of sexually abused learners Y experiences feelings of fear and anxiety. She felt scared to report if she suspected that a learner was being abused, as it was just a suspicion. She was also worried that a learner would be HIV positive and used to pray that she tests HIV negative. She was even scared when she heard that this learner's perpetrator had broken out of jail and she was worried that he would come to the school (1,8&9).

She experiences a great deal of compassion and sadness, as a result of seeing what is happening to children. She felt very sad on hearing that one of their learners had been raped in their community. She also felt compassion and sadness for a learner who was raped by a man who was HIV Positive and she cried with her. She felt that it was unfair that this learner had to go through such things and would plead with the Lord to help this child. She believes this compassion and love she has for woman and children is a result of having undergone many forms of abuse herself (3,5,12,16&19). Furthermore, she experiences a sense of concern. This is expressed by her constantly watching a learner who had been sexually abused to see if she is

alright (2). She feels that she can identify with the sexually abused learner as a result of being abused as a child and every time she deals with a sexually abused learner all those emotions from her own abuse come back to her. It is not easy for her though and she is very emotional when managing such cases (13&15).

She often feels perplexed when managing such cases as she is left with many questions around why such a thing should happen to a child who did not deserve it and has gone through so much as it is. She also questioned how a mother could disbelieve her own child's disclosure of being abused (4&17). She is left with feelings of anger when she reads or hears about anything that has been done to children (20). She did experience a sense of relief though when one of her learners told her that she was HIV negative and after being told that the police made a mistake and her perpetrator is still in jail (7&10).



She received support from a health department nurse because even though she was too scared to report if she suspected that a learner was being abused, when the nurse came to the school she was able to speak to her and voice her suspicions (1). She also got support from a lay counselor from Masimanyane Women Support Group and a priest, as they counseled a sexually abused learner, since she felt she could not do it by herself (6). She has got much support from her belief in God. (11,14,18,19&21). She also gains an inner strength and peace from talking and sharing with other people such as her minister and young believers, as well as speaking about it to the older more experienced teachers because they know about managing such cases and care for children (22,25&26). The Care Team has been a useful forum for her as it has provided her with the emotional space to talk about the cases and has provided her with skills to cope She feels though that there should be more discussions where educators can open up and share their own life experiences and feelings (23&24).

#### 4.2.7 First Order Thematic Cluster for Participant 3

<i>The number [#]</i>	= signifies the significant statement from the interview.
<i>Brief Summary [BF]</i>	= signifies the summary of the significant statement.
<i>Theme [T]</i>	= the significant theme extrapolated from the brief summary

1) *Where it fizzled out because there was a history um ne of the policeman and the mother and the policeman said that it was just all the mother was making up to harm the father, the father was well known ciety therefore everybody, everybody just foopahed it, they just said that it did not happen, that it was the child's imagination, um it frustrated me immensely because I really can't see that child with that intelligence being able to make up such a story to such detail, if she had never experienced it.*

[BF] She felt frustrated because nothing ever came of the case, as the perpetrator was well known in the community and the child was disbelieved, even though she felt the child could not be lying

[T] Frustration  *Together in Excellence*

2) *Um when I was teaching in King Williams Town, we did a training course on child abuse and in that training we were taught how to guide a child to give us information without leading a child into answering the way they think we would like them to answer, and it was a good training because it kind of stuck with me.*

[BF] She found a training course on child abuse that she had been provided with useful when working with cases of sexually abused learners.

[T] Support from relevant training course.

3) *It was difficult in that it was difficult to find the fine line between being a teacher and really wanting to protect this child and it was very difficult because you can't get too involved either, um you have got 40 other children in you class, it is not fair on them if you are putting your 100% attention on one child. But you have the tendency to want to constantly just check if she is okay.*

[BF] She experienced a struggle between wanting to protect this little girl and

becoming very involved and realizing the limited role that she has as a teacher to do this.

[T] Role conflict

4) *So I did find that that was frustrating for me because um, I don't have any qualifications to counsel. I have got the little bit of counseling that I have sort of, you know self-taught.*

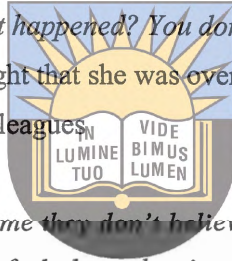
[BF] She felt frustrated due to her lack of counseling skills.

[T] Feelings of incompetence

5) *And I also felt that once again, a lot of people being like M is over reacting. Um we don't really know, do you really think it happened? You don't, we don't really believe the story.*

[BF] She felt that people thought that she was overreacting.

[T] Lack of support from colleagues.



6) *But with so many people telling me they don't believe it happened, it also starts making you question you know how you feel about the situation or what do you think about the situation.*

[BF] With so many people disbelieving that it happened, it made her question herself and the situation.

[T] Self doubt

7) *Well you know it was different in the unsupported feeling of you overreacting um maybe you are looking for things that don't exist, that type of situation, definitely*

[BF] She was made to feel that she was overreacting and it made her question if she was imagining things.

[T] Self doubt

8) *I was allowed to run with the situation and take the child to counseling and you know the CPU was allowed to come in and we had the discussion in the office. All of the correct channels were allowed to happen.*

[BF] The headmaster allowed her the freedom to take the necessary and appropriate action, by taking her to counseling and allowing the CPU to come in.

[T] Support from school management.

9) *Um I got people in um, the mother had taken her to Child Protection Unit anyway, but I was not satisfied at leaving it at that, I myself contacted them as well and must go to them on my side and let them know,*

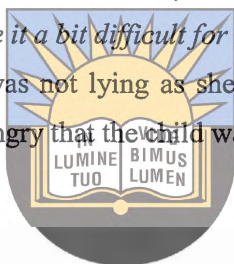
[BF] Despite the mother having gone to the CPU she felt that she had to contact them herself to let them know what happened.

[T] Sense of personal responsibility

10) *And that for me is evil, you know you, for a child to be able to verbatim something that never happened twice with the stretch of 3 days between, you give these children an oral to learn and they are not going to be able to tell you the same story twice, you know what I am trying to say? So um it made it a bit difficult for me to believe that it did not happen.*

[BF] She felt that the child was not lying as she maintained the same story over a length of time and was angry that the child was disbelieved.

[T] Frustration and anger



11) *Well frustration mainly from the fact that I wanted to help her, um I wanted to make her feel safe and sort of help her to get through what she had been through and I didn't know what to do. I didn't have the qualifications and I didn't have the know how and I live very far away*

[BF] She felt frustrated because she wanted to help the child but did not know how to as she does not have the necessary qualifications.

[T] Feelings of incompetence

12) *In one way that is a good thing because you tend to get too much involved, you know and um very easily a parent can transfer the responsibility onto your shoulders and suddenly you look and you are actually 100% responsible for that child and they don't have any responsibility whatsoever to guide the child through what they have been through or to help them, or go to counseling with them or whatever the case is, so that was the major, were my frustration lay.*

[BF] She felt frustrated that she felt fully responsible for this child, as there was a lack of support from the parents.

[T] Sense of personal responsibility.

13) *I was a bit frustrated about the attitude but I felt, well I am not going to worry to much about it because justice will take it's course, um to my knowledge it never did, which I mean our justice system is just ridiculous, but I won't even go there.*

[BF] She felt frustrated that the case was never resolved, which she felt reflected the impotence of the justice system.

[T] Frustration with the justice system

14) *So ya I think what was most frustrating was that I didn't really know how to help her.*

[BF] She felt upset that she did not know how to help the learner.

[T] Feelings of incompetence

15) *Yes definitely, it made me very much more aware of what is really going on out there*

[BF] The incident increased her awareness of what is happening in society.

[T] Increase in awareness of the ills of society



16) *It really made me realise if you look at the child in your classroom, you can't just assume anything about them, which was a good learning experience for me, especially teaching in this area, um you can't look at a child and think well you are just lazy, your work is not done because you are naughty. You've got to just look at the whole picture, where the child comes from, what is possibly happened in their past, what happened in their home that morning, and not just because of this area, any area, because abuse takes place everywhere and not just here and so ya, um it did have one enormous impact on me as a teacher.*

[BF] It had an impact on her as a teacher and was a good learning experience for her, as now she is aware that one needs to take the learners context into consideration before assuming anything about them.

[T] Impact on her as an educator.

17) *But it also had an incredible impact on me as a mother. Because by that stage I had already had my daughter and I can't remember, I think I was either pregnant with my little boy or ya I think I was pregnant with him as well and it just made me realise how incredibly important your role as a mother is. And I am pathetic when it comes to my kids because I am probably over the top in protecting them against anybody, I just assume everybody is bad so it possibly had a positive negative influence on me because on the*

*one hand I must allow my children to experience things but on the other hand there is just no going if I don't know the people that you are going to you don't go there, you know.*

[BF] Managing these cases impacted on her as a mother, as made her realize how important her role as a mother is and made her more protective and vigilant with her children.

[T] Impact on being a parent

18) *I have become very aware that those people are out there whether we like it or not and you've got to be aware of it and you can't just pretend that they don't exist.*

[BF] She has become more aware that there are abusers in society.

[T] Increase in awareness of the ills of society.

19) *I think just awareness that it is, just because um my kids live in C or just because I am so and so that it is not going to happen to my children. I think it more the awareness than actual fear. That I am very aware of that time of situation.*

[BF] She became more aware of the abusive situation and the fact that it could happen to anyone, even her own children.

[T] Personal feeling of vulnerability

20) *Even now in my class I still speak to the girls about who they mix with and who they stay with and you know if they feel uncomfortable they have the right to talk and you know it does, it made me more aware of life and it has helped me to be able to speak to the children and explain things to them that possibly it would have been more something that I taught because it was part of the curriculum or syllabus but now I teach it because I think it is something that they really need to know about.*

[BF] She has become more aware of life, which has helped her to give priority to speaking to her learners about protecting themselves and educating them about abuse.

[T] Impact on her as an educator

21) *It wasn't a case of I carried this and cried about it or, nothing like that um you know I was obviously very sad for the little girl that I had, even to imagine that any child had to go through that is simply a horrifying experience.*

[BF] She felt sad that this learner had to go through such a horrifying experience.

[T] Sadness

22) *Um I don't feel that the support structure was there as it should be, you know the Child Protection Unit, the Child Welfare scream that they are there and supporting them, blah blah blah. I didn't see it, I didn't see it, and I didn't see that they were there. Because they had a history with the mother they just assumed that the child was lying and I don't believe that you can do that with a child. Um if the child is lying it tells me that there is a major problem and a child needs help. If the child wasn't lying there is a major problem and the child needs help, so either way the child needed help and I don't feel that our systems in South Africa that are set in place to protect our children are actually doing their job. So ya to answer that question I don't.*

[BF] She felt there was lack of support from the Child Welfare and CPU as they did not believe the child because of personal relations with the family, despite the fact that she felt the learner needed help. She therefore experiences a lack of faith in the South African justice system.

[T] Frustration with the justice system.

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23) *Definitely, I would like to see more coming from that side, um perhaps guidelines to how to deal with the situation, you know um um.*

[BF] More support from the justice system is needed, in particular guidelines on how to proceed once the case has been reported.

[T] Frustration with the justice system.

24) *Well anyone who could have given them to me, you know um it, I sort of worked on instinct.*

[BF] She felt that she would have liked guidelines from anyone who could give them to her as she felt that she did not have the necessary skills and knowledge to deal with the case so had to work on instinct.

[T] Feelings of incompetence

25) *You know when I did the course with the Child Protection Unit at Central they said there were structures that were put in place this is how you did it, this is how you worked, this is how you listed it, this is how you got the information from the children. So I did everything that I could do by the book and this is then and that is when you report it and*

*so I reported it and this is what will happen then and this is what will happen then. And this why I just seriously don't feel that the structures are actually really really doing their job. I know the law has really tied their hands in a lot of situations but I feel that it must be re looked at. Um you know there is no point in saying that we have a child welfare and the child welfare are always too busy or too lazy or too whatever to actually intervene or do something about a situation.*

[BF] Despite having followed the correct procedures, once the case was referred to the CPU the procedures that were supposed to take place did not happen. She feels there is no point in having child welfare if they are not doing their job.

[T] Frustration with the justice system.

26) *This is it, you know you know it would have just been nice for someone to come back to me with it. Even the child's mother at the end of the year to have come back and said 'I appreciate what you have done and this is what I have decided to do with her'. Or for the CPU to come back and say look 'This has been to court and this is what we have found' or 'we are now taking her to court because there is not sufficient evidence' or whatever the case may be. It was just, it is just like this whole issue is just left up in the air and I mean three years down the line I still don't know what happened to the child, I still don't know if she is alright. I believe that people have said, people have said to me that they have seen her here or there but you know it was just sort of this enormous case and so you know, I wasn't ever, there was no closure to the whole thing and I never ever found out what happened, or if anything happened and that to me is just not the right way for things to work.*

[BF] She would have liked some feedback from either the mother or the CPU about what happened with the case as well as what happened to the learner, as she does not know if she is alright and would have liked some closure.

[T] Need for a sense of closure

27) *A little bit, a little bit, I don't know what the word is. Why did I bother? You know well if this is the situation then why did I waste that time to go through all of those steps, you know what was the whole point in it? And you know did it actually make an impact anywhere or did I waste my time? So ya it was ....*

[BF] She felt as though she may have wasted her time and she questioned whether her actions had made any impact at all.

[T] Sense of futility

28) *You know the school is a difficult one because there is really nobody here that is qualified to give you that support structure.*

[BF] She feels that her colleagues are not qualified enough to provide her with support.

[T] Lack of support from colleagues.

29) *You know um um I think there should always be a structure in an institution like this that caters for that type of thing. I mean here I am saying that in our school we have got that structure but it is not being implemented. Because as the Care Team that is what the Care Team should be doing. That is what the Care Team is there for but it is not being implemented because I can name cases to you that I don't even know if you are aware of that are happening in the school.*

[BF] She believes there needs to be a support structure in the school to deal with such cases and despite the availability of the Care Team structure at the school, it is not being implemented.

[T] Lack of potential support from Care Team

30) *I am using the center and I have got it right here but I can't use it right here.*

[BF] Even though there is this support structure at the school, because it is not being implemented properly she can't use it, so the Fort Hare Psychological Services Centre is being used as a support.

[T] Support from the Fort Hare Psychological Services Centre / Lack of potential support from Care Team

31) *They want to lead but you can't be like that, so ya that is what I feel that teachers need to realise that they are not actually qualified, and it is not actually right to sort it out themselves. That is why we've got you people here that is why we have got the Care Team structure here, to be able to professionally handle these cases.*

[BF] She feels that teachers are not qualified to manage such cases and so they must not handle the cases by themselves but must let the professional psychologists.

[T] Need for support from professional psychologists

32) *Well the Care Team was not up and running at that stage and yes then it wouldn't have been me trying to help this child. I would have handed it over to professionals. She did get help at the Center, another lady was counseling her but perhaps if the structure had been was as it should be more would have happened in the year that she was here. Before it was a case of her just being disappeared and worked out of the system.*

[BF] It would have been useful to have had the Care Team running for that case as professionals would then have handled it, rather than her trying to help the child by herself and more may have been done for that learner. The center did provide counseling though.

[T] Support from the Fort Hare Psychological Services Centre / Lack of potential support of Care Team



33) *Very definitely.....I feel that they should realise that they should support their colleagues, not just yes I know him and he is not a bad person so therefore he couldn't have done it.*

[BF] She felt that she needed more support from her colleagues and that they should have supported her in spite of the personal relationship that they may have had with the perpetrator.

[T] Lack of support from colleagues

34) *But I do think that people must realise that you can't immediately assume when I child is telling a lie. I don't believe that's the way that you work.*

[BF] She felt frustrated that the child was disbelieved.

[T] Frustration

35) *Well there is isn't any other form of support, um you know if those support systems were working as they should there wouldn't have been, there wouldn't have been any other support that was needed.*

[BF] No other support would be needed if the Care Team and justice system were working effectively

[T] Lack of potential support of Care Team / Frustration with the justice system

36) *But the fact is she felt enough to think that she could actually come and talk to me about what had happened and I wasn't prepared to dismiss her, throw it under the mat or well*

*everyone says this man is a wonderful person so therefore he is and everybody else seemed to think that that is actually acceptable.*

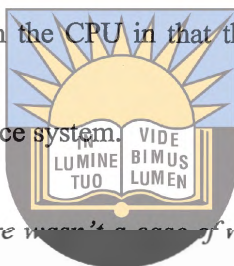
[BF] The fact that the learner had decided to confide in her meant that she wasn't prepared to dismiss and disbelieve her, despite others thinking that that is what she should do.

[T] Sense of personal responsibility

37) *And it is quite disappointing in the CPU in that I don't think that you can just assume that. I am not saying that it is not the truth but I don't think that they must just naturally assume.*

[BF] She was disappointed in the CPU in that they assumed that the child was not telling the truth

[T] Frustration with the justice system.



38) *It was my duty to do it. And there wasn't a case of well I suppose I have to do it. It was just well if this needs to be done then it needs to be done.*

[BF] She felt that it was unquestionably her duty to help this child.

[T] Sense of personal responsibility

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39) *The only impact I'd say that it had is the fact that nobody ever bothered to let me know what happened, I would say it was a bit of a let down. I would have like to have known you know is she okay, is she safe um you know has she been to counselling, has somebody helped her in her situation and will she be alright? And to this day I don't even know if she is alive or dead. So ya being so involved and not having the closure that it sort of leaves you a bit helter skelter you know in that situation.*

[BF] She felt let down because she was so involved and yet did not receive any feedback about what happened to the learner once she had left school.

[T] Need for a sense of closure

40) *... but it is happening and there is no point going and reporting it to the social welfare because nothing is going to happen about it, you know so I, that in itself is a big problem. Um I don't know about a solution you know and if there ever will be a solution but in my experience in teaching over the last 5 years say, I really have not had any joy with welfare, social welfare in East London.*

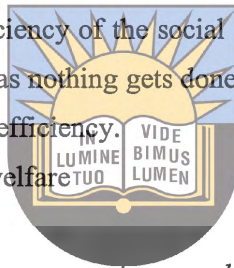
[BF] Social welfare is not working as it should and thus it is not effective. Consequently, that impacts negatively on the rights of children. She feels that it is futile to report any case of child sexual abuse as nothing will be done about it.

[T] Frustration with social welfare

41) *Yes definitely because what is the point. What's the point of me going to the Social Welfare now and saying this is what I suspect is happening in this house when I know they are not going to do anything about it. Or they get involved hell for leather for 2.3 seconds and then that is the last time you hear anything, so I mean I understand they have got a lot of cases but something has got to be done.*

[BF] As a result of the inefficiency of the social welfare system she feels there is no point in reporting cases as nothing gets done about it. She feels something needs to be done about their inefficiency.

[T] Frustration with social welfare



42) *You know kids are just getting more and more abused ... and there has got to be a solution to it. More and more you are hearing of it, younger children being abused um one was in court on Friday and the case before the one I had to I had to witness was of a man that had raped a baby and I mean this child had been raped as a baby and they had to give her a hysterectomy at 2 and I think to myself how on earth does this happen? How does this man get near this 2 year old to do this kind of thing? You know it's it's very worrying to me as an educator but naturally as a mother but you know as an educator I it is beyond me, I come to school in the morning and I see these pikkie that if they're my sons age, my baby's 3, then they're old and they walk in the streets, you know so ya, those are my concerns for what is happening with our children today.*

[BF] Becoming aware of the prevalence of abuse perpetrated against children is very worrying as an educator and a mother and increases her concern for children today and makes her think that there has to be a solution.

[T] Increase in awareness of the ills of society.

43) *Solutions I don't know, that's where you come in.*

[BF] Although she feels disgruntled about the lack of services available to abused children she hopes that professional psychologists could be an answer to abused children's plight.

[T] Need for support from professional psychologists.

#### 4.2.8 Second Order Thematic of Participant 3

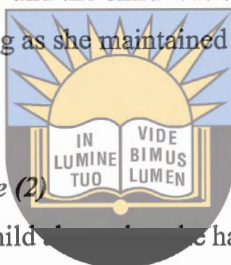
The number (#) – First Order Clusters

[CD] - Cluster Description

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##### **1) Frustration and anger (1, 10 & 34)**

[CD] She felt frustrated and angry because nothing ever came of this case, as the perpetrator was well known in the community and the child was simply disbelieved, even though she felt the child could not be lying as she maintained the same story over a length of time.



##### **2) Support from relevant training course (2)**

[CD] She found a training course on child abuse that she had been provided with as very useful when working with cases of sexually abused learners.

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##### **3) Role conflict (3)**

[CD] She experienced a struggle between wanting to protect this little girl and become very involved and realizing the limited role that she has as a teacher to do this.

##### **4) Feelings of incompetence (4, 11, 14 & 24)**

[CD] She felt frustrated when managing sexually abused learners due to the fact that she wanted to help the child but did not know how to as she lacks the necessary qualifications and counseling skills. She felt that she would have liked guidelines from anyone who could have given them to her so that she would not have had to work purely on instinct.

##### **5) Lack of support from colleagues (5, 28 & 33)**

[CD] She felt unsupported by her colleagues as she felt they thought that she was overreacting. She felt that she needed more support from them and that they should have supported her in spite of the personal relationship that they may have had with the perpetrator. She also feels that her colleagues are not qualified enough to provide her with support.

**6) Self doubt (6 & 7)**

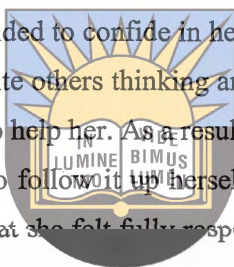
[CD] As a result of many people thinking that she was overreacting and disbelieving that it had happened, it made her question herself and the situation as well as question whether she was imagining things.

**7) Support from school management (8)**

[CD] The headmaster allowed her the freedom to take the necessary and appropriate action, by taking the learner to counseling and allowing the CPU to come in.

**8) Sense of personal responsibility (9, 12, 36 & 38)**

[CD] The fact that the learner had decided to confide in her meant that she wasn't prepared to dismiss and disbelieve her, despite others thinking and believing otherwise. She felt that it was unquestionably her duty to help her. As a result, despite the mother having gone to the CPU, she felt that she had to follow it up herself to let them know what happened. She did feel frustrated though that she felt fully responsible for this child, as there was a lack of support from the parents.



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**9) Frustration with the justice/welfare system (15, 22, 23, 25, 35, 37, 40 & 41)**

[CD] She felt frustrated and powerless when the disclosure of the child was simply dismissed as a lie by the Child Welfare and CPU because of personal connections with the family. Also despite having followed the correct procedures, once the case was referred to the CPU the procedures that were supposed to take place did not happen and the case was never resolved. She therefore felt disillusioned with the South African justice system and believes that child welfare and the CPU are ineffective. As a result she feels there is no point in reporting cases as nothing gets done about it. She feels that more support and collaboration is needed between the schools and the justice system in handling cases of sexually abused children. She also strongly feels that something needs to be done about their inefficiency for the sake of these children.

**10) Increase in awareness of the ills of society (15, 18 & 42)**

[CD] Managing cases of sexually abused learners increased her awareness of what is happening in society as well as the prevalence of abuse perpetrated against children. This worried her as an educator and a mother and it increased her concern for children today and made her wonder about solutions.

**11) Impact on her as an educator (16 & 20)**

[CD] It had an impact on her as a teacher and was a good learning experience for her, as now she is aware that one needs to take the learners context into consideration before assuming anything about them. As a result of becoming more aware of life it has also helped her to give priority to speak to her learners about self – protection and educating them about sexual abuse.

**12) Impact on being a parent (17)**

[CD] Managing these cases impacted on her as a mother and made her realize how important her role as a mother is and made her more protective and vigilant about the safety of her own children.



**13) Personal feelings of vulnerability (19)**

[CD] She became more aware of the abusive situation and the fact that it could happen to anyone, even her own children.

**14) Sadness (21)**

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[CD] She felt sad that this learner had to go through such a horrifying experience.

**15) Need for a sense of closure (26 & 39)**

[CD] She felt let down because she was so involved and yet did not receive any feedback from either the mother or the CPU about what happened to the learner once she had left school and she does not know if she is alright. She would be relieved if she could know what is happening with that learner presently.

**16) Sense of futility (27)**

[CD] She felt as though she may have wasted her time and she questioned whether her actions had made any impact at all.

**17) Lack of potential support of the Care Team (29, 30, 32 & 35)**

[CD] She believes there needs to be a support structure in the school to deal with such cases. Although the Care Team structure is in place at the school, she believes it is not being implemented properly so she can't use it. She does believe though that it would have been useful to have had the Care Team running for a case that she was managing, as

professionals would then have handled it, rather than her trying to help the child by herself and then more may have been done for that learner. She feels if the Care Team and justice system were effective no other support would be needed.

#### ***18) Support from the Fort Hare Psychological Services Centre (30 & 32)***

[CD] The Fort Hare Psychological Services Centre has provided counseling to sexually abused learners that she has managed and she uses it as a support.

#### ***19) Need for support from professional psychologists (31 & 43)***

[CD] She feels that teachers are not qualified to manage such cases and so they must not handle the cases by themselves but must let the professional psychologists and the Care Team handle it. She feels that referring these cases to professional psychologists would be a solution.



#### **4.2.9 Within Person analysis**

Participant 3 experienced feelings of responsibility when managing a case of a sexually abused learner. This was because the learner had decided to confide in her and so she was not prepared to dismiss or disbelieve her. She felt a strong sense of responsibility to help this learner. Although she felt it was her duty to help this child, she felt frustrated at feeling entirely responsible for the learner, due to a lack of support from her parents (9, 12, 36 & 38).

She experienced much frustration when managing this case due to her feelings of incompetence and inadequacy. Her feelings of incompetence stemmed from the fact that she does not have the necessary counseling qualifications and skills. She therefore felt that being provided with guidelines on how to manage sexual abuse cases would have been helpful (4, 11, 14 & 24). She also experienced feelings of ambivalence in wanting to protect this girl and realizing the limited role that she has as an educator to do this (3).

In working with this case she became more aware of what is happening in society as well as the prevalence of abuse perpetrated against children (15, 18 & 42). This had an impact on her as an educator as it catapulted her into being more proactive in educating learners about sexual abuse and about how they can protect themselves in this respect. She says that it was a good learning experience as an educator, as she is now aware that one needs to take the learners context into consideration before assuming anything about them (16 & 20). It also had an impact on her as a

parent, as it made her realise how important her role as a mother is and made her more protective and vigilant with her children (17). It also made her realize her own vulnerability in that she became aware that it could happen to anyone, even her own children (19). She also experienced a sense of sadness that this learner had to go through such a horrifying experience (14).

She experienced a great sense of frustration in that nothing ever came of the case, as the perpetrator was well known in the community and the child was disbelieved (1, 10 & 34). She experienced apathy from her colleagues, as they believed that she was overreacting. She felt that they should have supported her in spite of the personal relationship that they may have had with the perpetrator (5, 28 & 33). As a result of many people thinking that she was overreacting and disbelieving that it had happened, it made her question herself and the situation as well as question whether she was imagining things (6 & 7).

She also experienced immense frustration with the justice and welfare system as there was no support from them. Also despite having followed the correct procedures, once the case was referred to the CPU the case was never resolved. She therefore felt disillusioned with the South African justice system. As a result she feels there is no point in reporting cases as nothing gets done about it. She feels that the justice system has to be proactive in providing teachers with guidelines on how to proceed once the case has been reported (13, 22, 23, 25, 35, 37, 40 & 41). She also experienced a sense of disappointment because, despite being so involved in this case she did not receive any feedback from either the mother or the CPU about what happened to the learner once she had left school. She believes that knowing what has since happened to the learner would give her some sense of emotional closure to this case (26,39) As a result of receiving no feedback she was left with a feeling of futility that she may have wasted her time and she questioned whether her actions had made any impact at all (24).

She, however, received support from the school management as she was allowed to take the necessary and appropriate steps (8). She also found a training course on child abuse that she had been provided with useful when working with the sexually abused learner (2).

She believes there needs to be a support structure in the school to deal with such cases. Although the Care Team structure is in place at the school she believes it is not being implemented properly and thus it is not useful (29,30,32,35). Over and above the presence of the Care Team she believes that the services of professional psychologists is absolutely necessary (31,43). She does

get support from the Fort Hare Psychological Services Centre as they have provided counseling to sexually abused learners that she has managed (30 & 32).

#### 4.2.10 First Order Thematic Cluster for Participant 4

*The number [#] = signifies the significant statement from the interview.*

*Brief Summary [BF] – signifies the summary of the significant statement.*

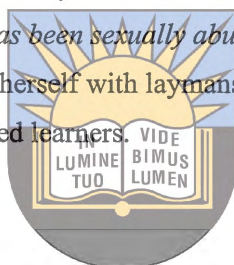
*Theme [T] = the significant theme extrapolated from the brief summary*

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1) *I have managed through Rhodes University, when I was studying further; I equipped myself with skills, what they call it Laymans skills and um through that I have been able to identify a child that has that has been sexually abused.*

[BF] As a result of equipping herself with laymans counseling skills she has been able to identify sexually abused learners.

[T] Empowering herself.



2) *I noticed that and through the um health department we had a sister that used to come in regularly to the schools. They don't do that anymore. I expressed my concern with her, she examined the child, we referred the child to the clinic and then to the hospital and our suspicion was confirmed that the child had been abused.*

[BF] A nurse from the health department used to come to the school regularly. She was able to express her concerns to the nurse who would then examine the learners and refer them to appropriate facilities.

[T] Support from health department nurses.

3) *And through that I actually been able to, not to sort of um keep that child one side and make her feel that she has been sexually abused and that she is different, but I could actually walk with her and guide her, you know.*

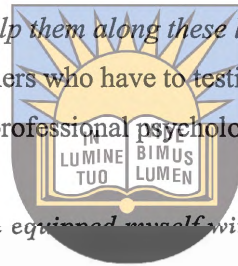
[BF] Through the laymans training course she was able to help and guide the learner appropriately.

[T] Empowering herself.

4) *Because with these cases are reported and my main concern is that our children do not get therapy when they are sexually abused.*

[BF] Sexually abused learners are not getting the therapy that they need.

- [T] Need for support from professional psychologists
- 5) *I am not sure if they are prepared to go to the court and that's it. And I mean a child went to court every so now and again relives that experience and that gives major problems within the classroom.*
- [BF] Having to go to the court to testify is traumatic for the learner and disrupts their behaviour in class, which causes problems within the classroom.
- [T] Impact on her as an educator
- 6) *It's even more traumatic for them. And the court don't even appoint counsellors to counsel these children and to help them along these lines.*
- [BF] There is a need for learners who have to testify in court to receive counseling.
- [T] Need for support from professional psychologists.
- 7) *So through my skills that I have equipped myself with I have been able to deal with that problem.*
- [BF] As a result of a care ministry course, that she equipped herself with at church, she is able to provide the learners with the counseling that they need.
- [T] Empowering herself
- 8) *But actually it exerts quite a lot of pressure on the teacher because you got not only be dealing with developing the cognitive skills but the emotional skills as well and although you can't differentiate between the two, you know.*
- [BF] She feels an added pressure when dealing with sexually abused learners, as she is responsible for both their cognitive as well as emotional development.
- [T] Impact on her as an educator
- 9) *It was reported but nothing happened to it. You see there's, you don't even hear that the person that did this thing has been sentenced. You know, what normally happens in my experience is, the children go to court, the case has been remanded until next month, they go back to court, they relive that experience and it carries on and eventually there is no court case. Nothing happens.*
- [BF] There is no feedback from the justice system and often the child has to go back to court on numerous occasions but nothing ever comes of the case.



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[T] Frustration with the justice system

10) *Um you feel empty, you are tired because this is the norm these days that these children are being sexually abused and they come to school they are in your care and you have got to deal with it and you make them whole again.*

[BF] Having to deal and care for sexually abused learners leaves her with feelings of emptiness and fatigue.

[T] Emptiness and fatigue

11) *You have to do even more because when the child sits in the classroom because of that experience, they deal differently with their experiences. Some children are withdrawn they are sort of just a blank, you know. There's no communication, there's no participation in activities in class, it's um, and you said I must do it so I just do it because you said I must do it, you know. And um others again they turn to be very aggressive and then they start showing, you know, discipline problems.*

[BF] As a result of being sexually abused, the behaviour of the learners in the class are affected, with some being very withdrawn and other displaying discipline problems, which means she has to do even more in the class.

[T] Impact on her as an educator.

12) *Like I said very empty because you giving all the time and you are trying to do what you can do but there is no support.*

[BF] Providing so much support to the learners without getting any outside support leaves her feeling empty.

[T] Emptiness and fatigue

13) *Because if you go to the welfare society you are standing in front of a locked door. They are... they don't even report back and come and ask you how is the child coping or this is what's happened thus far, we are working on this case.*

[BF] There is no support from Welfare as they do not provide feedback on the case or use the educator as a resource.

[T] Frustration with the justice/welfare system

14) *You left in the dark; basically you are left in the dark. You cannot go to the department because there is no support structure in place there as well. So for me as a teacher it takes a lot out of me because I've got to sit and think how am I going to get through to that child? How am I going to help that child overcome that problem? And it takes time because as soon as you see that the child is out of the dark bit and, you know, socialising and trying to deal with the problems again, then she just falls back into that pit.*

[BF] She finds it tiring and time consuming having to try and problem solve how to help the sexually abused learner, as a result of receiving no outside support.

[T] Emptiness and fatigue

15) *Like I said before because I did a care, a care ministry skills course at the church I was very fortunate in doing that, um skills because I've been taught there how to not come in with my own baggage but take this baggage with me home. And I think that's why I coped. That's how I coped because I know I know I know school and I have tried my best and I have done my best I am not going home with this problem. And I managed to do that.*

[BF] As a result of doing a care ministry course she learnt to cope and to not take her work home and affect her life.

[T] Empowering herself

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16) *And that court case is still, he was abused last year and I mean it is June already and he is like going every month he is appearing in court. I mean there is just no structure, you know, a concrete thing in place for these children.*

[BF] There is no support structure for these children who have to repeatedly appear in court.

[T] Frustration

17) *Our day is very full at school, at least, you know, I would like maybe that if we have that type of child that's abused and I can actually know right, once a week someone must come to give this child therapy. Because I think, I am not sure, but I think with children they use play therapy to help them. So at least that, that structure I am thinking of. Because sometimes as a teacher you try each and every way, but you still need that support and it is not there and it is just not there for him so instead of just saying, you know, I am wasting my time.*

[BF] As a result of time constraints that she experiences she feels that abused learners should receive weekly therapy from a psychologist.

[T] Need for support from professional psychologists

18) *Taking him down to the centre will not be a problem, but today everything is finance. These children are from; they are from the poorest of the poor within the school community so already I know there is not going to be no financial support from the parent. And all the children that I have had over the years that has been sexually abused will have had single parents.*

[BF] She would like to be able to take the children who have been abused down to the center but most of them do not have the money to finance it.

[T] Frustration

19) *For teachers yes, um, I think also that it is important that teachers that deal with these problems there should be support structures in place.*

[BF] There is a feeling that there should be support structures for educators.

[T] Need for support structures for educators.



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20) *Giving and giving and giving you are also mentally and spiritually tired, you know, and I am not sure if I am going to be making sense now when I say to you that at times you feel so empty you have got nothing to give any more.*

[BF] She feels that managing these cases can be mentally and spiritually tiring and leaves her with a feeling of emptiness that she can't give anymore.

[T] Emptiness and fatigue

21) *A support structure where that maybe the teachers will meet even if it is just once a term or twice in a term for that matter. But I think once a term would be sufficient. As teachers we sit in a group and we sit and talk about the experiences we had over the last, you know, and someone has got to be there... And also by discussions, you know, that little bit of discussion for that hour actually gives you that motivation and encouragement to carry on again, you see.*

[BF] It would be useful to have a support group for educators that meets once a term where you can discuss your experiences with each other, which motivates and encourages you to carry on.

[T] Support group for educators

22) *Because within the..., I am going back to my church because I have been co-ordinator of the care ministry for a very long time, since 1995, and we actually meet once a month. What happens there is we have, you know everything is based on biblical on the biblical experiences, so we actually look for a meaning within the bible we meditate, we discuss, we think how that is going to have an effect on our lives and how it can take us further. You know you actually feel good after a meeting like that and it is just for an hour, now I feel again I can carry on.*

[BF] What helps her cope is the support that she receives from her church group that meets once a month.

[T] Support from the church



23) *Well like I said if we do have that support structures and if we do have problems um, we as teachers should know that I'm going there you know, and there is where I am going to get not solutions perhaps but encouragement and some kind of a suggestion or, you know, of how I can deal with the problem within my class.*

[BF] It would be useful to have a forum whereby educators can meet to get encouragement and possible suggestions from other educators on how to deal with the problem within their class.

[T] Support group for educators

24) *because at the end of the day it is back to the teacher because you sit with that child within that classroom situation and it is different because children, I've discovered they deal differently with their problems.*

[BF] At the end of the day it is the teachers responsibility to manage the case as the child is in your class.

[T] Sense of personal responsibility.

25) *You know when I joined the care team and we, I actually thought that this is where we are going to the care team but unfortunately it did not.*

[BF] She hoped that the Care Team would be a forum whereby educators could get encouragement and possible solutions about how to manage the cases but it did not live up to these expectations.

[T] Lack of potential support from the Care Team

26) *More feelings of encouragement I think and more feelings and more motivation for teachers because if teachers are not motivated and they are not encouraged they are not going to go to the care team, you know the care team should not only be there for children. Teachers as well, because if the teacher is not motivated you not going to have a care team and you not going to have success within your classroom.*

[BF] The Care Team should provide more support for the educators, not just the learners and should encourage and motivate educators more.

[T] Lack of potential support of the Care Team

27) *Like I said because I have been on our care team the care ministry at the church I go, I attend. You know we meet once a month we have a little support, which is a support group and then also once every three months we have there is something in place that I know I am going to and that I know I am going to be uplifted again there, you know.*

[BF] The Care Ministry support group at church that meets once a month provides her with the support that she needs and uplifts her.

[T] Support from church

28) *I have that within my parish, you see, but there is nothing at school for the teachers.*

[BF] Although she has a support group at church there is not one at school for educators.

[T] Need for support structures for educators

29) *Like I said I don't actually like to remind the child about the abusive situation and I know he is not going to forget about it but it is to help that child deal with that problem and to overcome that problem and teachers are not equipped we haven't been trained to do that. If you as an individual teacher do not equip yourself with the necessary skills you are going to be sitting with lots of frustration.*

[BF] She has not been trained to manage cases of sexually abused learners so she has had to take the initiative to equip herself with the necessary skills, so that she is not left with feelings of frustration.

[T] Empowering herself.



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30) *And um, I am not sure but I just looking in from the outside I've sensed there is quite a bit of frustration within the care team. I've sensed that, I am not sure... It's because there is no support for the teachers then they cannot come to the care team.*

[BF] She senses that there appears to be a bit of frustration within the Care Team as there is a lack of support for the educators.

[T] Lack of potential support of the Care Team

31) *But it is to help that child deal with that problem and solve it. You see and I think that is why teachers some of the teachers are physically and mentally drained because they cannot solve that problem and they feel that they have got to solve it. Do you understand what I am saying. I believe that even a small child is capable of solving their own problems.*

[BF] Her belief that learners are capable of solving their own problems and that she can't solve the problem on her own, helps her cope.

[T] Belief in learner's own ability to solve problems.

32) *I think it would. Well I found that very useful. I found the skills that I equipped myself with very useful and that is why I am not on the care team for the last two years because I said to Mr. G I think I have equipped myself to be able to deal with my own problems within the classroom.*

[BF] It would have been beneficial to be provided with counseling skills training but she equipped herself with them, which helped her manage the cases.

[T] Empowering herself.

33) *It's just that when I don't know where to go when I need that support from outside. Like um, the sexually abused child, I feel that child needs that therapy. And I am not able to give it. Because of time my time limitations. Now if I know that, that child can go for an hour or even perhaps even a half an hour once a week if I can send him to a point and I know he is going to get that play therapy and then he comes back into the classroom and then I know how to deal with him within the classroom. O.k. Ya, you see ideas it's always good to try out new ideas and methods*

[BF] Outside psychologists are needed to provide therapy to the sexually abused

learner due to her time constraints. They are also needed to provide her with new ideas and methods to deal with the sexually abused learner in the class, in times of uncertainty.

[T] Support from professional psychologist

34) *It is very, very difficult. And then we as teachers are not equipped with Xhosa as a language to help that child express himself that's why I said with each abused child you have got to handle it differently. I had one little girl and I spoke Afrikaans to her and she could express herself in Afrikaans and I knew what she meant but I will not know what a Xhosa speaking child is telling me because I haven't got the... I am not proficient in that language. So that causes, that's another problem with children in, with abused children within the school situation.*

[BF] She feels frustrated when managing cases of Xhosa speaking sexually abused learners due to the fact that she is not equipped to speak Xhosa, which makes communication difficult.

[T] Frustration

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#### 4.2.11 Second Order Thematic of Participant 4

The number (#) – First Order Clusters

[CD] - Cluster Description

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##### 1) *Empowering herself (1,3,7, 15,29 & 32)*

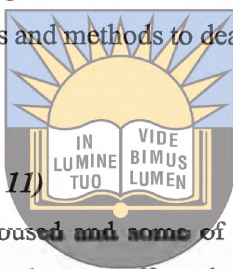
[CD] As a result of not being trained to manage cases of sexually abused learners she had to take the initiative to equip herself with the necessary skills so that she is not left with feelings of frustration. She equipped herself with a layman's counseling course, which has helped her to identify sexually abused learners and helped her to guide and help the sexually abused learner appropriately. She also equipped herself with a care ministry course, which has equipped her with the counseling skills she felt she needed in order to manage such cases. It also taught her not to take her work home with her and affect her life, which has helped her cope.

## **2) Support from health department nurses (2)**

[CD] A nurse from the health department used to come to the school regularly. She was able to express her concerns to the nurse who would then examine the learners and refer them to appropriate facilities.

## **3) Need for support from professional psychologists (4, 6, 17 & 33)**

[CD] She believes that sexually abused learners are not getting the therapy that they need, despite many of the learners having to continually testify in court. As a result of her not having time to counsel the learners herself, she feels that abused learners should receive weekly therapy from a psychologist. She believes that psychologists are also needed to provide educators with new ideas and methods to deal with the sexually abused learner in the class.



## **4) Impact on her as an educator (5, 8 & 11)**

[CD] As a result of being sexually abused and some of them having to testify in court, the behaviour of these learners in the class are affected, with some being very withdrawn and others displaying discipline problems, which means she has to do even more in the class. She also feels added pressure when dealing with sexually abused learners because she feels that she is responsible for both those learner's cognitive and emotional development.

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## **5) Frustration with the justice/welfare system (9 & 13)**

[CD] She experiences a sense of frustration as there is no feedback from the justice or the welfare system and they do not use the educators as a resource. Often the child has to go back to court on numerous occasions but nothing ever comes of the case.

## **6) Emptiness and fatigue (10, 12, 14 & 20)**

[CD] As a result of providing so much support for those sexually abused learners and having to try and problem solve how to help them, without receiving any outside support, it leaves her mentally and spiritually tired and with a feeling of emptiness that she can't give anymore.

**7) Frustration (16, 18 & 34)**

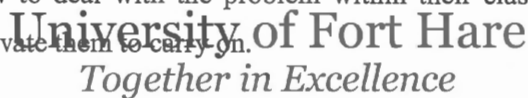
[CD] When managing cases of sexually abused learners she is sometimes left with feelings of frustration due to the fact that there are no support structure for those children who have to repeatedly appear in court. She is also left with a sense of frustration in that in most cases she is unable to take those abused learners for therapy due to finances. She is also frustrated when managing cases of Xhosa speaking sexually abused learners due to the fact that she is not equipped to speak Xhosa, which makes communication difficult.

**8) Need for support structures for educators (19 & 28)**

[CD] She feels that there are support structures within her parish but there are not the needed support structures at school for the educators.

**9) Support Group for educators (21 & 23)**

[CD] She believes it would be useful to have a support group for educators that meets once a term where they can discuss their experiences with each other and make possible suggestions on how to deal with the problem within their class. She feels this would encourage and motivate them to carry on.



**10) Support from the church (22 & 27)**

[CD] What helps her cope and uplifts her is the support that she receives from her Care Ministry support group from church, that meets once a month.

**11) Sense of personal responsibility (24)**

[CD] She believes at the end of the day it is her responsibility to manage the case as the child is in her class.

**12) Lack of potential support from the Care Team (25, 26 & 30)**

[CD] Initially she hoped that the Care Team would be a forum whereby educators could get encouragement and possible solutions about how to manage the cases but it did not live up to these expectations. She believes the Care Team should provide more support for the educators not just the learners and should encourage and motivate educators more. She senses that there appears to be a bit of frustration within the Care Team due to a lack of this.

### **13) Belief in learner's own ability to solve problems (31)**

[CD] Her belief that learners are capable of solving their own problems and that she can't solve the problem on her own, helps her cope.

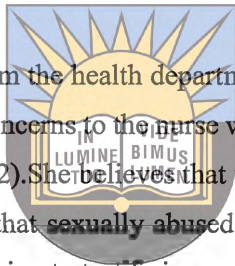
#### **4.2.12 Within Person Analysis of Participant 4**

When managing cases of sexually abused learners she is left with overwhelming feelings of fatigue and emptiness as well as feelings that she can't give any more. This is as a result of providing so much support for those sexually abused learners and having to try and problem solve how to help them, without receiving any outside support (10, 12, 14 & 20). She is also left with feelings of frustration in that there are no support structures for those children who have to repeatedly appear in court as well as the fact that in most cases she is unable to take those abused learners for therapy due to finances. She also feels frustrated when managing cases of Xhosa speaking sexually abused learners due to the fact that she is not equipped to speak Xhosa, which makes communication difficult (16, 18 & 34). She also experiences frustration with the justice and welfare system as there is no feedback and they do not use the educators as a resource. The child also has to go back to the court on numerous occasions but nothing ever comes of the case (9 & 13). As a result of being sexually abused and some of them having to testify in court, the behaviour of these learners in the class are affected, with some being very withdrawn and others displaying discipline problems. This has an impact on her as an educator as she has to do even more in the class. She also feels added pressure when dealing with sexually abused learners because she feels that she is responsible for both those learner's cognitive and emotional development (5, 8 & 11). She also experiences feelings of responsibility as she believes that at the end of the day it is her responsibility to manage the case as the child is in her class (24).

She was not trained to manage cases of sexually abused learners, but by taking the initiative to equip herself with the necessary skills she was able to cope with managing such cases. She equipped herself with a layman's counseling course, which has helped her to identify sexually abused learners and helped her to guide and help the sexually abused learner appropriately. She also equipped herself with a care ministry course, which has equipped her with the counseling skills she felt she needed in order to manage such cases. It also taught her not to take her work home with her and affect her life, which has helped her cope (1, 3, 7, 15, 29 & 32). What has also helped her cope is her belief that learners are capable of solving their own problems and that she is unable to solve the problem on her own (13). She also receives support and upliftment from her

Care Ministry support group from the church that meets once a week (22 & 27). She feels, however, that despite having this support structure at church there needs to be support structures at school for the educators (19 & 28). She believes this should take the format of a support group for educators that meets once a term where they can discuss their experiences, with each other and make possible suggestions on how to deal with the problem within their class. She feels this would encourage and motivate them to carry on (21 & 23). Initially she hoped that the Care Team would provide this forum but it did not live up to these expectations. She believes the Care Team should provide more support for the educators not just the learners and should encourage and motivate educators more. She senses that there appears to be a bit of frustration within the Care Team due to a lack of this (25, 26 & 30).

She used to get support from a nurse from the health department who used to come to the school regularly. She was able to express her concerns to the nurse who would then examine the learners and refer them to appropriate facilities (2). She believes that there needs to be more support from professional psychologists as she feels that sexually abused learners are not getting the therapy that they need, despite many of them having to testify in court. As a result of her not having time to counsel the learners herself, she feels that abused learners should receive weekly therapy from a psychologist. She believes that psychologists are also needed to provide educators with new ideas and methods to deal with the sexually abused learner in the class (4, 6, 17 & 33).



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**4.2.13 Between Person Analysis of all Participants**

A – Second Order Themes

# - Correspond with the participants

X – represents presence of a theme

\_ - represents absence of a theme

A	1	2	3	4
<b>Part 1</b>				
Astonishment	X	-	-	-
Helplessness and powerlessness	X	-	-	-
Empathy	X	X	-	-
Increase in awareness of ills of society	X	-	X	-
Impact on her as an educator	X	-	X	X
Personal feelings of vulnerability	X	-	X	-

Impact on being a parent	-	-	X	-
Frustration with the justice/welfare system	X	-	X	X
Fear and anxiety	X	X	-	-
Relief	X	X	-	-
Sense of personal responsibility	X	-	X	X
Need to be empowered	X	-	-	-
Sadness and compassion	-	X	X	-
Perplexed	-	X	-	-
Feelings of identification	-	X	-	-
Anger	-	X	X	-
Frustration	-	-	X	X
Role conflict	-	-	X	-
Self doubt	-	-	X	-
Feelings of incompetence	-	-	X	-
Need for sense of closure	-	-	X	-
Sense of futility	-	-	X	-
Emptiness/fatigue	-	-	-	X
Concern	-	X	-	-



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**Part 2**

Support from talking to others	X	X	-	-
Support of school management	X	-	X	-
Lack of potential support of Care Team	X	-	X	X
Support of the Care Team	-	X	-	-
Need for support from psychologists	X	-	X	X
Empowering herself	-	-	-	X
Support from health department nurse	-	X	-	X
Need for support structures for educators	-	-	-	X
Support group for educators	-	-	-	X
Support from church/belief in God	-	X	-	X
Belief in learner's own ability to solve problems	-	-	-	X
Support from Fort Hare Psychological Services	-	-	X	-
Support from relevant training course	-	-	X	-
Lack of support from colleagues	-	-	X	-

#### 4.2.14 Overall Synthesis of all Participants

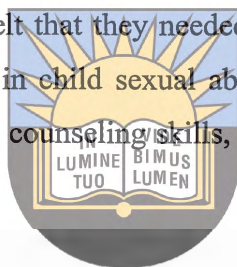
Most of the participants experienced frustration with the justice and welfare system, due to the lack of support, efficacy and feedback from these systems. This left them with feelings of helplessness, powerlessness, futility and a need for a sense of closure. They also felt disillusioned with the South African justice system, with some feeling that it is pointless to report cases of sexually abused learners. Most of the educators furthermore experienced feelings of personal responsibility, which left one participant frustrated and another feeling that it was her duty to take some proactive measures in educating her children and learners about good values and morals and the dangers in communities.

Managing these cases had an impact on some of the participants as parents and the majority of participants as educators. It seemed to catapult them into being more proactive in educating their children and learners about sexual abuse and made one participant question whether she can play a role in improving societies morals. It was seen as a good learning experience, for one, as she is now aware that she needs to take the learners context into consideration before assuming anything about them. One participant experiences added pressure when managing sexually abused learners as she feels responsible for both their cognitive as well as emotional development.

Some of the participants reported that managing such cases increased their awareness of the vulnerability of children in society as well as the prevalence of abuse perpetrated against children. It led them to believe that we live in a sick and immoral society, which created feelings of demoralization and personal vulnerability. Fear and anxiety arising from concern that the learner would test HIV Positive and that the perpetrator would come to school after breaking out of jail, was experienced. They felt relief, however, when neither scenarios occurred. Fear was also experienced by one participant who was scared to report if she suspected that a learner was being abused, as it was just a suspicion.

Some of the participants felt sadness, compassion and concern when managing such cases. One of the participants believed that her compassion was as a result of having

undergone many forms of abuse herself. Consequently she feels that she can identify with the sexually abused learner and as a result often feels overwhelmed emotionally when managing such cases. Some of the participants experienced a sense of frustration. This was caused in one instance as a result of the perpetrator being well known in the community and consequently the learner being disbelieved. In another instance a participant feels frustrated that in most cases she is unable to take those abused learners for therapy due to finances and when managing cases of Xhosa speaking sexually abused learners she finds communication difficult. Two of the participants felt ill equipped to manage such cases, which left one feeling helpless and powerless in helping the learner. Some of the participants therefore felt that they needed to be provided with counseling skills, as well as a general training in child sexual abuse. Two of the participants had received training in sexual abuse and counseling skills, which helped them manage cases of sexually abused.

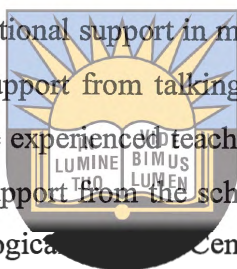


Most of the participants experienced a differing and wide range of emotions. One educator experienced feelings of empathy. Others experienced anger at what is happening to children and astonishment that a learner had actually been raped and had decided to disclose to her. One participant was left feeling perplexed and questioned why such a thing should happen to a child who did not deserve it and how a mother could disbelieve her own child's disclosure of abuse. Emptiness and fatigue was felt by one participant as a result of providing so much support for those sexually abused learners, without receiving any outside support. A participant who was made to feel that she was overreacting experienced self-doubt. She also experienced role conflict in this case.

As a result of the personal impact that managing such cases has on educators the participants felt they needed support structures. The majority of participants expressed the potential usefulness of the Care Team forum, but feel that it is not being implemented effectively. For it to be more useful it was felt that it should provide more support and encouragement for the educators, not just the learners. There should be more discussions where educators can share their own experiences and feelings as well as make possible suggestions on how to deal with the problem in the classroom. This should foster a

supportive environment amongst the educators, which one participant felt was lacking. The majority of the participants felt that they needed support from professional psychologists who could provide therapy to the sexually abused learners as well as provide educators with new ideas and methods to manage the sexually abused learner within the classroom. It was also felt that access to the schools internet facilities would serve as a potential support for educators and learners, as it should provide access to support systems such as Lifeline, which will be useful to learners who might find confiding in educators difficult.

Despite feeling that they needed additional support in managing cases of sexually abused learners, some educators drew on support from talking to others. This included people outside of school as well as the more experienced teachers within the school. Half of the participants felt that they received support from the school management. Support is also received from the Fort Hare Psychological Centre, which provides counseling to sexually abused learners. Some of the participants derived support from the church and their belief in God. It was felt that in the past there had been support from nurses within the Health Department, as they used to come to the schools and the educators were able to voice their suspicions about the abuse of certain learners. Finally one educator felt that her belief in the learners' own ability to solve problems and her own inability to solve the problem alone, helped her cope.



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## CHAPTER 5

### 5) Discussion

It has been reported that individual reactions to child sexual abuse vary according to personality, experience, knowledge of the problem, skill and situation (Faller, 1993). It would appear, however, that there are indeed some common experiences shared by professionals, and in particular educators, who manage cases of sexually abused learners, even across differing contexts. This can be illustrated in the present study, where the research yielded similar results to those found by Davidson (1999), Mzamo (2003) and Skinner (1999), as well as other literature written on the subject.

The present study found that some of the participants feel ill equipped when confronted with sexual abuse issues, which leaves them feeling helpless, powerless and incompetent. This correlates with the literature, which states that often educators feel that they have inadequate resources to manage such cases, which leads to feelings of incompetence (Abrahams, Casey & Doro, 1989; Ogden, 1988; Eichel, 1984). Similar results were found by studies conducted within South Africa by Burgess (1993), Davidson (1999) and Mzamo (2003), who all found that educators experienced a lack of training in sexual abuse issues, which consequently led to feelings of inadequacy. In contrast to the other studies, however, it was found that the participants felt particularly ill equipped to counsel the learners and felt that as well as being provided with a general training in child sexual abuse they needed to be provided specifically with counseling skills.

Research has indicated that educators often experience a sense of fear especially in regard to the decision to report the abuse (Robertson, 1989; Taylor & Lloyd, 2001). This was also found in the present study although, in addition, fear arose out of the concern that the learners could be HIV positive as a result of being raped by HIV positive men. This has not been documented in previous research and would seem to be particularly relevant in the South African context with the high prevalence of HIV/AIDS. Half of the participants reported an increase in awareness of the ills of society, where they started to believe that the society we live in is sick and immoral, which created feelings of demoralization and

personal vulnerability. Managing this case also left one participant feeling perplexed around the benevolence of the learner's parents and why abuse should be perpetrated against an innocent child. Similar results were reported by Jones (1989) who found that professionals managing sexual abuse cases can become overwhelmed with the reality of human cruelty to children and it can challenge the worker's worldview, which may include the benevolence of parents and the innocence of childhood.

Furthermore Faller (1993) reported that workers can become cynical due to the fact that victims are not made safe and offenders may not be prosecuted. Maher (1988) also reported that educators can feel frustrated and angry as a result of the very little control they have over the subsequent events and when the decisions of others seem inappropriate. Cynicism, anger and frustration arose in the present study from the lack of efficacy and support from the justice and welfare system in South Africa. It would seem that in most cases the perpetrator was not punished despite the identity of the perpetrator sometimes being known. This frustration with the justice system left the participants feeling that it is pointless to report cases of sexually abused learners, which led to subsequent feelings of helplessness, powerlessness and futility. The lack of feedback from the justice system also left some participants with a need for a sense of closure. It would seem that in the South African context and particularly in the Eastern Cape, with the marked lack of resources within the justice system, this could be a major concern for many educators working in this context.

As the literature has acknowledged, a significant number of professionals themselves have been victims of abuse. In these cases the distress of the child can sometimes become their own and they may struggle with the painful memories of a traumatic experience (Porter, 1984; Waltham, 1989). In the South African context, as a result of the high child sexual abuse statistics, there is a particularly high probability that educators will have themselves undergone some form of abuse. This was found to be the case in the present study, where one of the participants had been abused herself as a child. She experienced similar feelings of being emotionally overwhelmed, when managing cases of sexually abused learners, as the memories and the feelings of the abuse would come back to her.

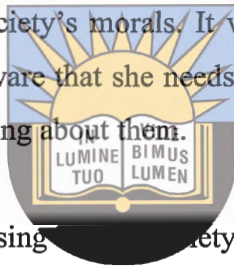
This did though lead her to identify more with the sexually abused learner. It was also found within the study that managing cases of sexually abused learners had an impact on some of the participants as parents, as they became aware that abuse could be perpetrated against their own children and so they became more protective over their children and more vigilant in increasing their awareness of abuse. This was also described by Faller (2003) who reported that managing cases of sexual abuse can influence parenting.

Research conducted by Skinner (1999) in the north of England, yielded comparable results to the present study, despite being conducted in very different contexts. Participants in both studies experienced feelings of anxiety, powerlessness, helplessness, role conflict, dissatisfaction with the outcome of the case and conflict with colleagues when managing cases of sexually abused learners. In the present study role conflict was experienced in that the educator felt that she wanted to protect the learner but realized the limited role that she has as an educator. They also experienced a sense of astonishment when the learners disclosed to them. Research conducted by Mzamo (2003) in the South African context also produced similar findings to the present study in that the participants experienced a sense of sadness, helplessness and frustration.

It has been found in the literature that professionals managing sexual abuse cases can experience a desire to avoid the situation and escape from it, as a result of feelings of anxiety and dread (Faller, 1993; Jones, 1989; Waltham, 1989). The participants in the present study, however, did not experience this. In contrast, the majority of the participants experienced a sense of personal responsibility. This was felt by virtue of the fact that the learners were in their class, that there was a lack of support from the learners' parents as well as the fact that the learners had decided to disclose to them. This correlates with reports that despite being faced with a distressed and traumatized child, educators often have no option but to respond despite their feelings of inadequacy (McCallum, 2000).

It has been reported that educators often experience a huge amount of pressure when a child discloses abuse, as the learner is often traumatized and the educator has to provide

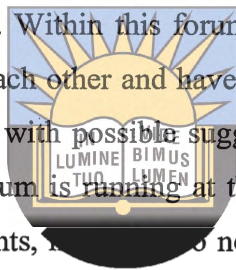
emotional support for the learner (Maher, 1988; Minard, 1993; Porter, 1984). This was experienced by one of the educators in the present study. She experienced an added pressure as she felt responsible for the sexually abused learners' cognitive as well as emotional development and had to do even more in class with these learners, as she feels they often either withdraw or display discipline problems. Consequently, in the present study, it was found that managing these cases of sexually abused learners had an impact on nearly all of the participants as educators, which does not seem to have been documented in other studies. It catapulted educators into being more proactive in educating learners about sexual abuse and made one participant question whether she can play an active role in improving society's morals. It was also seen as a good learning experience for one, as she is now aware that she needs to take the learners' context into consideration before assuming anything about them.



Feelings of anger and frustration, arising from a variety of sources, are often experienced by professionals managing cases of sexually abused learners (Jones, 1989; Maher, 1988; Mzamo, 2003). This would seem to correlate with the experience of the participants in the present study, where frustration arose from communication difficulties with Xhosa speaking learners and the lack of finances learners have to attend therapy. Self-doubt was also experienced by a participant in the present study as a result of her colleagues disbelieving that the learner had actually been abused. In the literature it reports that educators often experience feelings of self-doubt when managing cases of sexually abused learners (McCallum, 2000). Empathy was experienced by a participant in the present study in that it made her reflect on how she would have dealt with such a trauma in her own life. This does not seem to have been reported in previous studies or literature. Feelings of emptiness and fatigue were also mentioned in the present study, which does not seem to appear in previous research or literature.

As a result of having such an important role to play in the management of sexually abused learners and the profound impact that it may have on them, it is felt that educators require both administrative, procedural support as well as personal support (Jones, 1984; McCallum, 2000; Skinner, 1999). Results from the present study indicate that this is

exactly what the participants feel is needed. Procedurally, some of the participants felt that they should be provided with training in counseling skills as well as a general training around sexual abuse issues. One participant in the study had received relevant training in child sexual abuse and another had equipped herself with the necessary counseling skills and self care skills, which had helped both of them manage such cases. The participants, however, felt that in addition to the procedural support they also needed personal support. They therefore believed that there should be a forum available to them that would meet on a regular basis, which could provide support and encouragement to the educators in their school and would consist of the educators as well as the psychologists working at the school. Within this forum the educators could share their own experiences and feelings with each other and have these acknowledged. Within this forum they should also be provided with possible suggestions on how to deal with the problem in their class. A similar forum is running at the participant's school at present called the Care Team. The participants, however, do not feel that it is a useful forum at present, as it focuses more on the support of the learner than the educators and with all the questioning, it can lead to feelings of being criticized and intimidated.



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Child sexual abuse is not something to be dealt with alone and educators need colleagues and people with whom to share their feelings, to co-work with and to provide support, understanding and advice so as to prevent a sense of isolation and overwhelming responsibility (Doyle, 1997; Faller, 1993; Jones, 1998; Maher, 1988). The support structure that was suggested by the participants would appear to fulfill these criteria as it would provide a forum whereby the educators could gain support from colleagues and share their feelings, which should prevent a sense of isolation and overwhelming responsibility. Some of the participants in the present study mentioned that talking to others within and outside of school also helped them deal with the way in which managing these cases impacted on them personally. This reinforces the idea that it is important that educators have people with whom they can share their feelings and gain support. It was reported in the study that some of the participants had received support from the school management in that they had been allowed to take the necessary steps in

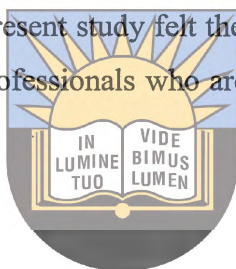
managing such cases. This builds on the idea of the importance of support from colleagues.

It is also reported that there should be a trained multidisciplinary group available in all areas to provide support and advice for all professionals dealing with sexual abuse, as it provides teamwork which can alleviate the stress and allow for an opportunity of sharing the pain and distress that many cases can cause professionals (Faller, 1993; Porter, 1984). This would seem to be reflected in the results of the present study whereby the participants feel that they would like the school psychologists to be part of the support structure. They also expressed a fairly strong need to receive support from professional psychologists. They would therefore like psychologists to provide them with new ideas and methods to manage the sexually abused learner in the class as well as provide therapy for the sexually abused learner, which is not mentioned in the literature. This would relate to Skinner's (1999) statement that survivors wait for months before being offered therapeutic help and alternative sources of support for dealing with these abused children are limited, with the educator having to provide that support. One participant would seek out this support from psychologists by taking her learners who had been sexually abused to the Fort Hare Psychological Services Centre to receive counseling, which helped her manage the case.

Further ideas for support came out of the present study that have not previously been mentioned in the literature or prior studies. Some of the participants felt supported by nurses from the health department who used to pay regular visits to the school. The nurse would examine the learners and educators were able to voice their suspicions about the abuse of certain learners. This does not happen anymore, but would suggest that it may be useful to reintroduce such a practice. It was also mentioned that allowing learners access to the internet would be useful as it should provide them with access to support systems such as Lifeline, which will be useful to learners who might find confiding in educators difficult. Another participant mentioned that her belief in the learners' own ability to solve problems and her own inability to solve the problem, helped her cope. This implies a certain way of thinking and would imply that maybe training is needed in

order to help educators to become aware that it is not always possible to have solutions to problems and that learners do have strengths and knowledges that they can draw on.

The present study therefore correlates with previous research, which indicates that managing cases of sexually abused learners does have a profound personal impact on educators. It also indicates that although educators experience a range of differing emotions when managing such cases, when one compares the results to other research and literature it becomes evident that many of these emotions appear to be collectively experienced by educators across a variety of contexts. The procedural and personal support that the participants in the present study felt they needed also correlates with the literature about what it is felt that professionals who are managing cases of sexual abuse need in order to cope.



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## Chapter Six

### 6.1 Conclusion

At the outset of the project the researcher wanted to answer two questions. Firstly, the researcher wanted to know how managing cases of sexually abused learners impacts personally on primary school educators working in an East London community. It was found in the study that managing cases of sexually abused learners did have a profound personal impact on the participants. It was also found that although there were a few experiences that were collectively shared amongst the participants, they experienced a differing and wide range of emotions.

What was most common amongst the participants was the frustration that they experienced with the South African justice and welfare system. This would seem to be particularly relevant in the Eastern Cape where resources within these departments are exceptionally limited. The resulting and related emotions from this frustration were feelings of futility, helplessness, powerlessness, and a need for a sense of closure. Feelings of personal responsibility were common amongst the participants. Managing cases of sexually abused learners also impacted on most of the participants as educators. In addition, feelings of incompetence were experienced, which created a need to be empowered. Managing cases of sexually abused learners also increased some of the participants' awareness of the ills of society, which resulted in feelings of personal vulnerability, feelings of being perplexed as well as having an impact on the some of the participants as parents. Other emotions that were experienced were concern, anger, empathy, sadness, compassion, emptiness, fatigue, relief, fear, anxiety, astonishment, role conflict as well as feelings of identification.

These findings appear to correlate with previous studies and literature written on the personal impact that managing cases of sexually abused learners has on educators. It would therefore seem that despite very little research conducted in South Africa around the subject, the findings from studies conducted in different countries might be relevant to the South African context. Through documenting the personal impact that managing

cases of sexually abused learners can have on educators, it is hoped that their experiences can be acknowledged and the importance of the need for relevant support structures be realized.

Secondly, the researcher wanted to know what form of support educators feel they need in order to help alleviate the personal impact, that managing cases of sexually abused learners, has on them. It was found in the study that the educators felt that they needed both procedural as well as personal support. They felt that:

- They should be provided with counseling skills training as well as a general training around sexual abuse issues.
- There should be a forum available for educators that would meet on a regular basis, which could provide support and encouragement for them. Within this forum the educators could share their experiences and feelings with each other and have these acknowledged. They should also be provided with possible suggestions on how to deal with the problem in their class, within this forum.
- Professional psychologists are needed to provide the sexually abused learners with therapy as well as provide educators with new ideas and methods to deal with the learner in the class.

These suggestions correlate with the literature about what that professionals who are managing cases of sexually abuse feel is needed in order to cope. This literature emphasizes the need to work in a multidisciplinary team, and the need for educators to have colleagues and people with whom to share their feelings, to co-work with and to provide support, understanding and advice (Doyle, 1997; Faller, 1993; Jones, 1998; Maher, 1988).

Other ideas around support that came out of the present study include:

- The need for educators to be trained around the awareness that it is not always possible to have solutions to problems and that learners do have strengths and knowledge that they can draw on.

- The need for a health department nurse to visit schools on a regular basis.
- The potential support of internet facilities and subsequent online support for the learners, which would be useful to learners who may find it difficult to disclose to educators.
- The need for more collaboration and support from the South African justice and welfare system.

It is believed that support structures need to be available and appropriate to current needs. Through this research it is hoped that the suggested support structures will be appropriate and relevant to PK Primary Schools context. It is also hoped that they will be relevant to the needs of educators working within the South African context and that the results of this study can be used as ideas for support structures, by other schools within the South African context.



This present study also raises the need to advocate for more resources within the South African justice and welfare system. Their increase in efficacy would result in more reports of child sexual abuse being made and would address the frustration that educators appear to be experiencing in this regard.

The profound personal impact that managing cases of sexually abused learners has on educators and the importance of the need for relevant and appropriate support structures to be set up, has been highlighted in the present study. It is hoped that more research can be conducted within South Africa so that more relevant and appropriate support structures, such as the one suggested in this research can be implemented. This will enable educators to cope with the way in which managing these cases impacts on them personally, which in turn should lead to more effective management of cases of sexually abused learners in schools.

## **6.2 Limitations of the study**

The study was conducted with only four participants and so it was not possible to generalize the results. As stated earlier, however, phenomenological research does not

lend itself to generalizations. The participants were also known to the researcher, which could have influenced the responses. The familiarity did though create a comfortable atmosphere, which may have enabled the participants to speak more freely. It was also felt that it might have been more beneficial to conduct the research in a school with limited resources. It is, however, easier to implement suggestions for support structures in a school that has existing resources. The researcher also found it difficult to bracket some of her preconceived ideas around the impact that managing sexually abused learners can have on educators and the subsequent support structures that may be needed. This could have possibly influenced some of the questions posed by the interviewer.



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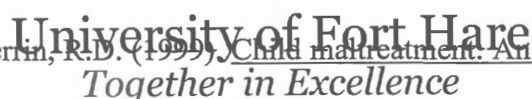
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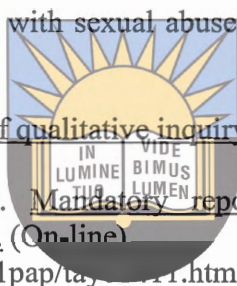
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## APPENDIX A

UFH Psychological Services Centre

PO Box 7426

East London

5200

30<sup>th</sup> April 2004

Dear Educators

### REQUEST FOR YOUR PARTICIPATION IN A RESEARCH PROJECT:

The above mentioned research project intends to investigate how managing cases of sexually abused learners impacts personally on teachers working at a Primary School situated in an East London informal settlement



Previous research on the subject has found that managing cases of sexually abuse learners can have a profound personal impact on the educator. Despite this finding, however, research seems to point to a lack of support structures available within South Africa to support educators who have to manage such cases. The aim of this research therefore is to:

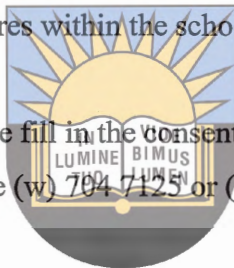
- a) Investigate how managing cases of sexually abused learners impacts personally on primary school teachers
- b) Find out what support structures educators feel they need in order to help them manage such cases and the personal impact that it may have on them.

The findings of this research will have implications for the subsequent development of relevant support structures to be set up within the school.

The researcher is therefore requesting the voluntary participation of educators who have been extensively involved in managing at least one case of a sexually abused learner in

their teaching capacity at the school. Participation will take the form of an individual interview. Should you consent, you are free to withdraw at any point, should you feel uncomfortable at all with the process. Confidentiality will be ensured and the participants and learners names will not be identified by name in the research report. Any identifying information will also be altered to assure anonymity.

After the research project is completed, the researcher will verify the findings with the participants and a feedback session will be held with each individual participant on the outcomes of the research project. The findings of the research will be used to inform the setting up of relevant support structures within the school.



If you are willing to participate please fill in the consent form below and return it to Samantha Moldan who is contactable (w) 704 7125 or (cell) 0836218074.

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Yours faithfully

Samantha Moldan (intern psychologist) .....

Tshepo Tlali (supervisor).....

---

I, ....., have read the letter above and consent to participate in the research project.

Contact details: Tel. No. (h) .....  
(w).....

Address: .....  
.....

## APPENDIX B

### INTERVIEW 1:

#### Interviewer:

**If you could maybe describe any experiences that you have had in dealing with sexually abused learners? Just in your career as a teacher any experiences that you have had with that?**

#### Interviewee:

My first case was when I moved into an English class, there was this little girl, it was a black girl, and I picked up a smell. And that was the time that the nurses came out to the schools. So I went to this nurse and I spoke to her and I said that this is not right for a 10 year old to have such a smell and things like that. She said no, I must get the girl, and I couldn't really she was a new pupil here doing grade 4 and um ... I said she doesn't really understand English because she is just getting a grip on the languages. So she says that she speaks Xhosa fluently and I must get her. And then she spoke to her the first day... I asked her did she find out anything. And she said no, I must hang on; she'll come back the next day. Eventually it came out that she was being molested by her brother. So that was the first time that I picked up that someone that was being molested.

#### Interviewer:

**Have you been trained to pick that up?**

#### Interviewee:

No, I didn't, the smell was just not familiar. You get a different smell when someone doesn't wash but that smell. I just... She used to sit... There was nothing... She didn't do well in the schoolwork but I thought that was because of the language area and things. But then I found out she didn't really want to stay at home. She was fond of staying with a friend, a family of hers that was in Sunny Ridge. She didn't like to go to Mdantsane. And so when we get to the route of the problem there was... there was then the nurse probed her and things and then she did an internal and then she found out that this child was being molested by her brother. And as we got the mother in...in fact I didn't get the mother in. The nurse went straight to the house because she did house services as well. She went three and she spoke to them and all that. The child came back and the child went for counseling and all that, and I... Because then, then the school nurse took the

case over. We didn't have psychologists then at the school and she took it over and she said, the whole story has now changed. The mother said it's not the brother it's the brothers' friend. She was now covering up for her other son, as well and things. So I... my... but I had the nurse working in there. And then the, the, the, nurse like came the following year and that year the child well never came back to the school. She didn't even take a transfer or anything. She just went to another school. It was my first incident; the parents shy away from the actual problem.

**Interviewer:**

**So nothing actually ever came of that?**

**Interviewee:**

No, we didn't take it further and things like that. And then I hadn't... O.k. it's two years ago. No! There was another case but this case was a follow up case that came from, from the bottom. That was the time when S and I were out here. So B took the case over of that girl and we couldn't actually get to the actual problem. Was it a factual story or anything? Because the incident was the child went to the father, the father was molesting her but B was now totally into that because she really, actually got involved in that family and things like that. Taking the girl away... But at the end of the day when B left the child also left. She also went to... she just also didn't take the transfer because then they might pick, because if you identify a case against a child the child just seems to either leave school or go to another school.

**Interviewer:**

**Which are the doings of the parents you think?**

**Interviewee:**

Ya, Ya, Ya this is... and then 2 years ago, I had a child that we were just talking in general, about body touching and all that. And the child came to me and said that she wants to tell me something, so I said o.k. fine, and she said, she doesn't want to say here but she said she was raped. So I asked her, do you know what is rape and things? So she said no, she knows what it is and this person is actually having inter-course with her. So I was all like stunned and I asked her when did this take place and she said, no last year and again sometime, she said, that week I didn't come to school. So I asked her why didn't she tell the teacher, and she said, no, she couldn't and um... because this was now

really out of the blue and things and I came down and I got Mrs. P because I know Mrs. P had quite a keen interest in this girl because she wasn't South African. She went to visit this family once before with the teacher, because the child had an absentee problem. As we got to it; why the child was absent was because she was being raped and uh um... spoke to Mrs. P and Mrs. P said No! No! No! We got to take the child immediately to the doctor to have an internal. And myself and we just told Mr. G he must get money we taking this child so that we could go. So we went – took her to a lady doctor and she did an internal and found this child was severely... because she had scratches and that on her vagina and things like that. It was an every day... She also picked up a sickness too, that she got treatment for and then the very next day myself and Mrs. P took this child. We phoned the... She was living with her uncle then. And um... he wasn't aware of things and he came to school and he was amazed because it was someone that he knew. It was one of his workers. And he said no, he is going to get onto this. But also we got the police here and all that. Up until today we have not received any response by them they just took down the what ever we took. The case was made, the case number was made and there was nothing. That man is still... found. In the meantime the uncle died, but then Mrs. P really just took over. And she phoned this Childs aunt in... She phoned this Childs aunt in Johannesburg to come down, this child cannot be living without a female supervision. She is just living with the uncle and his girlfriend. And what this trauma this child has been through. So the aunt made... She resigned her job up there and she came down, eventually came, she is still living here and in the meantime the uncle died. So what surprised me more in the time is that this child was referred here to this psychology media she went to the therapy and after a few months they told me that she doesn't need therapy. But in the time being, that I don't agree with... she was being... she was raped. Not only once but over a time period and she lost her uncle also in that time. She lost her own parents through aids in Zambia and things like that. So I mean, those to me, is really traumatic and things like that. I think she really still needed that but, that counseling it's as if... but her counseling has stopped last year. Seen that she, she could adapt well into society and things like that, which she has that I must say. I don't know if it's the influence with the aunt or anything because they have moved from where they have stayed and moved to another, they have moved to another residence as well. And you can see her appearance is always neat and things. Also now you can see the changes in her and I just felt she still needed that counseling and it was stopped and there was nothing I could do. I couldn't say o.k. I will take you to someone else because it is the same institution and things. And they don't have the means for private counseling as such because I mean... going through... loosing parents because of aids

and being raped and loosing an uncle at the time when she was staying. I mean, that was a severe impact on her. I mean, from my point of view I was just thinking how would I work this out in my lifestyle circle and things?

**Interviewer:**

**So you really would have liked to seen it carry on?**

Interviewee:

I would like just to see how she has adapted. Although she seems fine from the outside, but you don't know what has been boiling in the inside and things.

**Interviewer:**

**And I was wondering, how does this affect you? How did this personally effect having to deal with all these cases of these learners? Does it affect you in anyway?**



Interviewee:

Yes, it is because you seem to... We think we in a safe haven but out there, there is pupils or other people really being abused... So it made me aware that I don't know what society are we living in. They have no morals and I often wondered is it the way we teach? Is there something in the curriculum that we can change and things? But I mean, you cannot say. You can tell them what is right and what is wrong at school but from my point of view it starts at home. If your foundation is not proper you're going to grow up that way. Your parents have to install those principals in you. What is good and what is right. I can only emphasize on them at school. So to me it goes back, I think our parents sometimes need that education about how to rear children and things, so that they can be better examples for the future.

**Interviewer:**

**But I'm wondering, knowing about having this idea about society and kind of questioning that, how did that make you feel at the time?**

Interviewee:

That we living in a sick society. I don't know it made me demoralized or something. Sometimes it's carry on with my life sometimes. And you think it doesn't affect you but

it does because at the end of the day if you know that there's a kid out here that is going through a sick up-bringing... I put it sick because no person in his right mind will behave like that. That same child can come around and rape one of mine, one of my kids. So it would affect me at the end of the day. You can't say it's never going to happen to you. So what I have done is try to teach children at school in my class what is right and what is wrong and things. Like I had an incident where the children, they like are actually proud of me. I walked by and I picked up R1 000 and I went looking through the whole school and I went to look whose money is this because a R1 000. Yes, and I went looking and they also asked me, Why don't you take it nobody is claiming it? I said it's not mine; someone really needs this money perhaps? So I eventually found this person, she was so glad. I said, where's your money? And she said here's my money and I gave it back. But this, I said, is a good incident because in the class when they pick up money they will go and look. So in that way, I did something right because now the one said, look what teacher did, it's not your money take it out your pocket and things like that. That I also felt had an impact on them. So if they could see by me as a role model and perhaps will portray the same things.

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**Interviewer:**

**I am also wondering, you mentioned, you worried it could happen to your children. Does it affect your parenting or your ideas of being a parent?**

**Interviewee:**

It does because you have to constantly remind your child of the dangers and things to be aware of certain things and things. You have got to emphasize that to them. Also not with my kids but the kids in class as well, so that they can also be aware and on the look out.

**Interviewer:**

**And so where you able... these things were happening at school did you take these things back home or did it affect you at home as well?**

**Interviewee:**

Yes, I find it as a great stress reliever, when you speak about it to someone else. Although they speak about confidentiality, I don't know such name whoever it is. But a way of relieving yourself is if you talk to others; make them aware that these things do

happen. You don't just read about them or see it on TV. These things actually do happen here in our society.

**Interviewer:**

**Was there anything else that could of helped you these cases, any support structures?**

Interviewee:

Just a quicker response from the police, they actually do their work and get the culprits and things.

**Interviewer:**

**How did that leave you feeling then, two of the cases went unresolved?**



Interviewee:

You feel helpless, because you trying to reach out and there's actually nothing. We went with this girl, we've gone with her for the first, we've gone with her to the hospital and we have sat with her for the whole day at Frere doing the blood tests and things and hopefully in the 6 months period, please let it be negative. And you also go through that thing. No, please don't let this child be HIV positive because it also came out at the end that this guy was HIV positive but for us with the second it would show it was negative. So you have a sense of relief when she didn't. You can't wish away that she wasn't raped and that but you actually felt relief this child is not HIV positive and things. So you get...I think we felt relieved, myself and Mrs. P; at the end of the day she wasn't HIV positive. It was just for her to get over the trauma of being raped and telling her that there is still life out there. You just have to live passed that encounter and things

**Interviewer:**

**So did you find yourself counseling her yourself?**

Interviewee:

Not as such, she used to come... I personally, I like to shy away from that responsibility and was actually quite amazed when she just came to me like that. What did I do so that she could skip another teacher and come straight to me? And just so blurted out, I was raped. And I thought to myself is it the way I was giving the lesson? Because personally

I tend to shy away. I don't want that because I don't know how. For me I don't think I know how to handle the situation but here this girl just came out and she came to me and she felt more confident with me, to tell me everything. I actually don't want this responsibility, I told myself. But I can't let this child down so let me... The only way that I really gave support is by being there. There was nothing I could have, having not been through it, I haven't got the notion, what to tell her, that's an experience that she'll only know and things. But maybe perhaps, I do need some counseling because you never know when I'm going to get another encounter. Because you tend to find that children, are still as they've come up, they've already have been abused at home and things. And they just don't know how to come out with it.

**Interviewer:**

**So you'd find counseling skills maybe quite useful for you?**

Interviewee:

Maybe in identifying different behaviors because once I've also noticed a girl, she was fond of touching the boys private parts and things and I thought this is not natural and things and it also came about that she was being fondled and things like that. You pick it up gradually that's not normal for a child or something and things.

**Interviewer:**

**Is there any other support structures within the school that would have been useful to you?**

Interviewee:

As such as?

**Interviewer:**

**I'm not sure; I mean anything that you would have found helpful for you? Did you feel supported in that time or would you have like more support?**

Interviewee:

Yes, No, I felt supported. The principal was one hundred percent behind this one what ever we decided to do or take the child further. What we glad about now is that we have this media lab now. So also it encourage them. I haven't done lessons yet with them but also I want to focus on taking them... If they cannot speak to us there is a way of going

onto the internet and going Life Line and things like that. That is still what I want to teach them and things but I haven't got the class as a whole yet because I mean there's only a few computers. But I was also in, what I want to tell you, that was one of my aims, I was planning and to write down just getting them to get used to the computer lab going into the internet and things. But I said later on we'll focus on telling them there are sites for them, where you anonymous. Where nobody has to know who you are or when you deal with your problem and can go there because they have that available as well now.

**Interviewer:**

**Ya, that would be great. You have mentioned that you would like to speak to, that it is really helpful to speak to someone, would you find it useful to have a forum within the school that you would be able to discuss these issues?**

Interviewee:

No, no, no, no because people are not the same when you think going at home, where I am not questioned why? What? How? You just saying what is on your mind and they understand it's just like a stress reliever. But the minute you come to a forum. Could you have done that? Why didn't you do that? It's like intimidating you. Um... I think that is one of the reasons we shy away from bringing the case to the care team, because it's not like condemning you or criticizing you why. They want to give suggestions but you think why is everyone pushing down on me and things like that. I think it is one of the reasons people shy away from bringing a case to the care team.

**Interviewer:**

**Ya, I know I have heard that quite a bit, actually ja, I mean I can understand that.**

Interviewee:

It takes a lot, not all of us are speakers. It takes a lot of you, it takes a lot of guts to come and present that case and then you've got to sit back and listen: Why couldn't you do that? Did you do this? Or is it possible for you to go there? I mean it took a lot of guts just coming down here, because not all of us are outspoken also.

**Interviewer:**

**So it is almost better where you could just have a forum where you could just talk, and people could just listen, without so much questioning. Is there anything else you want to say in relation to what we have been discussing?**

**Interviewee:**

It's just that from your side perhaps just more counseling, but I think the onus is on the police really to do their part of the job when we can really identify the culprits. You feel really lost and things when you know who it is and there is actually nothing that they can do. Like I was listening yesterday and I felt so de-motivated, um... they were talking about, I don't know if you heard this girls mother died. But also this girl, in question, the mother was abused, apparently the boyfriend hit her. But this girl a few years back was a rape victim. And I felt so de-motivated when I actually heard and I just asked who raped this girl, do you people know who did it? And I was told it was one of my ex-pupils. I felt so de-motivated and I told and I said ... and like they said it was a twin the boy it is like the sister went to call and they started talking. The sister went to call this girl. Wasn't she perhaps also abused? And got sick and tired of this whole thing and I'll get someone else. Because I am thinking this is a vicious circle now, because if she is getting someone, because apparently while he was raping this girl she was keeping her hand on his mouth, and I thought this is not normal, and I'm asking myself... and the mother moved away and I asked myself, but this boy to what made him molest perhaps his sister, I don't know and this girl? Was he perhaps being molested by his mother and things? The situation could be reversed. Because he was quite a big boy and things because they were like over age for my class. And I'm thinking this could be... we never really went into this why was this child molesting this other child? Where is he? And wasn't he also being molested? Some which way it could be a vicious circle out there. I thought we were just looking at the culprit, this boy doing this deed, because he was also young so nothing came of the case because was still a minor. But why did he do these things? Wasn't he also a victim too? You also got to look into that and I thought was there something... because this was quite a few years back that he was in my class... isn't there something we not teaching that could have steered him away from this kind of behavior and I'm thinking maybe I've got to change what ever I'm doing and start emphasizing things like this that it's not o.k. to be touched in any way. That is one way I can think of reaching out to those children. Because I thought, the minute you hear someone from whom you taught, and I thought didn't something of my moral or value go down on that child? Didn't I have an impact and you feel that you did something wrong,

you were violated actually. That's how I felt yesterday, because you feel so glad when something good comes out when it's one of your kids and they have achieved something. You tell yourself, I taught that child somewhere along the line, but when something so cruel happens, you think, I also had an impact on that child. So what sort of impact did I have on that child? Why didn't the other one rise above and the other one goes down? So didn't I reach out to that child, that's how I felt yesterday? Because I mean you feel overwhelmed when someone's gone out there and you see one of your ex-pupils, they a manager or they have achieve something and they stars or something and I thought to myself, but these gangsters out here they are also children we have taught so where did we go wrong with them?

**Interviewer:**

**It must be quite hard. Is it a hard feeling?**

Interviewee:

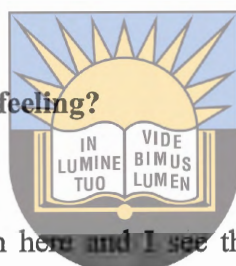
Ya, it's not like when I walk down here and I see these children smoking dagga and things because they do it quite openly and I thought to myself, those are children that I have taught and there is actually nothing I can do, because the minute you voice your opinion now to them they are going to retaliate by being rude or violent or something like that.

**Interviewer:**

**There's a feeling that there is only so much that one can do to help these children. Is there anything else?**

Interviewee:

Nothing from our side.



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## APPENDIX C

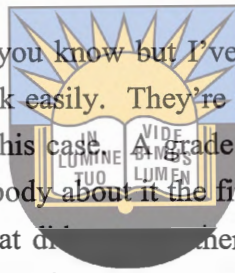
### INTERVIEW 2

**Interviewer:**

**If you could maybe describe any experiences that you have had in dealing with sexually abused learners? Just in your career as a teacher any experiences that you have had with that?**

**Interviewee:**

I haven't had any real experiences you know but I've seen children that were sexually abused and these kids they don't talk easily. They're missing their teacher. Something happened there but recently, I had this case. A grade 6 learner, she was raped and she was raped twice, she didn't tell anybody about it the first time she told her mother about the first time. And I asked her what did she want her say? The mother said she must keep quiet because it was a family member, it was the cousins' boyfriend, and this is the only child I really spoke to. But I saw this child. But I have seen, without even talking to them, I have seen.



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**Interviewer:**

**So how are you able to see, what sort of things can you see, that makes you realize that they have been sexually abused?**

**Interviewee:**

You know, when I was teaching at the time at one school, you could see these children, sometimes they were very untidy and they had this smell, some odor and because we spoke to them about hygiene and things like that. But that was not the same it is very hard to describe but when you have been working with children for a long time, like when the child comes near, you just guess it, and you start watching this child. They are always looking very reluctant to talk, they don't mix with the other children, and they don't report it, they don't report it, that's the first thing you see they don't report it. Suddenly you see this child ....and this child ....and you are trying to get close to it and they push you away and that's basically when you started noticing. And when the nurse, the school nurse used to come and then we used to speak to the school nurse about these children and then identify them, because we are too scared to say something. You just

suspect that something is going on with this child. You try to find out about their background. Most cases you find that the parents are drinking or the child is not with the parents the child is with the aunt or the uncle. In one case we had a child that was living with an uncle and as it appeared the mother was drinking they thought, take the child away from its mother and put them with the uncle and this man started to abuse her that was very, very .... .

**Interviewer:**

**So how would you say that you are able to recognize this, is it from your own experiences or is it through training that you've come to recognize this?**

Interviewee:

No, I have never had any training, but I just seem to... I don't think ....I don't know if it was because I was in a patient plant for a long time for about 10 years, about 5 years and I don't know I just have that I could see children. I didn't have any training. But in most cases I was usually right.



**Interviewer:**

**And then what happens when you realize when you suspected something, you said you were a bit scared. What did you actually do though when you had those suspicions?**

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Interviewee:

We called in the parent as I said spoke to the parent, not telling them about your suspicions and usually they don't come. Those are the parents that are not really interested. Calling the parent and try to talk about their child. You find they say, No I'm to busy; I'm not working, that's why the child is there. But when you speak to the child and ask them, how does your uncle treat you? Are you o.k. staying there? The child just like ....and o.k. they don't like talking to you. And there are quite a number of these cases. They just try observing the child and we were right the children were being abused.

**Interviewer:**

**How did you find out that they were actually being abused?**

Interviewee:

The nurse cased it for me ....yes she would come back and say the child was being abused which was very confidential. And the child gets taken away from their home. And we also had a case where this girl but now the child was now in high school already and the child, you know she was being abused at the same school since grade 3, by her step father, but we didn't know, but we saw that this child went with ....but she landed up at J B High School and when she was questioned there, the child said her step father was... no, she was crying, because how I came to know about this case, my daughter, she was in my daughters class at J B. And this child was just crying everyday and we asked her why are you crying? She also had a silly, you know, answer for it but this day this girl was just crying and crying and crying and she asked her what's wrong. She just took her one side and decided to talk to her. And the child said no, my stepfather only buys chips for his two children, he doesn't buy chips for me. And she said no, I don't buy this you can't be crying like this just because of chips. What is the real reason you are so unhappy you have been like this since you came here grade 7 even grade 8? Why have you been so unhappy? Ever since you came here you have never been a happy child. And after a while she broke down and said my stepfather has been abusing me since grade 3. I tried to speak to my teacher and my teacher brushed me, she just ignored me and told me to go and sit down. I tried to tell her but she would not listen to me. That is why I don't have any confidence in teachers. Ever since then I just allowed it to happen. I didn't speak to anybody because I thought that teacher treated me like this everyone all teachers are like that. And it came about that this child was being abused. There are very unhappy children you see them, there are lonely children and they don't perform and they usually end up as drop outs most cases, they don't even get to standard 6 they drop out. Most of them.

**Interviewer:**

**So in the class as well do you work extra hard with them?**

Interviewee:

Yes, and a lot of cases, you know, they are untidy as people they don't care, don't care. This has happened to me, this has happened to me, and I don't care, I don't care. And even with this girl she is a very poor child. She also had a mother that didn't care. Our ....was three this work that I am doing, I was helping with reading and I saw that her tunic was torn you know it was like it tattered man. And I couldn't take it because this

child had a beautiful smile when she smiled. I tried to win her confidence but ....so she was in Mrs. T's class so I asked Mrs. T ... would like to do something, let us see in the ....you are a teacher, I don't want the children to think that I am taking over your child but lets work together and see if we can't do anything for this child and we got a tunic we got a skirt eventually and a blouse and some shoes and socks. And I asked what is going on with this child what is happening? Did you call in her mother? She said I called in her mother but the child is staying with the aunt and I just said to her Mrs. T the cousin is also with me but the cousin is better dressed. Does this mean that I must care for this child? She said no, she spoke to the aunt and the aunt said her mother has a boyfriend, the mother is working and all her money goes to this man, he does not care about this child. Ever since grade 3, and I don't know if somebody else you know like abused her then but Mrs. T said there was a case that she was being abused. So ever since grade 3 or before grade 3 this child was being abused and we tried to do something for the child and eventually... I used to tell her, I love you and I care about you and you don't have to worry about your circumstances you can rise above your circumstances one day. Jesus loves you; you know have you talked to ... es. When she was in grade 3, still in grade 3, she came to me and said teacher father ... used to come and have a study school here ....they were staying here in the bush. The pastor comes on a Sunday and I have given my heart to the Lord. *And that is when I started talking to her, talking to her, talking to her and I could see she's like a happy child now. She is better.*

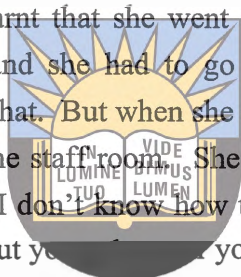
**Interviewer:**

**Do think by you talking to her, it has made her happier?**

**Interviewee:**

Yes, talk to her and Mrs. T also being her teacher that is a believer we used to talk to her and don't think even if your mother doesn't care about you God loves you and things like that. It is not your fault that you are poor. It is not your fault that your mother doesn't care about you and things like that. And this child became such a happy child. She used to sing on a Monday. Mrs. T used to use her on a Monday to sing, but she went away from me now. She could read well, when they read well they go back to the classes. But I am always watching her, always watching her. And I started noticing that when I see her still smile but it is not the same smile, and it so happened that I had them for the first term ... and I said that this girl has changed, she is not the same and I used to talk to them give them lessons like a bible story, we used to sing together and I used to ask them who goes to church? Who loves the Lord and things like that? And I told, I said you I know

that you love Jesus. I know you accepted the Lord when you were in grade 3... But somehow I could see man that there was something not right and I didn't quite put my finger on it and we just continued. In February, I heard that one of our children was raped and it was our own commercial ....because somebody saw it and called the grown ups and they chased him and they caught him and the police were here and it happened on a Saturday, Saturday morning. And I felt very, very ... but I was strong for the children because the people ....and I went to the class and she wasn't there, she wasn't in the class, so she is not here that was the Monday. The Tuesday she wasn't back. The Wednesday and I thought no, I am not going to say anything. I am not saying anything the whole school is full of this story, you know, everybody and the teachers know that this child was raped... But as I learnt that she went to the hospital, no, she went the Monday she came back Tuesday and she had to go back Wednesday for the results something like that, something like that. But when she came back she said teacher I want to talk to you. And I took her to the staff room. She said teacher there is something I want to tell you but it is so painful I don't know how to tell you. And I said you know that I love you, you know I care about you ... you tell me whatever .... . You can tell me anything, that I will support you. You know that I love you. And she started crying and she said teacher I was raped. I said when did it happen? She said Friday. Friday night, Friday evening. How did this happen? No this man came, my aunt sent me to go light the candle in the room then when I went into the room I lit the candle and her boyfriend walked in. And I asked her what happened then. She said he just like put out the candle and he grabbed me and he raped me. I don't know why I asked her, was it the first time? She said not teacher, I didn't tell anybody but he raped me on the 19<sup>th</sup> of November last year 2003 this was the first time that he did it to me. I said what! Who did you tell? I told my mother. What did your mother say? She did not believe me if he does it for a second time that I must tell her. I just thought how could a mother? I said why but why? She said teacher it's because it's my cousins' boyfriend and my mother said you going to cause trouble with the family if I talk. And after a while she looked at me so sadly and I thought is this child finished yet she looked at me and said teacher he is HIV positive. I said how do you know that child how do you know that? She said because my cousin is HIV positive and a 4 year old child by this man is HIV and she broke down and she started crying and just and I oh, I also cried and thought my child, you know, do you still love Jesus and she said yes. I prayed. Did you speak to him about your first rape? Yes teacher I spoke to him. Did you tell him how you felt? Yes teacher. Did you speak to anyone else? No. I said you know God can reverse this whole thing that man is HIV positive even if he is HIV. If God doesn't allow it, you will be negative



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and said you and I will have to pray about this. We really have to seriously have to pray and ask the Lord to be with you in this matter. The first test was negative when the results came the test was negative. I thought November last year that has been almost four months so if anything happened she could have been positive with the first test but it was ....they said it was gone for another test in May. But I thought no, this child needs to come because she was crying, I can't handle this by myself. So I don't know why, oh the woman from Masimanyane was here that day so I asked her, can I talk to somebody? Do you need somebody to talk to? She said yes teacher and I arranged it I will asked ....and I arranged with ....to talk to her. She spoke to her and called father H immediately, she called in father H and they counseled her and he told me that he gave her to big packets of tablets to take. And I told her to bring the tablets to school I want to see her ....because she must take the tablets, she must take the tablets. You know that child was a wreck, that child was so nervous, that child was so withdrawn. You could see by the way, I used to watch her, by the way she looked at the other children she's so sad so sad. And the habit of if I explain a sum and they don't ask who doesn't understand and they put up there hands and I said do you **want to do it** on the board? Because if you do it yourself everything will be better, and the children used to come and you all understand and you know teacher this one doesn't understand .... They asked them and they don't come ....they were like checking each other just check your book, your friends' book next to you. No teacher this one doesn't understand, 3 sums are wrong... and she also came twice but I am telling she could not hold that chalk, she could not hold that chalk! And I asked her do you want to do this sum? Yes teacher. She tried and tried but I'm telling you she was shaking. And I had to take her outside to talk to her and I just said to the other children do not move around ....and this child was ....and speak to her when the others are not there speak to her ....and sometimes I used to asked her did you sleep well? ....she was so stressed out because what was haunting her was this HIV thing, and I asked her are you worried about the tests? She said yes teacher. I tell her if that's ....what's waking you up at night telling you are ....teacher and I sweat and I don't feel well. That is all in your mind. There is nothing wrong with you; do you believe there is nothing wrong with you? Talk to her in class and then she went to ....out of the class she went to ....and she came back to me and said teacher I'm negative. Sam I couldn't help crying she was crying, I was crying. She said teacher you know how I prayed when I went for those results, you know how ....she was such a sweet little thing you know. She doesn't get excited like other children, you know. Like oh teacher I'm negative! Like you know I'm glad I'm. She just said teacher I am negative and she just looked at me crying, tears were rolling down her face and she said ....I said how do you feel? She said

I am so happy, teacher do you know how I prayed about this? I said I know because I prayed. I used to wake up at night and I just saw the child's' face. I used to kneel in the morning before school ....I said can you see how the Lord did what we asked him, you are negative. Did you get tablets? No teacher, just to see know there. Did you get any tablets? No teacher. Did you get another day to go and see them? No teacher! They said they were finished with me; there is nothing wrong with me. And she is a new child. On Monday morning I called her in ....and I tried you know during the time I asked her how do you feel about your uncle? How did you feel the first time when this thing happened to you? She said teacher I felt so... I felt so... I felt as if it was my fault, why wasn't it someone else why did he have to choose me to do this to me? I said do you hate him? She said I won't say that I hated him but I don't want to see him. I don't want to see him and then he did it the second time. And so when you were at school how did you feel? She said I felt like I didn't belong, I looked at my class mates, I looked at my friends and I thought I'm different there is something major wrong with me, I'm dirty, I say I'm dirty ....and she was very lonely, very lonely because she wouldn't talk even in discussions. She was a very lonely child. I asked her else did you feel? I felt nobody loved me, I didn't feel loved ...am I,talking too much now? So I tried to get her to talk to me about her feelings. Are you angry? She said I was angry. Are you still angry? She said I am still angry but I'm working on it now. Because she doesn't want you now... Are you bitter you feel that you know you hate everybody around you? She said no, I don't want to feel like that, I'm tired I don't want to hate people, I don't want to be angry but I was very angry some angry, I'm angry.

**Interviewer:**

**So you did a lot of counseling?**

**Interviewee:**

Yes, this particular child, here's a child that opened up, because I thought if this child doesn't talk about the rape herself. I'm not going to go on what people are saying, I'm not listening to them. But I was praying that this child should come to me and give me her version. She told nobody about the first rape not even her ....

**Interviewer:**

**But was he convicted?**

**Interviewee:**

He is in jail, he's in jail, he's in jail. And recently it was a... is it June now? So when did they come to me in May? I think it was early May that somebody said he had broke out of jail and he was... They were worried. And I told them to ask Mr. G did you hear the story and they said yes, but he won't come here. I said Mr. G, how do you know this? No! He won't come here but I was very ....and it all just so happened that P and father H came that Friday morning. I said to her P I heard that the story is true. I am not with the child anymore, she has a new teacher, but I am worried about the fact that this man is out of jail, they say he is out of jail. I don't know how true, you will have to check, I told her you will have to check with the police and fortunately somebody gave me the name of a person that a police officer that came that was here. I said you have to check with this man. I said don't come here, but I don't feel at ease. I really feel scared and I asked her how does she feel? She said teacher I heard he is out. How do you feel are you scared? She said yes I am scared, I'm scared teacher, and I'm really scared. Because he said he is coming back for us. And father H said you have to do at P K today just tell me the price I'll get the ...together. You go and you sort this out. Find out if this man is at large and we will have this child at a safe place, today! Today! He told me just prepare the child. And I called her and I spoke with her and he told her if they take you away, it will just be for a while. If the story is true that this man he around because they said he is in Mdanstane he is around, perhaps they will take you away from your granny just for a while it will just be for your own safety. Are you comfortable with that? She said yes. I'm not saying that it is going to happen but its Friday I might go home and you don't know people just come and take you and you don't know what it's all about. But when P phoned she said no, she found out from this officer they where looking for him on another case and they would check at the house you see and they thought the girlfriend was hiding him they didn't know that he was already in jail. And they panicked and they thought why were the police looking for him, it means that he is out of jail. That is where the story came, but it happened that he was still behind bars. And I felt better.

**Interviewer:**

**I think the question is going to be, you seem to be very involved in this case with this girl, how did that impact on you personally?**

Interviewee:

Yoh, Sam tell me truth really, because I love this child it really you know... What helps me, I'm a believer I don't say I am better than any other person but coming from a very, very, very abused background. Basically being abused by my husband having suffered all kinds of abuse, physical, mental what you can name it. I'm just compassionate I just have that love for children and to someone, another woman that's in the situation.

**Interviewer:**

**So having gone through it yourself?**

Interviewee:

I've gone through it myself and as a child I was also abused. I was abused as a child, by a family member and I never spoke to anybody about it. I never spoke to any open ...you are the first person I am telling and I could identify with that child even with the children. In my case it was not actual rape. I was just too small to understand what was happening. No, I never, I don't know what happened but I just had to you know what I was older I thought that I didn't understand everything but I realized that I was abused, you see. It wasn't a physical act, I wasn't grabbed and rape and things like that. I don't know actually what, I just touched and what... but I know that it was abuse it was some sort of abuse and I went off ....angry, hate, you know why me? Even so. Why? Did it happen? I had so many questions and I ...because we grew up our parents are very old fashioned you know and the thing that this child also thought will somebody believe me? They tell you that you making me, you making me and obviously if your child in that case needs to be ....he can just be lying and then you don't have a leg to stand on. But I come from a very, very, very... I was married for 34 years when I just started ....my husband died last year and those 34 years my children were grieved with me praise God, because I have an o.k. life because when I was a young girl, still in High School, I gave my life to the Lord and I held onto all these years, all these years even now. I don't do... I speak to the Lord as I am speaking to you now. I tell him Lord I am worried about this child, this one actually and I prayed about it but I care for children, I love children, and I talk to them.

**Interviewer:**

**I am just wondering the experience that you've had; I mean when you were dealing with this girl, did that experience maybe come back to you?**

Interviewee:

Every time I dealt with children like that or see a child being abused it came back but all those feelings negatively they've gone. I don't hate anybody, I don't feel... I mean when I grew up even when I saw this person being, I don't think he realized that I knew, you know but every time he was around about one or two times... But as I said before I accepted a lot of that anger but I are always had one thing in mind. I want to become something, someone you know. I lived in a strict house my mother was very strict. But I realized now that was my .... . (End of tape) ....as I am saying it doesn't mean that it's easier now for me you know now. I still, I pray about the child I cry a lot, I still cry, I am very emotional. I cry before the Lord and when I deal with this child but I always try to give them something positive. I also had a child the whole morning in Grade 7 learner, that's worried about certain of the children here at school that are being abused, that don't speak up and others that have friends that are doing things that they shouldn't do and I was talking to her this morning but she is a very, she is thirteen, but she is very mature, she knows a lot of things. She is a clever little child. And I was talking to her about all these things and telling her, you know, I think it is o.k. to have a boyfriend at twelve and doing things but I tell her that those are things that when you grow big when you are grown up and you ....you are sorry about your lifestyle when you were a child they are going to be so sorry about these things. And I told her to that, boys and men they like loose girls because there are many beautiful girls, there are many pretty girls, but there are a few good girls, but when you see when a man wants to choose a wife he'll never, it is very seldom that he will take ....he always looks for somebody that's you know, he looks at the girl, the character what does she think about herself. It is very seldom that they marry one. So you just messed up your life and one day you have to say ....we spoke a lot about these things.

Interviewer:

**I am also just wanting to know more about, I mean you said you woke up at night and prayed for this girl and in the mornings, so I am just wondering how did that affect you as well taking, I mean you obviously didn't stop at school, you took this home with you as well, how did that effect you?**

Interviewee:

As I said, I don't know how to describe it to you, but it everything it wasn't easy that's why I was pleading, pleading with the Lord, ask him really earnestly please help this child and shame Lord she had to go through so much I don't think it's fair. You know

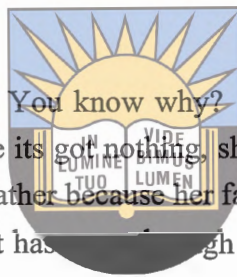
just thinking how she grew up, her mother not caring about her, being so cruel the child could of ....I asked her don't just give me the ....she said no teacher. I know she doesn't want to ....I do know this ....she has got a beautiful voice and when they coming in to see me coming to confirm that she is HIV and the child is HIV and the boyfriend is HIV but she said what's keeping me going... I don't think she has anything to do with this man anymore but she said you and me we serve the Lord together and she said this child is a worshiper in the church she really loves the Lord.

**Interviewer:**

**What kind of feelings or thoughts did that bring out in you?**

Interviewee:

You know you ask yourself why? You know why? Why this child? Why this child? Why a child that had nothing in life its got nothing, she has a mother that doesn't care, I don't even know if she knows her father because her father is ....I don't even know if she knows her father. Why a child that has ...gh so much why does something like that happen to this child? Do they pick on children that are poor? How do they pick them? Because this child is not a child that is naughty, not a child that is wild, why her? I had a lot of questions; I had a lot of questions.



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**Interviewer:**

**And what happened, were those questions answered for you or are they still questions?**

Interviewee:

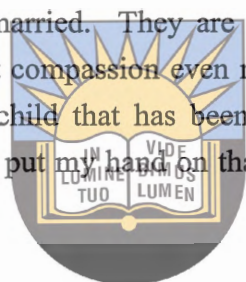
No, they not questions anymore. No, they are not questions. I can't... O.k. there are questions but I don't really understand if I tell you that you just get at peace, you just get at peace that you know the Lord is right you have that an inner peace. Because the bible says this is an omnipotent ....God and you aren't even aware that he is everything and he knows everything and if he wants to tell me, I know all this don't worry, I've seen it, I feel it, I know about it and your prayers are not in vain. And as if I must just continue to pray for the children not saying my favorite children, I pray for children, where I am praying it is ....I just cry and cry.

**Interviewer:**

**You have a feeling of sadness?**

Interviewee:

Compassion, compassion and sadness too when you see what is happening because I perhaps, I don't know the little children; you know it affects me so much I have to speak to the Lord. I have to pray about it to get that peace and usually it's ....I am here, I know what you are going through, I see you, but don't stop praying, you know, just don't stop praying. And even woman too you know that are abused. I have spoken to a lot of woman a lot. And when I tell them about my life at home before, many they don't believe me. They say but you always so happy, you always, you know, it doesn't seem like ....only my children know what they mean, I praise God I educate my children and they are stable kids, they are stable, they are all grown up. My baby is fifteen years old but the only one that hasn't got married. They are stable kids but I worked on it, I worked on it. And I just have that compassion even reading about something Sam you know, reading about a case of a child that has been raped or just you know it does something to me some times I just put my hand on that article and I say Lord, you deal with it because ....



Interviewer:

And when you say it does something for you can you put that into words at all, what it does?

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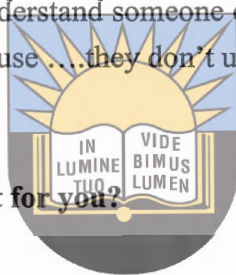
Interviewee:

Sometimes it makes me angry to, I get angry, I get angry, really angry. You know you read about something or you hear about something its been done to children then you get angry, but as that anger comes you know and you talk about it or you pray about it you then make peace, make peace. And I was talking to someone and I told that person ....I said people don't you understand when you talk about peace. You are in a storm, your life is a storm, you are in a storm in a midst of a storm than you can talk about peace and that's only what the Lord can do. People don't understand. And it is not going to church, it's not living a good life, it's not doing good. That peace doesn't come from that. That peace comes when you have a relationship you know; you can speak to him and call him father. You call him father and know that you are his child. You are not grown up you are not a big woman when you are in front of the Lord. I realized that I am a child, I am his child because things that hurt me as it would hurt a child coming to my mother I am coming to you like a father as my father that's the only reason. On Monday when I got sick here at school, I had an attack, I didn't know what was happening to me, I just had this like zing around my ears you know and I realized that I was very, very drowsy and I

just put my head down like this on the table ....and everybody was paying attention. And I just put my head down and I said the blood of Jesus, the blood of Jesus and I did the speech thing to get their attention because I could understand the feelings that I knew what I was feeling I just had to try and I saw that she was also looking at this man and I couldn't lift my head because I was really, really drowsy. I wasn't scared I didn't know who else could to call because in every situation I call upon his name because he tells me in his word, call upon me, call out my name, I will deliver you and I am with you always. I said who else would help me if I jumped up and said Oh I am sick and started praying they would have said I am scared, calling out but all I said was the blood of Jesus and the only people that understood that were Mrs. ....Mrs. T, Mrs. R, Mr. M, Mrs. K and people ....they were the only people that understand someone even phoned my daughter and tell your mother is talking confused because ....they don't understand it.

**Interviewer:**

**So God obviously is a huge support for you?**



**Interviewee:**

Very huge, because I had to learn in times we think we are not mature. My children were always first I supported them in everything I could, the father never ....me. But I'm learning that we have to put God first, not even our children, your husband is a jealous person ....it happened years ago. It happened when I left my home about say 5 years ago that's when it happened that I realized I came to a place when I had to put God. God first and then everything else.

**Interviewer:**

**I'm just wondering what do you think would of helped to support you, what did support you or what would you have liked to support you other than God? Is there anything in the school that could have supported you more?**

**Interviewee:**

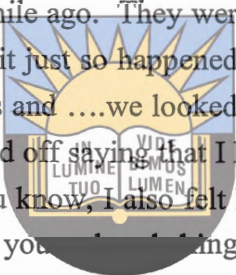
You know speaking to Mrs. T and speaking to Mrs. P helped, it helped because they are experienced teachers, they are teachers that know about these things. I don't feel that you know any of the younger teachers could have helped because even during the time it was like they should matter like if the child didn't come to school. They don't have that like care, they don't have it. Some of the older teachers but speaking about it helps, it helps.

**Interviewer:**

**So you think a forum where you teachers could come together and discuss problems that you are experiencing would have helped? Or would you like to speak to teachers in your own time?**

**Interviewee:**

I think you know a care team helps in a way, I think a care team helps, it did help because sometimes when you find out all these things and you talk about it. I think belonging to a care team also helped me, you know, to cope with certain things. I don't know if you were here but we had a discussion with a care team ....and I was one of the seniors at the time, when was it? I think a little while ago. They were the only team and I don't know what it was that we spoke about but it just so happened that we started talking about our own lives about our own experiences and ....we looked at our colleagues differently you know. Things that were said, I started off saying that I have the Lord in my life but there are times when I am very lonely, you know, I also felt lonely because I was on my own. And talking about things that made you happy and I am telling you everyone just broke loose. Even Mr. G spoke that day and there were a lot of tears. That is what the care team did. There was never a day....

  
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**Interviewer:**

**So would you like more forums like that?**

**Interviewee:**

I think. People you know we know certain things about each other at school, things that you just hear by chance, but people don't open up and you don't get the courage when you talk to your partner about something that you have heard. ....and they open up and it was amazing, it was amazing the things that they spoke about. That would be nice I think it would be good for us too just to know that you know people look at me and they think I am very strong, I am very strong, I tell them it is not me it is not me I am not a strong person, I am not strong but I get my strength through my believing in the Lord and trusting him in everything and knowing that he is in my life and he is there for me. That's why people can say that I am strong. Even at church men with married, married men with children, ladies come to me and say you are our role model, you are our mother, you always encourage us, you always talk to us, we can come with anything to you, it's not normal. Sometimes I don't even know they come to me and I look at them, I don't know what I am going to say to you, I don't know what I am going to say to you

and they just said no, no, in my spirit, Lord just guide me, let me say whatever you want me to say, because I don't have the answer, I don't have the answers and I am not saying that I know any answers but I get what I have to be human and trusting in God and in myself, that's the only thing.

**Interviewer:**

**Are there any other supports structures that you would like to see in the school or maybe even outside the school that you would have like to have helped you during that time?**

**Interviewee:**

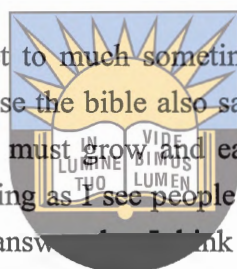
Outside the school, when things get to much sometimes I go to my minister but that doesn't happen very often no, because the bible also says that when you are a child you drink milk and you grown and you must grow and eat solid food. And I believe that running to the minister with everything as I see people do. It also wears that person out because he also doesn't have all the answers. I think it is unfair to run with everything, you know you get people in church too ....but there are times to where I feel that I can't handle it you know then I go to him. Just talking to him and praying about it and he tells me, you know, you got the answers you just needed somebody to talk to because he has ....it helps and I also go to certain people that I'm... There are people that I ....younger people that I against feel, you know, talking to them and sharing with them gives me enough strength and they feel again that being an older person they see how I cope with things but they don't know that I learnt from them as well, I learnt from them, as they are learning from me being older, I learnt from them. I also got my support systems. Believers those are people that have that relationship. When things happen to my children as well, I feel, I've spoken to the Lord about it, I just feel that I must, you know I need to speak to somebody else I need to then. All of them are younger and ....just talking and praying gives you that peace.

**Interviewer:**

**And is there anything else you would like to say more in relation to what we have been talking about?**

**Interviewee:**

No I don't think so, thank you.



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## APPENDIX D

### INTERVIEW 3

**Interviewer:**

**I want to start by asking you if you could describe the experience that you have had either dealing or managing a case of a sexually abused learner.**

**Interviewee:**

You know I have got one that is very strong in my mind. I have dealt with quite a number of cases that are not necessarily here at PK but at other schools.

**Interviewer:**

**You can talk about those as well.**



**Interviewee:**

The first I ever dealt with was when I was teaching in King Williams Town, there a situation occurred where my colleague who had gone through a really bad experience in an abuse situation and I think she had been abused or obviously had been abusing but she had been through. It put her off and she did not want to have anything to do with the child. Um and she had a little boy in her class in grade 1 at that stage who had masturbated. This little boy could not help himself, he would masturbate probably 4 or 5 times during the school day. He would actually start at his desk and then he would go to the bathroom and if you said no he couldn't go the bathroom he would do it in the classroom and finish the job in the classroom and this absolutely revolted the teacher, she couldn't handle it. In talking to the child it came down to the fact that um his parents both worked at the casino, so he was in, spent a lot of time with bigger children and in um sort of aftercare situations and there were bigger boys at the aftercare and had taught him how to do this and were doing it with him and that type of scenario. That was the first case that I sort of handled because the parents had to be called in and we had to discuss what was going on and how they could help their child and that type of thing. And not much happened after that because it was a different situation to where we are now you know where there it was a case of I handed it over to handed over knowledge that I knew to the headmaster and he took it further and I was not involved after that. I had a a also a young girl at the school at the time in standard 5 at the time who also had been abused and at various time phoned me at home, she wanted to commit suicide and that type of thing so I

sort of counseled her and I use inverted commas because I am not trained to, so I kind of helped her where I could, got her eventually into a situation where she did eventually go to counseling. But the case that sticks most in my mind is a young girl here that since I've been teaching at Barnes, who was in my class, beautiful child, not very intelligent but a really pretty little girl and I noticed very early in the year that she had got quiet and withdrawn and eventually I said to her one day 'what's wrong?' she started crying. I went outside with her I said to her 'is there something that you want to tell me? Has something happened to upset you?' I was thinking in terms of somebody hit her or called her a name or something and this whole story came out about how her father had got her away from school and on two different occasions taken her to the caravan where he was staying, her Mom and Dad were separated and he raped her, and I mean she she told me detailed recollection of what had happened, everything detail for detail, detail for detail about what had happened, she had gone home, she had told her Mom, the Mom had got her to the doctor, you know she had the check ups and all that type of thing um Child Protection Unit was called in and that is where it fizzled out. Where it fizzled out because there was a history um between one of the policeman and the mother and the policeman said that it was just all stories, that the mother was making up to harm the father, the father was well known in the society therefore everybody, everybody just foopahed it, they just said that it did not happen, that it was the child's imagination, um it it frustrated me immensely because I really can't see that child with that intelligence being able to make up such a story to such detail, if if she had never experienced it. This was not um well he sort of touched me there maybe and every time I asked her a question she would give me a different answer. I didn't ask her questions, I would ask her and then and then what happened. I never ever led her into a question. Um when I was teaching in King Williams town, we did a training course on child abuse and in that training we were taught how to guide a child to give us information without leading a child into answering the way they think we would like them to answer, and it was a good training because it kind of stuck with me. And I mean I nothing ever came of that case. The child finished the year with me she was she just disappeared. And then she was taken to another school and I never ever heard anything further than that. So um you know while she was with me I helped her. I would fetch her on the way to school in the morning, I would drop her off on the way after school in the morning so she would not have to walk, that that was a terrifying situation for her, um I would often just sit and chat to her. It was difficult in that it was difficult to find the fine line between being a teacher and really wanting to protect this child and it was very difficult because you can't get too involved either, um you have got 40 other children in you class, it is not fair on them if you are putting your

100% attention on one child. But you have the tendency to want to constantly just check if she is okay. I don't know if it is maybe a motherly instinct as us females, or if it is the teacher in me that just constantly wants to make sure that my students are alright. So I did find that that was frustrating for me because um, I don't have any qualifications to counsel. I have got the little bit of counseling that I have sort of, you know self taught, and I also felt that once again, a lot of people being like M is over reacting. Um we don't really know, do you really think it happened? You don't, we don't really believe the story.

**Interviewer:**

**And who are these people?**

**Interviewee:**

Well you know this man has grown up in this community, so a lot of the teachers in the community, a lot of the parents in the community, people who had got involved in the situation, um are from the community and they would never believe it, I don't care who says what, he could never have done it, you know that kind of attitude. Because he was upstanding, he was well known and he was well liked blah blah blah, it was a case of well then it couldn't have happened. Now a year or so after the child left the school, I was walking through PK and this man was walking quite near me and I greeted him and we ended up talking and he said to me 'do you know who I am?' and I said to him 'no' and he said to me 'I am this little girl's Dad' and he was kind of shocked that I would speak to him and I turned around and said 'Look you must understand from my point of view, that I am only telling the truth, I am only telling what I have been told, it is not for me to decide whether you are innocent or guilty, you know what happened and you've got to live with it' And I left it at that and he was sort of quite taken aback that I didn't have any other kind of response. Um I had no problem with him, you know I was, it was not a case of I wanted to be vindictive, I didn't know the man. I only know what the child told me about. And actually looking at him, the story is more uh believable than not because he is a very big built man and if he held her down there is no ways in hell that she would be able to break loose, so you know in some cases looking at him it it became more believable. But with so many people telling me they don't believe it happened, it also starts making you question you know how you feel about the situation or what do you think about the situation.



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**Interviewer:**

**So was there a certain sense of being unsupported?**

Interviewee:

Well you know it was different in the unsupported feeling of you overreacting um maybe you are looking for things that don't exist, that type of situation, definitely although I was allowed to run with the situation and take the child to counseling and you know the CPU was allowed to come in and we had the discussion in the office. All of the correct channels were allowed to happen.

**Interviewer:**

**Which you did or the principal did?**

Interviewee:

You know I did all of them. I went to the Child Protection Unit, I went to the people concerned. Um I got people in um, the principal had taken her to Child Protection Unit anyway, but I was not satisfied at leaving it at that, I myself contacted them as well and must go to them on my side and let them know, and gave them my statement and the cop that took my statement said that my statement was very similar to the one that they had got from her. And that for me is evil, you know you, for a child to be able to verbatim something that never happened twice with the stretch of 3 days between, you give these children an oral to learn and they are not going to be able to tell you the same story twice, you know what I am trying to say? So um it made it a bit difficult for me to believe that it did not happen.

**Interviewer:**

**I was also just wondering that you mentioned feelings of frustration, um I was just wanting to know if you could elaborate a bit on that feeling of frustration or any other feelings?**

Interviewee:

Well frustration mainly from the fact that I wanted to help her, um I wanted to make her feel safe and sort of help her to get through what she had been through and I didn't know what to do. I didn't have the qualifications and I didn't have the know how and I live very far away and in one way that is a good thing because you tend to get too much involved, you know and um very easily a parent can transfer the responsibility onto your

shoulders and suddenly you look and you are actually 100% responsible for that child and they don't have any responsibility whatsoever to guide the child through what they have been through or to help them, or go to counseling with them or whatever the case is, so that was the major, were my frustration lay. I was a bit frustrated about the attitude but I felt, well I am not going to worry to much about it because justice will take it's course, um to my knowledge it never did, which I mean our justice system is just ridiculous, but I won't even go there. So ya I think what was most frustrating was that I didn't really know how to help her.

**Interviewer:**

**Okay, because my next question was did managing this case of this sexually abused learner impact on you personally?**

**Interviewee:**

Yes definitely, it made me very much more aware of what is really going on out there. It really made me realise if you look at the world outside your classroom, you can't just assume anything about them, which was a good learning experience for me, especially teaching in this area, um you can't look at a child and think well you are just lazy, your work is not done because you are naughty. You've got to just look at the whole picture, where the child comes from, what is possibly happened in their past, what happened in their home that morning, and not just because of this area, any area, because abuse takes place everywhere and not just here and so ya, um it did have one enormous impact on me as a teacher but it also had an incredible impact on me as a mother. Because by that stage I had already had my daughter and I can't remember, I think I was either pregnant with my little boy or ya I think I was pregnant with him as well and it just made me realise how incredibly important your role as a mother is. And I am pathetic when it comes to my kids because I am probably over the top in protecting them against anybody, I just assume everybody is bad so it possibly had a positive negative influence on me because on the one hand I must allow my children to experience things but on the other hand there is just no going if I don't know the people that you are going to you don't go there, you know. I have become very aware that those people are out there whether we like it or not and you've got to be aware of it and you can't just pretend that they don't exist.

**Interviewer:**

**Okay, so was there maybe a sense of fear at all?**

Interviewee:

Um, a fear that it could happen to my children? I don't think that fear is the right word, I think just awareness that it is, just because um my kids live in C or just because I am so and so that it is not going to happen to my children. I think it more the awareness than actual fear. That I am very aware of of that type of situation, even now in my class I still speak to the girls about who they mix with and who they stay with and you know if they feel uncomfortable they have the right to talk and you know it does, it it made me more aware of life and it has helped me to be able to speak to the children and explain things to them that possibly it would have been more something that I taught because it was part of the curriculum or syllabus but now I teach it because I think it is something that they really really need to know about.

Interviewer:

**Is there any other way that it impacted on you personally or affected you?**



Interviewee:

No I don't think so, I don't think there was anything really, I don't think I had any major. It wasn't a case of I carried this and cried about it or, nothing like that um you know I was obviously very sad for the little girl that I had, even to imagine that any child had to go through that is simply a horrifying experience. But I don't think it was a case of that I went home and stewed about it.

Interviewer:

**Okay and do you feel that you had enough support during that time or was there anymore support that you would have liked?**

Interviewer:

Um I don't feel that the support structure was there as it should be, you know the Child Protection Unit, the Child Welfare scream that they are there and supporting them, blah blah blah. I didn't see it, I didn't see it, I didn't see that they were there. Because they had a history with the mother they just assumed that the child was lying and I don't believe that you can do that with a child. Um if the child is lying it tells me that there is a major problem and a child needs help. If the child wasn't lying there is a major problem and the child needs help, so either way the child needed help and I don't feel that our systems in South Africa that are set in place to protect our children are actually doing their job. So ya to answer that question I don't.

**Interviewer:**

**So you would have liked more support actually from the Child Protection and...**

**Interviewee:**

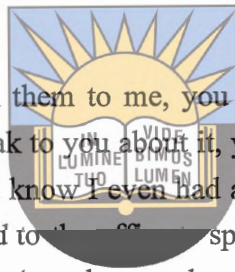
Definitely, I would like to see more coming from that side, um perhaps guidelines to how to deal with the situation, you know um um

**Interviewer:**

**Who would you like these from?**

**Interviewee:**

Well anyone who could have given them to me, you know um it, I sort of worked on instinct and now I don't want to speak to you about it, yes I will speak to you about it, no it's got nothing to do with you. You know I even had a situation where this mans family came into the school and I was called to speak to them about what was being said to me and I felt like saying that 'you know what it actually has nothing to do with you', but I wasn't in the position to be able to do it, but at the same time I wasn't prepared to tell them what I had been told in confidence and I told them straight, I said 'Look, what I was told, I was told in confidence and I am not prepared to break that child's trust, so that you must understand from my point of view blah blah blah'. So um ya that type of thing was just not handled the way that I imagined it should be handled. You know when I did the course with the Child Protection Unit at Central they said there were structures that were put in place this is how you did it, this is how you worked, this is how you listed it, this is how you got the information from the children. So I did everything that I could do by the book and this is then and that is when you report it and so I reported it and this is what will happen then and this is what will happen then. And this why I just seriously don't feel that the structures are actually really really doing their job. I know the law has really tied their hands in a lot of situations but I feel that it must be re looked at. Um you know there is no point in saying that we have a child welfare and the child welfare are always too busy or too lazy or too whatever to actually intervene or do something about a situation.



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**Interviewer:**

**Okay so is that feeling that once you report it to the CPU, it does not go along according to plan. You would have like guidelines to then go, okay if they are not responding what must I then do?**

**Interviewee:**

This is it, you know you know it would have just been nice for someone to come back to me with it. Even the child's mother at the end of the year to have come back and said 'I appreciate what you have done and this is what I have decided to do with her' or for the CPU to come back and say look 'This has been to court and this is what we have found' or 'we are now taking her to court because there is not sufficient evidence' or whatever the case may be. It was just, it is just like this whole issue is just left up in the air and I mean three years down the line I still don't know what happened to the child, I still don't know if she is alright. I believe that people have said, people have said to me that they have seen her here or there but you know **it was just** sort of this this enormous case and so you know, I wasn't ever, there was no closure to the whole thing and I never ever found out what happened, or if anything happened and that to me is just not the right way for things to work.

**Interviewer:**

**And how did that leave you feeling?**

**Interviewee:**

Um

**Interviewer:**

**Knowing that it was left up in the air**

**Interviewee:**

A little bit, a little bit, I don't know what the word is. Why did I bother? You know well if this is the situation then why did I waste that time to go through all of those steps, you know what was the whole point in it? And you know did it actually make an impact anywhere or did I waste my time? So ya it was ....

**Interviewer:**

**So it left you with a sense of frustration?**

Interviewee:

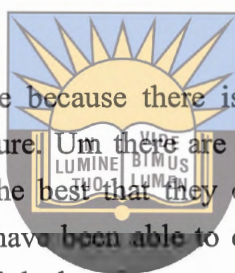
Ya

**Interviewer:**

**And were there any support structures within the school that you feel could have helped you during that time?**

Interviewee:

You know the school is a difficult one because there is really nobody here that is qualified to give you that support structure. Um there are teachers that have dealt with similar situations and they have done the best that they can under the circumstances, they've they've tried the best that they have been able to do but I don't think that they really know what then. You know, I think that they pretty much also ended up in the middle of nowhere.



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**Interviewer:**

**In the same situation. So although you say there is no one qualified here, in an ideal setting what would you like to have had during that time?**

Interviewee:

Well look, in an ideal setting, I think that um um, I don't think that there is any teacher that is is naïve enough to think that it doesn't happen. So I think that that in an ideal setting the teachers would have known how to deal with the situation and not been wanting to just back away and pretend it didn't happen. And also not just, look you can't just immediately take the chance with working with it, look I understand that, but also you can't just say the child is telling lies or talking rubbish, you know um um I think there should always be a structure in an institution like this that caters for that type of thing. I mean here I am saying that in our school we have got that structure but it is not being implemented. Because as the Care Team that is what the Care Team should be doing. That is what the Care Team is there for but it is not being implemented because I can name cases to you know that I don't even know if you are aware of that are happening in the school. Um I in fact brought a little girl down to the center um about a

month ago. I just phoned and I said 'you know I need your help I am bringing this child down', you know so I am using, I am using the center and I have got it right here but I can't use it right here and again a case where a little has seen something where what she is not supposed to see and her life can be put in danger because of it. When the teacher, I mean when the teacher came to call me, she just said 'look I know you are good at this sort of thing, just see what you can get out of this child'. Okay now what? And you know I mean this child was was talking what any other teacher would say was rubbish. Garbled messages and she would start at the beginning and go to the middle and going to the end and starting again and it really made no sense. But after going you know through it with her and and agreeing with her and showing her that I believed her and understood what she was saying, although half the time I was thinking oh my word what on earth are you talking about, eventually it started making sense and getting her to G, G eventually got that it, what she was talking about wasn't a day event. It was actually over a couple of days, whereas the way that this this little girl was talking, it sounded like it was over a day event. Now a lot of teachers in that situation would have said to them, uh uh you know you are talking rubbish, you are talking rubbish and and meanwhile this thing had genuinely actually happened and it was a lot bigger than the, what we initially thought had happened. And you know what happened with this little girl is that I was called down and because the issue invariably came in prior to work we went from here to here to here, eventually in desperation I took her to the ladies toilets. You looked again and there were about 4 or 5 teachers standing there shooting these questions at this child and this poor child didn't know if she was coming or going, and eventually her class teacher had to walk in among all the teachers and just took her and I took her into my library, where nobody knows that it exists yet, so you know it is a very quiet and that is where I got a great deal out, I mean she started remembering the man's name that had attacked her, you know all of these things you know coming up because they weren't all these other faces asking her these horrible questions, so that is why I am saying that I feel that the people need, people need, a lot of teachers are too quick to say ya we know that, here we go, you know we know how to do that, we have been doing that for years, but they actually don't, they actually don't know how to deal with this type of situation. They they want to lead but you can't be like that, so ya that is what I I feel that teachers need to need to realise that they are not actually qualified, and it is not actually right to sort it out themselves. That is why we've got you people here, that is why we have got the Care Team structure here, to be able to professionally handle these cases.

**Interviewer:**

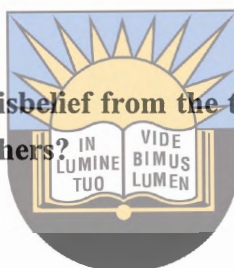
**So you would have found it useful to be able to report it to the Care Team if the Care Team was working effectively?**

**Interviewee:**

Well the Care Team was not up and running at that stage and yes then it wouldn't have been me trying to help this child. I would have handed it over to professionals. She did get help at the center, another lady was counseling her but perhaps if the structure had been was as it should be more would have happened in the year that she was here. Before it was a case of her just being disappeared and worked out of the system.

**Interviewer:**

**Okay and you mentioned earlier disbelief from the teachers, so do you feel that you needed more support from the teachers?**



**Interviewee:**

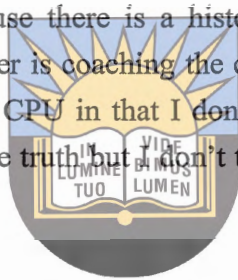
Very definitely, you know you can't, nobody is going to hide it and where in any kind of setup like this, maybe more so for me because it is not my community. It is my community by adoption yes because I refer to it as my school and my children and I truly do feel like I belong but I didn't grow up here, um I don't know all the people. I wasn't born and bred in this environment and they know everybody in the area and you know and I feel that they should realise that they should support their colleagues, not just yes I know him and he is not a bad person so therefore he couldn't have done it. The nicest of of well mannered, well brought up men can also become a murderer you know just because you knew someone growing up and he was a great sportsman and he did everything just so and blah blah blah, doesn't mean to say that he is innocent and has never done anything wrong so ya I don't know if we will ever get it right to change mindsets, you know um I don't think that is a mission I would like to undertake, especially not here. But I do think that people must realise that you can't immediately assume when I child is telling a lie. I don't believe that's the way that you work.

**Interviewer:**

**So I am wondering if there is any other form of support, either inside or outside of school? I mean I know you already mentioned the Care Team and the CPU, um are there any other forms of support you would have liked at that time?**

Interviewee:

Well there is isn't any other form of support, um you know if those support systems were working as they should there wouldn't have been, there wouldn't have been any other support that was needed. You know I mean I don't believe I got too involved in the situation. I believe I got involved in the situation because she came to me and told me her story. Had she never told me I would have been blissfully unaware of the whole story. And then it wouldn't have had anything to do with me either. But the fact is she felt enough to think that she could actually come and talk to me about what had happened and I wasn't prepared to dismiss her, throw it under the mat or well everyone says this man is a wonderful person so therefore he is and everybody else seemed to think that that is actually acceptable. As I say because there is a history with the mother it was then naturally assumed that yes the mother is coaching the child and the child is telling a lie. And it is quite disappointing in the CPU in that I don't think that you can just assume that. I am not saying that it is not the truth but I don't think that they must just naturally assume.



Interviewer:

**And you seem to have done a lot, picked her up to take her to school, taken her to the CPU etc, you did so much. How did that impact on you?**

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Interviewee:

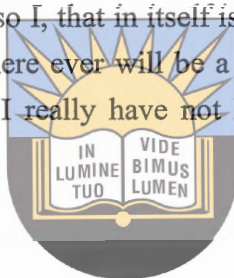
It was my duty to do it. And there wasn't a case of well I suppose I have to do it. It was just well if this needs to be done then it needs to be done. The only impact I'd say that it had is the fact that nobody ever bothered to let me know what happened it, I would say it was a bit of a let down. I would have like to have known you know is she okay, is she safe um you know has she been to counselling, has somebody helped her in her situation and will she be alright? And to this day I don't even know if she is alive or dead. So ya being so involved and not having the closure that it sort of leaves you a bit helter skelter you know in that situation.

Interviewer:

**Is there anything else you would like to say about any of your experiences that you had?**

Interviewee:

Um I don't know, there is not really um you know way back when our social welfare was a force to be reckoned with and I remember as a child. But now they either have too much on their plate but they don't seem to be as motivated um they seem to think it is not such a big story anymore and I think our children are severely lacking because of it. Here there is constantly, especially these days, standard 3 children standard 4 children raising their baby brothers and sisters because Mom and Dad are working in Johannesburg or Mom and Dad are working somewhere else and they are actually running the family. No adults in the house, no adults supervision, that to me is horrific, but it is happening and there is no point going and reporting it to the the the social welfare because nothing is going to happen about it, you know so I, that in itself is a big problem. Um I don't know about a solution you know and if there ever will be a solution but in my experience in teaching over the last 5 years say, I really have not had any joy with welfare, social welfare in East London.



**Interviewee:**

**Do you think that hampers you reporting cases?**

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Interviewee:

Yes definitely because what is the point. What's the point of me going to the Social Welfare now and saying this is what I suspect is happening in this house when I know they are not going to do anything about it. Or they get involved hell for leather for 2.3 seconds and then that is the last time you hear anything, so I mean I understand they have got a lot of cases but something has got to be done. You know kids are just getting more and more abused, more and more you know and there has got to be a solution to it. You can't just be well there is nothing it is just a sign of the times. More and more you are hearing of it, younger children being abused um one was in court on Friday and the case before the one I had to I had to witness was of a man that had raped a baby and I mean this child had been raped as a baby and they had to give her a hysterectomy at 2 and I think to myself how on earth does this happen? How does this man get near this 2 year old to do this kind of thing? You know it's it's very worrying to me as an educator but naturally as a mother but you know as an educator I it is beyond me, I come to school in the morning and I see these pickies that if they're my sons age, my baby's 3, then they're old and they walk in the streets, you know so ya, those are my concerns for what is happening with our children today. Solutions I don't know, that's where you come in.

**Interviewer:**

**Is there anything else?**

**Interviewee:**

No nothing else really



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## APPENDIX E

### INTERVIEW 4:

**Interviewer:**

**If you could maybe describe any experiences that you have had in dealing with sexually abused learners? Just in your career as a teacher any experiences that you have had with that?**

**Interviewee:**

I have managed through through Rhodes University, when I was studying further; I equipped myself with skills, what they call it Laymans skills and um through that I have been able to identify a child that has that has been sexually abused. In one instance the mother was not even aware that the child was being abused and I observed and I noticed that and through the um health department we had a sister that used to come in regularly to the schools. They don't do that any more. I expressed my concern with her, she examined the child, we referred the child to the clinic and then to the hospital and our suspicion was confirmed that the child had been abused. And through that I actually been able to, not to sort of um keep that child one side and make her feel that she has been sexually abused and that she is different, but I could actually walk with her and guide her, you know. She is now since in high school. Because with these cases are reported and my main concern is that our children do not get therapy when they are sexually abused. I am not sure if they are prepared to go to the court and that's it. And I mean a child went to court every so now and again relives that experience and that gives major problems within the classroom.

**Interviewer:**

**So when they go to the court it is even more traumatic?**

**Interviewee:**

It's even more traumatic for them. And the court don't even appoint counsellors to counsel these children and to help them along these lines. So through my skills that I have equipped myself with I have been able to deal with that problem.

**Interviewer:**

**So were those skills from a training that you were sent on by the school or skills that you actually actively decided to take?**

**Interviewee:**

Yes, through the church.

**Interviewer:**

**I am just wondering with that one girl you said that you had, once it was identified that she had been sexually abused what were the steps that were then taken?**

**Interviewee:**

Well she has been, we referred her to the deacons house the parents but nothing happened there so what the result, as the result I could actually sit with her and talk with her and tell her that it is not her fault. Because most of the time these children feel that it's their own fault and their own doing that they are being abused, you know, and I think sometimes also when a parents talk to them at home and shout at them, you know, that's why it happened to you because you don't listen and that has a very negative effect on the children, especially small children. They lack self confidence, they are unmotivated and... But actually it exerts quite a lot of pressure on the teacher because you got not only be dealing with developing the cognitive skills but the emotional skills as well and although you can't differentiate between the two, you know.

**Interviewer:**

**You not just taking on the teaching role you are taking on the counsellor-parent role as well?**

**Interviewee:**

Counsellor as well.

**Interviewer:**

**So was that case ever reported?**

**Interviewee:**

It was reported but nothing happened to it. You see there's, you don't even hear that the person that did this thing has been sentenced. You know, what normally happens in my

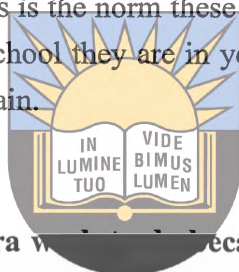
experience is, the children go to court, the case has been remanded until next month, they go back to court, they relive that experience and it carries on and eventually there is no court case. Nothing happens.

**Interviewer:**

**So how did that make you feel, knowing that nothing ever came of it?**

Interviewee:

To be honest with you, I am a very honest person and I can express my feeling. Um you feel empty, you are tired because this is the norm these days that these children are being sexually abused and they come to school they are in your care and you have got to deal with it and you make them whole again.



**Interviewer:**

**So you have got quite a lot of extra work because nothing has been done you have to do even more?**

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Interviewee:

You have to do even more because when the child sits in the classroom because of that experience, they deal differently with their experiences. Some children are withdrawn they are sort of just a blank, you know. There's no communication, there's no participation in activities in class, it's um, and you said I must do it so I just do it because you said I must do it, you know. And um others again they turn to be very aggressive and then they start showing, you know, discipline problems.

**Interviewer:**

**So you also have difficulties in class because of trying to manage these children? So what extra steps do you have to do as a teacher to try and manage them?**

Interviewee:

Not to isolate that child from the rest of the class. I then already decided that what I do is, I do not have six groups within my classroom. I change it, maybe two from this group and two from that group, you know, so that the children are interacting with all the children all the time. And most of the time I put that abused one within a group that is stronger because I have discovered that the abused child also tends to have experience

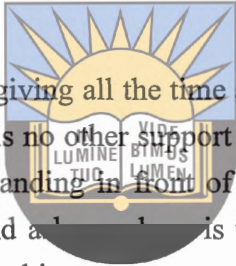
difficulty in doing academic work, you know, like the reading and all the class activities, the writing and things like that. But not to let that child feel o.k. I am different or it's the others and this has happened to me now, now I am being moved all the time, I'm move, I mix groups all the time. All the time.

**Interviewer:**

**So you are aware of it. And then just the second question I was wanting to ask is, when managing this case with this abused girl, how did it effect you personally during that time?**

Interviewee:

Like I said very empty because you giving all the time and you are trying to do what you can do but there is no support there is no other support structure in places because if you go to the welfare society you are standing in front of a locked door. They are... they don't even report back and come and ask... is the child coping or this is what's happened thus far, we are working on this case.



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**Interviewer:**

**So you are left in the dark**

Interviewee:

You left in the dark; basically you are left in the dark. You cannot go to the department because there is no support structure in place there as well. So for me as a teacher it takes a lot out of me because I've go to sit and think how am I going to get through to that child? How am I going to help that child overcome that problem? And it takes time because as soon as you see that the child is out of the dark bit and, you know, socialising and trying to deal with the problems again, then she just falls back into that pit.

**Interviewer:**

**And I am wondering when you, um, so when you went home were there any thoughts or feelings that you carried home with you from the case?**

Interviewee:

Like I said before because I did a care, a care ministry skills course at the church I was very fortunate in doing that, um skills because I've been taught there how to not come in

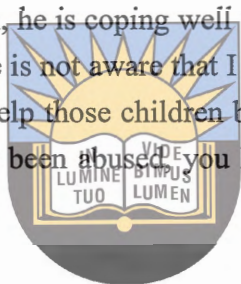
with my own baggage but take this baggage with me home. And I think that's why I coped. That's how I coped because I know o.k. its school and I have tried my best and I have done my best I am not going home with this problem. And I managed to do that.

**Interviewer:**

**Because that is quite something because sometimes it is quite hard to make that break. So it just lead you to more frustration?**

**Interviewee:**

It has, but also what... because this year I have got another sexually abused, but this is another, a male a little boy. And um, he is coping well because um I actually deal with it indirectly. He is not aware of it. He is not aware that I am trying to help him and I think this is what you have got to do to help those children but they should not know that the teacher is doing this because I have been abused, you know. Because then I also think you won't get much results.



**Interviewer:**

**O.k. and how did you become aware that he had been sexually abused?**

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**Interviewee:**

The mother actually came to come and tell me. She came to tell me that he was absent and that is the reason why he was absent. And that court case is still, he was abused last year and I mean it is June already and he is like going every month he is appearing in court. I mean there is just no structure, you know, a concrete thing in place for these children.

**Interviewer:**

**That must be quite traumatising having to go every time. So are you noticing differences in him during class at all?**

**Interviewee:**

When he, the day when he has to appear in court and he comes, he is very withdrawn, very withdrawn very quite he will just sit and sort of do his work, don't talk to anybody and things like that, you know. And I noticed that the very first day he went to court but now what I do when he come back is, I make him captain of the group, you know, and I give him extra responsibilities, so he can keep himself occupied as well and I think, I am

not sure if it is working, I'll see. (Break in tape)... Also I think you know that I see now how ....get to there (Break in tape)... No because I just feel that sometimes these children feel that, they don't feel, you know, they have got no self esteem that is broken down and their self confidence and by giving them that extra responsibility within the classroom the situation then they feel, you know it is just to uplift their spirits and build their self esteem and I noticed that it works with him. It works with him.

**Interviewer:**

**And I was wondering you mentioned that this was the first boy you have ever had, ... is there any difference in the way that you deal with it or thoughts or feelings that come out of that, because it is a boy rather than a girl?**

**Interviewee:**

No, I don't treat them as different because I think I will be up against a wall with ideas or strategies to help him, you know, because I just feel once they are abused they are abused.



**Interviewer:**

**Did it impact on you differently, and it have any effect on you personally that it was a boy?**

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**Interviewee:**

No.

**Interviewer:**

**And you mentioned more support structures, and I am just wondering what form of support structures would you like?**

**Interviewee:**

Our day is very full at school, at least, you know, I would like maybe that if we have that type of child that's abused and I can actually know right, once a week someone must come to give this child therapy. Because I think, I am not sure, but I think with children they use play therapy to help them. So at least that, that structure I am thinking of. Because sometimes as a teacher you try each and every way, but you still need that support and it is not there and it is just not there for him so instead of just saying, you know, I am wasting my time.

**Interviewer:**

**So would it be possible for you to maybe come to the centre, down to the centre, once a week or are you wanting someone to come here to the school to do it?**

Interviewee:

Taking him down to the centre will not be a problem, but today everything is finance. These children are from; they are from the poorest of the poor within the school community so already I know there is not going to be no financial support from the parent. And all the children that I have had over the years that has been sexually abused will have had single parents.

**Interviewer:**

**Are there any other support structures for you that you would have liked in the school?**



Interviewee:

For teachers yes, um, I think also that it is important that teachers that deal with these problems there should be support structures in place. Giving and giving and giving you are also mentally and spiritually tired, you know, and I am not sure if I am going to be making sense now when I say to you that at times you feel so empty you have got nothing to give any more and I think that is the time when teachers feel they don't want to be a part of a Care Team or they don't want to be a part of anything that is not taking them further.

**Interviewer:**

**So what form of support structures do you think you would like that would be helpful for you? Is there any particular structure that you would find useful?**

Interviewee:

A support structure where that maybe the teachers will meet even if it is just once a term or twice in a term for that matter. But I think once a term would be sufficient. As teachers we sit in a group and we sit and talk about the experiences we had over the last, you know, and someone has got to be there... And also by discussions, you know, that little bit of discussion for that hour actually gives you that motivation and encouragement to carry on again, you see. Because within the..., I am going back to my church because I have been co-ordinator of the care ministry for a very long time, since 1995, and we

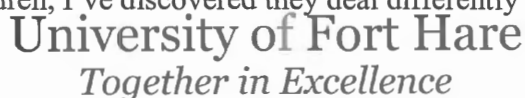
actually meet once a month. What happens there is we have, you know everything is based on biblical on the biblical experiences, so we actually look for a meaning within the bible we meditate, we discuss, we think how that is going to have an effect on our lives and how it can take us further. You know you actually feel good after a meeting like that and it is just for an hour, now I feel again I can carry on.

**Interviewer:**

**So having a similar kind of forum with teachers. And are there any other things in school that you feel needs to be put into place to help you deal with this?**

**Interviewee:**

Well like I said if we do have that support structures and if we do have problems um, we as teachers should know that I'm going there, you know, and there is where I am going to get not solutions perhaps but encouragement and some kind of a suggestion or, you know, of how I can deal with the problem within my class, because at the end of the day it is back to the teacher because you sit with that child within that classroom situation and it is different because children, I've discovered they deal differently with their problems.



**Interviewer:**

**And I am wondering whether you have the Care Team, although I know it is not functioning effectively at the moment, but if it was functioning effectively do think that it would be similar to that forum you were talking about?**

**Interviewee:**

You know when I joined the Care Team and we, I actually thought that this is where we are going to the Care Team but unfortunately it did not.

**Interviewer:**

**So what is the difference, how would you like then to see discussions during the Care Team?**

**Interviewee:**

More feelings of encouragement I think and more feelings and more motivation for teachers because if teachers are not motivated and they are not encouraged they are not going to go to the Care Team, you know the Care Team should not only be there for children.

**Interviewer:**

**So rather not being such a focus on the actual learner but also the teacher as well.**

Interviewee:

Teacher as well, because if the teacher is not motivated you not going to have a Care Team and you not going to have success within your classroom.

**Interviewer:**

**Wow that makes a lot of sense.**

Interviewee:

This is how I see it.

**Interviewer:**

**Are there any other support structures at school that you would maybe feel find useful?**



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Interviewee:

Like I said because I have been on our Care Team the care ministry at the church I go, I attend. You know we meet once a month we have a little support, which is a support group and then also once every three months we have there is something in place that I know I am going to and that I know I am going to be uplifted again there, you know.

**Interviewer:**

**So you have that support?**

Interviewee:

I have that within my parish, you see, but there is nothing at school for the teachers.

**Interviewer:**

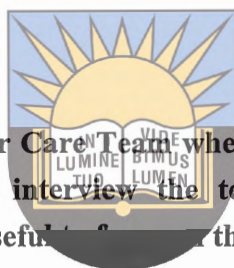
**You have mentioned as well that you have gone for courses, which has helped you a lot and acted as a support structure. Is there anything else you would like to say about your experience of dealing with sexually abused learners?**

Interviewee:

Like I said I don't actually like to remind the child about the abusive situation and I know he is not going to forget about it but it is to help that child deal with that problem and to overcome that problem and teachers are not equipped we haven't been trained to do that. If you as an individual teacher do not equip yourself with the necessary skills you are going to be sitting with lots of frustration. And um, I am not sure but I just looking in from the outside I've sensed there is quite a bit of frustration within the Care Team. I've sensed that, I am not sure... It's because there is no support for the teachers then they cannot come to the Care Team. I have got to go to the Care Team I must have a case and at the end of the day you starting to say this is nonsense but it is just you know that's the kind of... .

Interviewer:

**But I know sometimes in the junior Care Team when there is not a case, we have a personal professional where you interview the teacher about how they doing personally... would that be more useful for the teachers experience?**



Interviewee:

I think so also because like I said I've got the skills I know how to... You know what is important is that listening and asking questions and I think many of the teachers are not aware of it that we are not there to solve the problems but to help the child solve their own problems. I think that is the difference we think we should be actually be solving their problems. But it is to help that child deal with that problem and solve it. You see and I think that is why teachers some of the teachers are physically and mentally drained because they cannot solve that problem and they feel that they have got to solve it. Do you understand what I am saying?

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Interviewer:

**So that belief helps you?**

Interviewee:

I believe that even a small child is capable of solving their own problems.

Interviewer:

**And do you feel that maybe sexually abused children have the capacity to heal themselves?**

Interviewee:

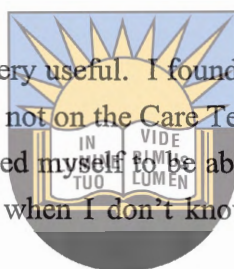
They have got that capacity but they just need that support from an adult, they need that support and when because they, they at school most of the time they need that support in the school.

**Interviewer:**

Gosh I am just thinking about being a teacher and having to support all these children. Did you think it would be useful to have counselling skills provided to all of the teachers.

Interviewee:

I think it would. Well I found that very useful. I found the skills that I equipped myself with very useful and that is why I am not on the Care Team for the last two years because I said to Mr. G I think I have equipped myself to be able to deal with my own problems within the classroom. It's just that when I don't know where to go when I need that support from outside.



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**Interviewee:**

**What support from outside?**

Interviewee:

Like um, the sexually abused child, I feel that child needs that therapy. And I am not able to give it. Because of time my time limitations. Now if I know that, that child can go for an hour or even perhaps even a half an hour once a week if I can send him to a point and I know he is going to get that play therapy and then he comes back into the classroom and then I know how to deal with him within the classroom. O.k.

**Interviewer:**

**Would it also be helpful to get a personal psychologist to help you as well and tell you what you could do in the classroom?**

Interviewee:

Ya, you see ideas it's always good to try out new ideas and methods. Because what you do for the one child you never repeat for the other child it is different because you have got to treat each child as different. Most, in fact all the children at the school come

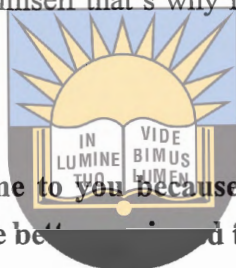
from; their home language is Afrikaans or Xhosa o.k. they are being taught in English everything takes place in the English language. Now for a six and seven year old child even an eight year old child for that matter to express his feelings in a foreign language they find that difficult very difficult.

**Interviewer:**

**That must be very hard.**

Interviewee:

It is very, very difficult. And then we as teachers are not equipped with Xhosa as a language to help that child express himself that's why I said with each abused child you have got to handle it differently.



**Interviewer:**

**You said often children won't come to you because they won't be able to express themselves so maybe you have to be better equipped to be able to identify the...**

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Interviewee:

I had one little girl and I spoke Afrikaans to her and she could express herself in Afrikaans and I knew what she meant but I will not know what a Xhosa speaking child is telling me because I haven't got the... I am not proficient in that language. So that causes, that's another problem with children in, with abused children within the school situation.

**Interviewer:**

**Its things you just don't think about. But have you had learners that you have been able to speak to?**

Interviewee:

Well the little boy I have got this year it is his second year, so it is in his way he is able to speak English, even if it is broken. And then the previous children I had they were Afrikaans speaking so I could actually communicate and do therapy with them in Afrikaans, you know.

**Interviewer:**

**I was wondering if there was anything else you would like to add to what we have been talking about?**

**Interviewee:**

No I think that is all



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