

CREDITS AND ACKNOWLEDGEMENTS

PRODUCT OF THE OFFICE
FOR INCLUSIVITY & CHANGE (OIC).

This document is a collaboratively developed introductory activist resource which draws on the work of non-profit, social justice and UN organisations, guides and toolkits. The toolkit is not an academic document and does not aim to offer a final word on any issue covered here. The purpose of the document is to orientate students to issues related to transformation, inclusivity and diversity and signpost available resources, tools and exercise. Every reasonable attempt has been made to identify owners of copyright, contributors and reference materials. Feedback is welcome and any omissions will be included in subsequent versions.

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- Doodle Your Worries Away by Tanja Sharpe
- Being the Change: lessons and strategies for teaching social comprehension by Sara K. Ahmed

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HOW TO USE THIS RESOURCE

WHAT IS THIS TOOLKIT ALL ABOUT?

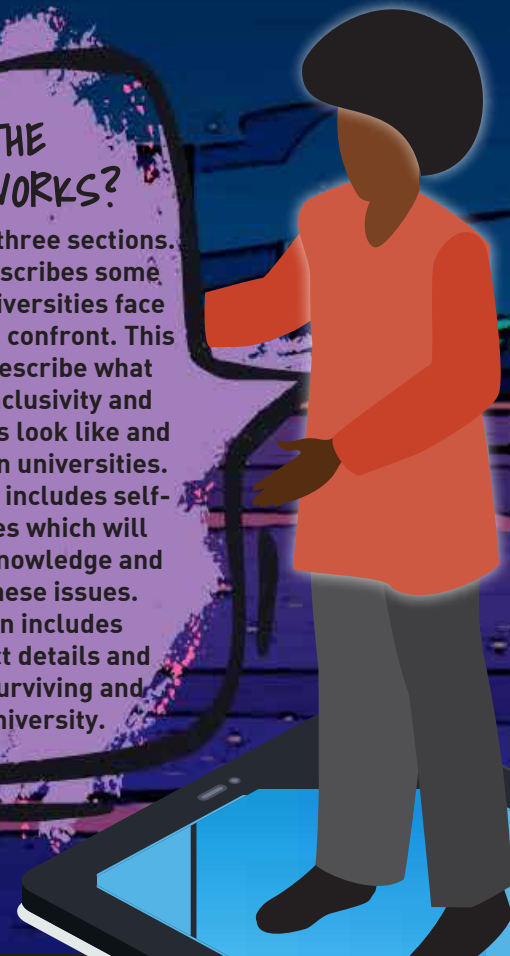
This toolkit describes the key transformation, inclusivity and diversity related challenges facing students. The toolkit will explain what these challenges are and how they play out within higher education. The purpose of sharing these challenges is to assist students and others, to understand the context of higher education, to identify the problems students might face and to think about how best to respond to these challenges. The toolkit will explore issues related to disability, economic inequality, racism, sexual and gender-based violence, and homophobia and transphobia.

WHY SHOULD YOU USE THIS TOOLKIT?


This resource has been created to provide you, a university student, with knowledge, self-learning resources and contacts to support you to overcome transformation, inclusivity and diversity related challenges at university. The toolkit doesn't aim to be the final word on these issues but provides you with some tips, tools and ideas to support you during your journey in higher education. This toolkit provides you with the recipe and ingredients for creating positive change, all you need to do is start cooking!

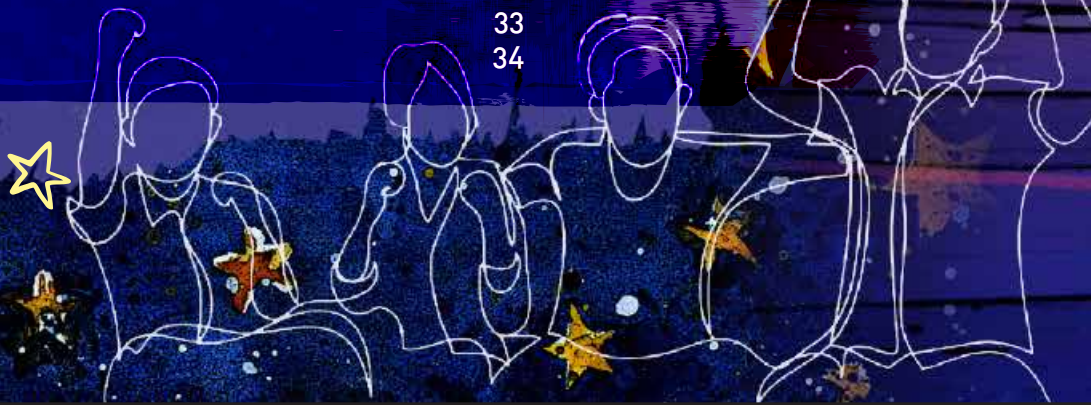
HOW THE TOOLKIT WORKS?

The toolkit includes three sections. The first section describes some of the big issues universities face and you are likely to confront. This first section will describe what transformation, inclusivity and diversity challenges look like and how they play out in universities. The second section includes self-learning exercises which will strengthen your knowledge and awareness on these issues. The last section includes important contact details and useful tips for surviving and thriving at university.



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UNDERSTANDING TRANSFORMATION, INCLUSIVITY AND DIVERSITY

To create **INCLUSIVE EDUCATION**

we need to acknowledge that different students face different barriers in the learning environment. Barriers can include lack of funding, experiences of discrimination, or education that is not disability inclusive. Inclusive education removes barriers limiting the participation and achievement of students, respects diverse needs, abilities and characteristics, and eliminates all forms of discrimination.

DIVERSITY

is about appreciating that we are all different. Our differences occur along the lines of race, ethnicity, religion, gender, disability, sexuality and age, among other factors. Critical diversity acknowledges the role of power in creating difference, and the unequal symbolic and material values associated with different groups. This approach locates difference within a historical legacy, as an outcome of oppressive systems.

TRANSFORMATION

acknowledges that education in South Africa was deeply impacted by apartheid and colonialism. For example the lack of representation of people of colour, women or persons with a disability in certain fields is due to historic exclusion and marginalization. Transformation aims to respond to this history of exclusion through programmes which enable and encourage historically excluded groups to fully participate in university life.

TRANSFORMATION, INCLUSIVITY AND DIVERSITY

are key words to help us understand inequality and oppression within universities. These words also help us to imagine what a more fair, just and equal education environment would look like.

TRANSFORMATION is about acknowledging apartheid and colonialism, and transforming the education environment into a supportive and affirming one.

DIVERSITY is about appreciating the ways in which each of us is unique and different, and acknowledging that differences might give us more or less access to power.

INCLUSIVITY is about ensuring access, full participation and success of groups facing barriers or excluded from the education environment.

How has transformation, inclusivity and diversity impacted your experience at school or in other learning environments in the past?



ORIENTATING YOURSELF TO UCT



WELCOME TO UCT!


For a quick overview watch this video 

Want to learn more about the Office for Inclusivity and Change?

Watch this introductory video 



As a new student you might want to learn more about issues related to gender, sexuality and disability.

Watch this video  to orientate yourself to what support is available at UCT.



The OIC also develops creative, decolonial and disruptive resources on transformation, inclusion and diversity.

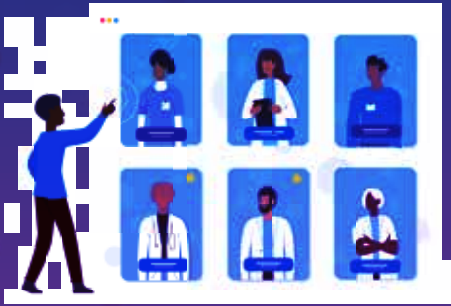
Have a look at this [zine](#) developed by young people in Cape Town on their experiences of inequality and oppression.



Disability Service provides support to students with disability. Learn more about available services [here](#).



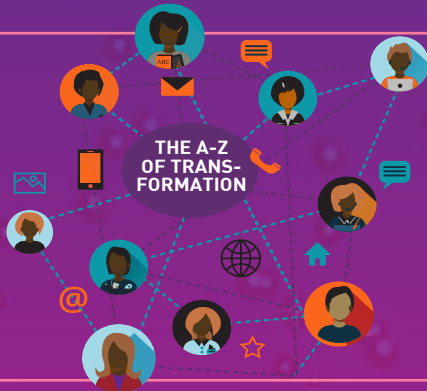
The OIC provides support to survivors of Sexual and Gender Based Violence (SGBV). Find out about available support using the following [infographics](#).



The OIC has developed a video series focussing on HIV, in the context of sexual and reproductive health rights. Learn more [here](#).



COVID-19 has had a huge impact on access to and enjoyment of education. The “[Leaving No One Behind](#)” toolkit and a video recorded [panel discussion](#) on transformation during crises and emergencies explores what can be done to make education more accessible during COVID-19.



The A-Z of Transformation supports students and staff members to think about how to take transformation forward at UCT. You can access a dedicated [teams channel](#) with all the content to assist you to further your activism. You can also find all UCT’s transformation policies [here](#).



The OIC is active on social media! Like our [Facebook Page](#), follow us on [Instagram](#) or link up with us on TikTok.



The OIC in partnership with the Organisational Psychology Department at UCT has developed a resource on Unconscious Bias. Click the [link](#) to use the training tool.

7. INEQUALITY AT UNIVERSITIES

Inequality refers to the different opportunities and rewards, and disadvantages or barriers afforded to certain individuals or groups of individuals in society. This leads to some groups having more access to resources and decision-making structures than other groups. This lack of access to opportunities and rewards can make it difficult for whole groups of people to access their rights.

Here are some examples of inequalities:

- Men being paid more than women for work of equal value
- Parents/caregivers working within an inflexible work environment that negatively impacts child-care/rearing
- A person who is being physically/sexually abused and who may have no choice but to continue working/studying without the work/study environment providing ample time for healing.
- A person in a rural area being unable to access healthcare in their local community
- A person of colour being racially profiled in a store by a security guard

The inequalities in the world we inhabit often play out within universities. In recent years, racism, sexual and gender-based violence, and other forms of inequality have been documented at universities. For example the **#RhodesMustFall** and **#FeesMustFall** movements were critical of the hierarchical positioning employed by universities in response to students. This frames students as consumers and passive participants in education rather than as active contributors and co-creators of the teaching and learning environment. In addition, bullying, harassment and discrimination continues to be present in universities. While many cases of overt and explicit inequality and oppression has been documented within universities, microaggressions, veiled insults and gaslighting can and does also occur and can be resolved through restorative justice processes. Universities are a microcosm of the world and reproduce some of the inequalities of the world. For example, access and opportunity, and discrimination and exclusion occurs along the following lines:

1. We live in a deeply patriarchal world, womxn and gender diverse students face unequal access and harassment within universities. For womxn and gender diverse students to succeed they need safe and affirming learning spaces.

5. Migrants, refugees and asylum seekers face a great deal of xenophobia in South Africa. For foreign national students to succeed they need support services and policies which enable their full participation in university life.

2. Students with disability need adapted learning materials, assistive devices and human support to fully participate in the learning environment.

3. We live in a deeply patriarchal world, womxn and gender diverse students face unequal access and harassment within universities. For womxn and gender diverse students to succeed they need safe and affirming learning spaces.

4. We need to acknowledge that in South Africa access to opportunities and resources is still related to race. For Black students to succeed they need access to resources and support.



THE SPECTRUM OF INEQUALITY IN SOUTH AFRICA

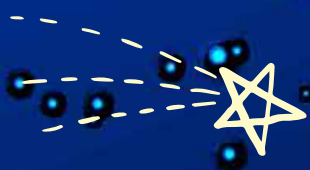
Inequality in South Africa occurs on a spectrum. **For example:**

- The richest 10% accounts for half of SA's household expenditure
- Only 22% have a laptop at home
- Only 11% have internet at home
- The majority rely on the public health system
- 20% are severely food insecure
- 1/3 unemployed, renting a dwelling and/or living in an informal settlement
- Almost half live on less than ZAR1300 a month



We can use race, gender, geographic location and disability as lenses to understand inequality. Due to historical and current racial, gender and ableist discrimination, even today we are not treated equally.

WHO HAS MORE ACCESS AND OPPORTUNITY?	WHO FACES MORE DISCRIMINATION AND EXCLUSION?
Men, cisgender and heterosexual persons, White and Indian persons, able-bodied persons	Womxn, gender and sexually diverse persons, trans persons, Black and Coloured persons, persons with disabilities, foreign nationals



Challenging inequality is about recognizing and resisting systems that privilege certain groups of people. This privileging or disadvantaging may occur along the lines of race, class, nationality, gender, sexual orientation, education level, HIV status or other factors. Think about the different ways you have seen inequality play out in your community? How does inequality play out within your home, place of worship, at your school or in the media?



UNDERSTANDING THE BIG ISSUES

COLONIALISM AND DECOLONIZATION

COLONIALISM was the policy and practice of acquiring full or partial political control over another country or region, occupying it with settlers and exploiting it economically. Colonialism functions through military incursions and other forms of gross violence, political programmes and actions, economic extractivism, the imposition of a particular religion or faith tradition, land theft, the displacement (or theft) of local knowledge systems, the erasure of local languages, and the introduction of normative social and relational practices (related to gender, sexuality, etc.). One of the ways colonialism dehumanised people was through the simplifying our complexity. For example, English and Afrikaans are foregrounded as mediums for communication in universities over the many local languages of South Africa, and colonial art traditions and “heroes” are foregrounded over indigenous and African ones. Conversely, **decolonization** is about dismantling and undoing the structures, effects and consequences of colonialism.

Have you ever wondered by we call Cape Town by this name rather than its original name //Hui !Gais ? The name Cape Town comes from references of Portuguese sailors to the Cape of Good Hope. While //Hui !Gais?comes from the Khoekhoegowab phrase for “veiled in clouds” referring to the clouds around Table Mountain. Recognizing the original name of Cape Town is about acknowledging how colonial histories erased local voices and struggles.

DISABILITY AND ABLEISM

PERSONS WITH DISABILITIES are persons who have long-term, temporary or recurring physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full, effective and equal participation in society. Discrimination on the basis of disability (some-times called **ableism**) includes the imposition of distinction, exclusion or restriction of persons on the basis of disability which impairs recognition, enjoyment of human rights or full participation in economic, social, cultural or political activities. Discrimination also includes the denial of reasonable accommodation for persons with disability. Universities attempt to be inclusive and affirming for persons with disabilities through reasonable accommodation and universal design.

Reasonable accommodation refers to ways in which we can modify and adjust practices within a university to ensure persons with disability can fully participate, enjoy and exercise their human rights.

Universal design refers to ensuring that learning tools, environments, programmes and services are usable by all people, to the greatest extent possible, without the need for adaptation.

Have you ever thought about how the spaces we occupy tend to be ableist? For example:

- How easy would it be to navigate UCT campus with a visual impairment?
- How would you access your course materials and readings if you couldn't see?
- How would you communicate with a lecturer if you could not use your voice to talk or could not hear a person speak?
- How would you physically navigate the steep inclines on campus if you had a mobility impairment?

Through thinking about these examples, you may notice that there are many ways persons with disabilities may be excluded from the full enjoyment of university life.

ECONOMIC INEQUALITY

ECONOMIC INEQUALITY refers to the unequal distribution of income, wealth and opportunity between different groups in society. In many countries on the African continent, and in South Africa many people are trapped in poverty with little chance to climb up the social ladder. Close to **half of persons** living in Sub-Saharan Africa live on less than \$1 or ZAR16 a day, with the highest rates of poverty being among young women and young people living in rural areas. Having limited access to income and opportunities has a ripple effect on our lives. For example, having limited access to an income leads to food insecurity and malnourishment, limited access to health care and challenges in accessing and completing education.

How has economic or income inequality affected your life? Think about whether you have access to the following:

- A private car or vehicle owned by a parent
- A laptop computer
- A smartphone
- Wifi at home
- Medical aid cover
- A room of your own at home
- No shortage of food at home

If you have more than three of the above, you may have access to privileges many South African's don't!

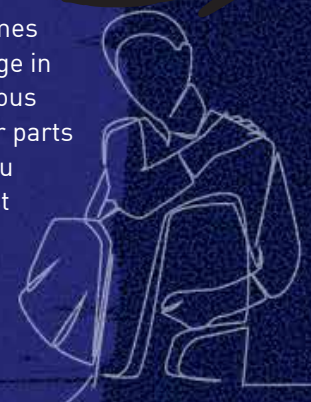


Have you ever thought about the indigenous group you are from? Is there any particular space, cultural practice or language associated with your indigenous group?

There are often parts of culture that are affirming or bring us joy. For example, it might be the special food we eat during a celebration, the beautiful ways we dress to mark an important milestone or ceremony, or the stories we hear from our grandparents about the *good old days*.

INDIGENOUS, CULTURAL AND TRADITIONAL RIGHTS AND PRACTICES

We live in a world with a great deal of ethnic and cultural diversity, and with this diversity comes different traditional practices and beliefs. This diversity contributes to our rich shared heritage in South Africa. For example, in South Africa we have 11 official languages, many more indigenous groups and long histories of migration from India, Indonesia, Malaysia, China and many other parts of southern and central Africa. Indigenous groups in Southern Africa, such as the Xhosa, Zulu and Pedi peoples (among many others), or the **Nama, Damara** and Hailom (on the west coast of the Cape provinces), have suffered historic injustices through colonization and associated land disposition, leading to limited ability to fully exercise their rights. It is important to **respect and promote the rights** of indigenous people (and all people) to practice their culture and tradition, and to respect indigenous histories, and rights to land and resources.



THE EXPERIENCE OF MIGRANTS, REFUGEES AND ASYLUM SEEKERS

People move from their homes and home countries for many reasons, some are seeking economic opportunities, others may be leaving due to war or violence, and others may need to flee due to political persecution.

For **example**, the word refugee is used to describe a person displaced by conflict, violence or persecution; a migrant is used to describe a person moving for reasons other than conflict (for example economic reasons); while an asylum seeker is seeking international protection from conflict or persecution. Xenophobia is described as prejudicial behaviour against an individual or group perceived to be from outside a community or country. Xenophobia occurs when people are denied equal rights when perceived to be foreigners or outsiders. See the following **resources** for teaching and learning about refugees.

In recent years we have had many examples of xenophobia in South Africa. A lot of xenophobia in South Africa is fuelled by **powerful myths**. Here are some common xenophobic myths:

- **Foreigners are illegal or want to live illegally in South Africa: this is untrue.** Corruption at refugee reception offices, hefty fines for expired permits and limited and dysfunctional offices where migrants, refugees and asylum seekers can access support are all barriers for those seeking permits.
- **Foreigners are stealing jobs: there is no evidence that foreigners dominate either the formal or informal sector.** This myth is used to justify violence against foreign nationals and is dangerous.
- **Foreigners come here to take our healthcare (or other services): this too is untrue.** Limited resources, understaffing and other shortages are rife in the healthcare system, and these problems are not caused by foreign nationals. The number of foreign nationals accessing services are small, and the right to healthcare (among other services) is for all people not only South Africans.

RACISM AND RACIAL DISCRIMINATION

While race and racism is something we have learnt about a great deal in South Africa, we don't always talk about the ways in which it has affected us. Have you ever felt like you were treated differently because of your skin colour? It might be because someone treated you poorly, or because someone treated you especially kindly? Why do you think this is? Through careful self-reflection you may be able to identify how racial discrimination or privilege influences your experience.

Merriam-Webster (2020) defines racism as (a) a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race; (b) a doctrine or political program based on the assumption of racism and designed to execute its principles; (c) a political or social system founded on racism; or (d) racial prejudice or discrimination. It's important to note that racism **occurs** within education, health, law and justice, the media and the workplace. For example, Apartheid was a **legal system** used to justify the rank-order classifications of groups of people (in South Africa and **Palestine**). Racial prejudice and discrimination is rooted in historical inequalities and is reinforced by economic and social differences between individuals and groups. **Racial discrimination** is visible in exclusion, restriction or preference based on race, colour, descent, or an impaired ability to exercise and enjoy human rights including in political, economic, social or cultural spheres.

SEXUAL AND GENDER-BASED INEQUALITIES AND VIOLENCE

Gender-based violence (sometimes referred to as **sexual and gender-based violence**) is an umbrella term used to describe harmful or prejudicial acts perpetrated against a person's will and that is based on socially ascribed gender roles or perceived gender differences. Examples include sexual violence, including sexual exploitation and abuse, human trafficking, domestic and intimate partner violence, forced or child marriage, genital mutilation, honour killings and widow inheritance practices. Sexism and sexual harassment are two terms closely related to SGBV. Merriam-Webster (2020) defines **sexism** as prejudice or discrimination based on sex especially: discrimination against women. Recently activist have expanded the definition to include discrimination faced by womxn and femme-expressing persons as well. **Sexual harassment** is a form of gender-based violence which may occur on campus. Sexual harassment typically in a workplace or learning environment, involves unwanted sexual advances, requests for sexual favours, verbal or physical conduct, and gestures or behaviours of a sexual nature which humiliates or offends another. It usually involves a series of incidents but can be once off.

Often conversations on SGBV focus on acts of physical or sexual violence, however SGBV can be subtle as well. For example, think about the different gendered roles and responsibilities assigned to men and women:

- What are the different household chores allocated to men and women?
- What are the different types of clothing, hairstyles and accessories for each gender?
- What are the jobs typically seen as masculine or feminine?
- What about the roles and responsibilities assigned to particular genders in places of faith and worship?

Through a little interrogation you will notice how gendered norms and practices are prevalent in our lives. How do these norms contribute to the marginalisation of women and gender-non-conforming people?

On TV and in the media homophobic and transphobic jokes are often used to demean or belittle LGBTI persons. Can you think of some derogatory terms used to describe LGBTI persons? How are these terms harmful or hurtful? What could we do to challenge harmful language use?

THE EXPERIENCE OF QUEER AND TRANS PERSONS

Queer and trans persons in South Africa experience a great deal of prejudice, discrimination and violence. Even though we have progressive laws in South Africa, which on paper protect gay, lesbian, bisexual, transgender and intersex persons (LGBTI), this has done little to **stem the discrimination** faced by LGBTI persons. For **example**, LGBTI youth face discrimination in accessing healthcare, violence at home, homelessness and challenges in accessing and participation in higher education. **Planned Parenthood** defines homophobia as the fear, hatred, discomfort with, or mistrust of people who are lesbian, gay, or bisexual. Biphobia is fear, hatred, discomfort, or mistrust, specifically of people who are bisexual. Similarly, transphobia is fear, hatred, discomfort with, or mistrust of people who are transgender, genderqueer, or don't follow traditional gender norms. Homophobia, transphobia and biphobia can take many different forms, including negative attitudes and beliefs about, aversion to, or prejudice against bisexual, lesbian, gay and trans people. It's often based in irrational fear and misunderstanding, and may be rooted in conservative religious beliefs. People may hold homophobic or transphobic beliefs if they were taught them by parents and families.

SELF-LEARNING ACTIVITY 1: GENDER IDENTITY

UNDERSTANDING AND RESPONDING TO MISGENDERING

AIM:

Share basic information related to gender identity and expression, and the use of preferred pronouns.

LEARNING OUTCOME:

Be able to recognize the role each of us plays in creating an inclusive university environment through being mindful about the language we use.

WHY IS THIS IMPORTANT?

Our gender identities are an important part of who we are. We express our gender identities through the pronouns we use (he, or she, or they). When a person uses an incorrect pronoun it can be harmful and impedes on our ability to navigate campus safely.

CASE STUDY OR EXAMPLE:

Luna is a transgender student who identifies as a woman and uses she/her pronouns. Luna goes to her supervisor to share that the faculty administrator continues to refer to Luna using the "he" and "him" pronouns and often uses Luna's legal name instead of her preferred name. Luna has asked the faculty administrator several times to use her correct name and gender pronouns, but the faculty administrator refuses to do so.

HOW TO RESPOND IF SOMEONE IS MISGENDERED:

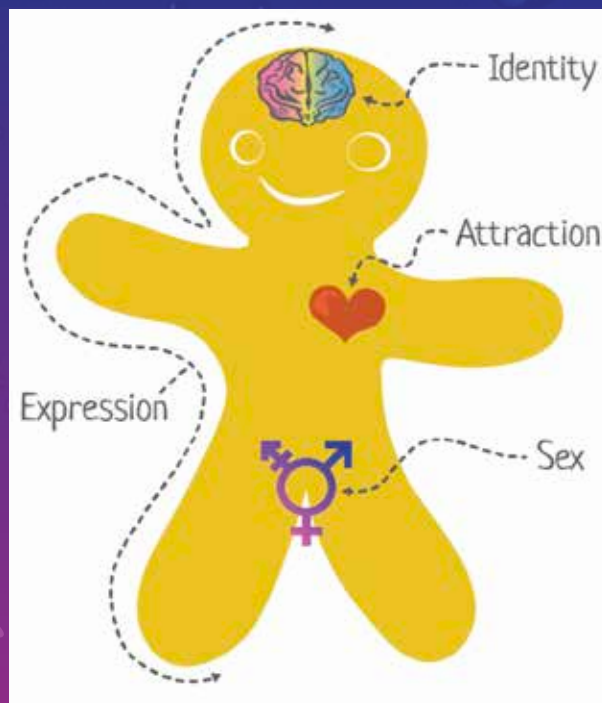
1. Firstly, understand what misgendering means: **misgendering** occurs when we intentionally or unintentionally refer to a person or use language to describe a person that doesn't align with their gender identity. For example, referring to a man as a "she" or calling a woman a "guy" may misgender them.
2. Secondly, don't make assumptions about a person's gender: instead ask a person how do you identify? Or ask, what gender pronouns do you use? Follow the persons lead or ask their preference.
3. Thirdly, once you know a person's gender pronouns and identity make sure to respect their choice and use the correct pronouns when referring to them.
4. Lastly, apologize if you misgender someone and try to be better next time. We all make mistakes and we just need to be more respectful in future encounters.
5. Harvard University has created some useful tips on misgendering available [here](#).

Developed by Bianca Marais using the [Genderbread Person](#) resource created by Sam Killermann



USING THE GINGERBREAD FIGURE MAP OUT YOUR OWN GENDER IDENTITY AND EXPRESSION ✨

- Draw a gingerbread figure like the one on the right-hand side of the page. Using this gingerbread figure and instructions below, reflect on your own gender identity.
- Our **gender identity** refers to our inner sense of being a man, a woman, or gender-non-conforming. Think about your own gender identity and write the words you use to describe your gender inside the head. For example, do you call yourself a “man”, or do you use the “she” pronoun or maybe you prefer to not identify with the gender binary?
- Our **gender expression** refers to the ways in which we perform our gender through dress, style and other physical features. Draw onto the outside of your outline your gender expression through clothing, hairstyles, accessories and makeup.
- Our attraction or **sexual orientation** refers to who we are sexually and romantically attracted to. Think about your own sexual orientation, you may be attracted to women or feminine persons, men or masculine persons, neither or both. Draw a heart on the inside of the gingerbread figure and represent your sexual orientation.
- Once you have represented your gender identity and expression, think about how would you feel if you were misgendered? How would you feel if someone intentionally or unintentionally called you by a gender you did not identify with? Write down how it would make you feel around your gingerbread figure.
- Want to learn more, play this [game](#) or use this [link](#).



TAKE AWAY:

it is important to think about the role you play when misgendering occurs. We all need to play a role to create a safer campus.

YOUR ROLE:

Like in Luna's case, many of us will be a bystander to misgendering on campus. This means that we all have a responsibility to challenge any form of discrimination when we see it, to support and affirm each other, and to use the tools and resources available to us to hold persons perpetrating discrimination to account. Remember that we all have the agency to speak up and speak out when we experience oppression, and educating ourselves is key.

Developed by Bianca Marais using the [Genderbread Person](#) resource created by Sam Killermann

For the exercise keep a pen and paper, and any creative items (such as crayons or koki pens) close by. Follow each step carefully and complete the step before moving onto the next one. This exercise will assist you to reflect on your gender identity, expression and sexual orientation – be sure to do so in a safe space for you.



SELF-LEARNING ACTIVITY 2: POWER

UNDERSTANDING POWER AND PRIVILEGE

AIM:

This exercise invites you to reflect on your own individual experience, identity and history in order to understand power and privilege in the world we inhabit.

LEARNING OUTCOMES:

- Become self-aware of the power and privileges we hold
- Be able to understand power and power disparities/inequalities
- Reflect on our histories and how those histories influence our current experience.

WHY IS THIS IMPORTANT?

We live in a world defined by inequalities. These inequalities occur along the lines of race, gender, sexuality, socio-economic class and disability among other factors. Inequalities occur in the ways in which we can gain easy and privileged access resources and opportunities or face barriers and disadvantages in gaining access.

This activity invites you to identify differences and diversity in our experiences, to link these differences to power disparities and to reflect on ways we can better respond to these differences in our personal and professional lives.

CASE STUDY OR EXAMPLE:

Lorenza identifies as a coloured woman and lives in the southern suburbs of Cape Town. Lorenza has a scholarship for a PHD at UCT and holds a part time job at a local Doctor's office as receptionist. Lorenza feels her life is a contradiction. When Lorenza travels home to her parents during vacations, she feels like her life in Cape Town is very luxurious. Her parents live in Citrusdal, where her parents and grandparents have worked on the fruit and wine farms. Their life is difficult, and they appreciate the gifts Lorenza brings with her. However, when Lorenza returns to Cape Town, she experiences people (including her boss at the Doctor's office) making nasty comments and statements about coloured people. On one hand Lorenza feels very lucky for the opportunities she has had, but on the other she feels very pained by the microaggressions she experiences in the southern suburbs.

UNDERSTANDING POWER:

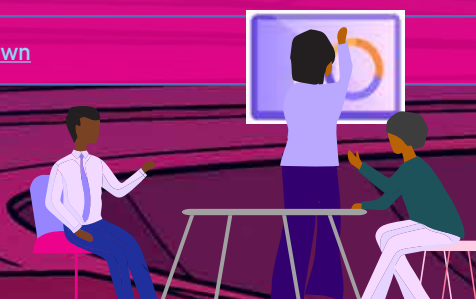
Power is relational, power manifests in patterns which privilege, give opportunity or access (to resources or spaces) to some groups, whilst other groups experience discrimination, disadvantage and barriers to access. These power relations are apparent in:

- social groups, for example men vs. women; urban vs. rural; able-bodied vs. disabled
- economic systems, for example rich vs. poor; a domestic worker vs. their employer
- social structures, for example a man's role as head of household, the remuneration of a boss vs. employee

There are different ways we use or practice power, and not all power relations are negative. For example:

- **Power over** is defined as getting someone else to do what you want them to do. This form can be coercive, discriminatory, repressive or forceful.
- **Power to** is defined as your capacity or ability to act to shape your life or world
- **Power with** refers to finding common ground and building collective strength, this is based on mutual support, solidarity and collaboration.
- **Power within** refers to a person's sense of self-worth and self-knowledge, it recognizes individual differences while recognizing others.

Developed by Gabriel Hoosain Khan drawing on exercises by [Brene Brown](#)



THE MATRIX OF POWER ACTIVITY

- Using the matrix of power table (below) as a guide reflect on your own experience and history up until this point. Using a piece of paper jot down which of these statements you can answer "yes" to.
- The matrix of power table:

I am male		I or my recent ancestors have been forcibly displaced from our homes or country.	
I am cisgender. For example, are you a man who mostly identifies with masculine traits or a woman who mostly identifies with feminine traits.		I have NEVER experienced discrimination based on my race, gender or sexuality before. For example no one has used a racial slur, or another prejudicial act.	
I have NEVER skipped a meal because of limited access to food or money.		I have access to a private car (my own or my family's) that I can use easily.	
The house I live in (or my parent house if I don't have my own house) has 3 or more rooms.		I can openly talk to my parents about my relationship and can introduce my partner to my parents.	
The house I live in (or my parents house) has two or more bathrooms inside the house.		I can easily do physical tasks such as walking up a flight of stairs or walk on an uneven surface	
I am employed and receive a salary.		My house has an alarm and is protected by a private security company.	
I have not been affected by violence.		I have access to medical aid or another form of private medical cover.	

- For each "yes" response you have more power/privilege and for each "no" answer you have less privilege/ power. Spend a moment reflecting on your own experience and jot down the responses to these questions on a piece of paper:
 - How has your background shaped your identity?
 - What are the privileges you have received? What are the disadvantages you experience?
 - How has power and privilege played a role in your life?

TAKE AWAY:

In reflecting on our experience, we may notice that each of us is located in a matrix of power. What this means, is that each of us has some form of power and privilege, and experience some form of disadvantage or difficulty. This privilege and disadvantage is part of our experience and background. That being said, we live in a world where some groups have more access and others have less. Its important to acknowledge this reality rather than ignore or hide it. We need to acknowledge the reality of racial, gender and economic disparities so that we can work together to respond to them.

WHAT ROLE CAN YOU PLAY?:

- Use your voice to challenge power disparities and privilege rather than to be complicit in it.
- Be open to learning from and listening to perspectives that are different to yours, and sharing your lived experience too.
- Promote positive change and equality through your actions.
- Educate yourself about power and privilege so that you can better respond to it when it occurs around you. For example, see this useful [resource](#) from Vanderbilt University.
- These tips are based on the work of [Janice Gassam Asare](#).

Developed by Gabriel Hoosain Khan drawing on exercises by [Brene Brown](#)

This exercise invites you to reflect on your experiences and background. You will need a pen and paper and we suggest finding a quiet space for reflection to complete the exercise.



SELF-LEARNING ACTIVITY 3: UNCONSCIOUS BIAS

UNDERSTANDING UNCONSCIOUS BIAS

AIM:

To build an understanding of unconscious bias in higher education.

LEARNING OUTCOMES:

- Understand what unconscious bias is and how it manifests
- Be able to identify personal unconscious biases
- Identify strategies to help deal with unconscious bias in the university environment.

WHY IS THIS IMPORTANT?

Unconscious bias was first introduced to caution and point attention to prejudice that may not be known to individuals who make an unsupported or unfair decision or judgment. It is not a means to claim that one is not aware of, or not responsible for unfair, discriminatory or exclusive behaviour.

The unconscious mind operates through various processes that are not accessible and of which we are often not aware. Unconscious behaviour refers to acts, actions, events, that the conscious mind acts upon but of which we may not be aware. It is the interrogation of these act(s) and learning about their manifestations that foster consciousness and the ability to transform one's actions.

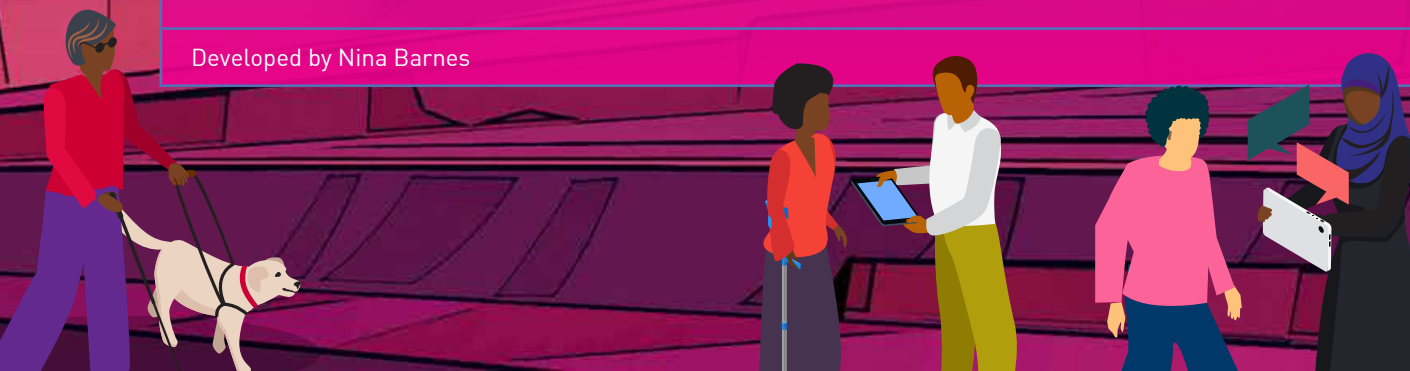
CASE STUDY OR EXAMPLE:

James is an engineering student. For one of his courses, James is required to work in a team of 5 people for his assignments. For his first assignment Simphiwe, a member of James's team, missed a deadline when Simphiwe said his grandmother died. Although the lecturer awarded James a really good mark for that assignment, he admits that he has had a hard time trusting Simphiwe since. Last week, James saw a social media image of Simphiwe with an old lady, and he thinks that the old lady must be Simphiwe's grandmother. James starts to wonder if Simphiwe lied about his grandmother's death because Simphiwe is lazy or is trying to avoid doing his share of the work. James thinks he does not want to work with Simphiwe on the next assignment as he believe it's only a matter of time before Simphiwe misses another deadline with another suspicious excuse.

HOW TO RESPOND TO UNCONSCIOUS BIAS:

1. It is important to be self-aware of the unconscious biases that drive our behaviour. For example, acknowledge how your background, the community you grew up in, the school you went to or cultural beliefs you hold onto, all influence the way you interact with and respond to others.
2. It is also important to understand that social categories such as race, gender, socio-economic background and disability play a role in the way we frame our biases. It's important to understand the role biases play in producing prejudicial or discriminatory behaviour.
3. Dialogues and conversations with those from dissimilar backgrounds, and training sessions that promote an understanding of unconscious bias, can assist you to become aware off your unconscious biases and develop strategies to respond to them.
4. The [University of California](#) and the [University of Pennsylvania](#) has developed some strategies for addressing unconscious bias. Try to recognize your own biases through taking the [Implicit Bias Test](#) developed by Harvard University.

Developed by Nina Barnes



CIRCLE OF TRUST ACTIVITY

Using the circle of trust table reflect on your own unconscious biases.

- Start by watching the following video clips to spark your thinking on unconscious bias. The video clips looks at [unconscious biases in preschool](#), [gender biases](#) and [how to check your unconscious biases](#).
- Using a piece of paper create a table, like the one below, to fill in as part of the exercise.
- In the first column of the table, jot down the names of the 5 people closest to you that aren't family members. Think about the people you may reach out to in an emergency situation.
- The circle of trust table includes columns for gender, age, religion and other social factors which you may share with the persons you have identified. Using the columns, tick the social factor you share with each person in your circle of trust.
- Once you have completed your table reflect on the social factors you share with persons in your circle of trust.
- What do you notice about people in your circle of trust? Are they mostly similar or different to you?
- If your circle of trust is very similar to you, what does that tell you about your biases?

Names of person in your circle of trust	Gender	Nationality	Language	Age	Race	Religion	Accent
1.							
2.							
3.							
4.							
5.							

TAKE AWAY:

[Unconscious biases](#) can lead to stereotyping, judgement and discrimination.

Stereotypes are widely held, preconceived and oversimplified ideas about a person or group.

Over time stereotypes can become **unconscious biases**. Unconscious biases are automatic associations or attitudes about race, gender or another social factor, which are outside our awareness and informs our perceptions about a person or a group. It influences decision making.

This can lead to **pre-judgement**, where our attitudes towards a group or person is based on a preconceived idea or stereotype.

Our pre-judgement can lead us to behaviours that includes some people, while excluding others, or favouring one group over another.

These behaviours can be **discriminatory** as they are prejudicial and may deny equal opportunity, treatment or rights to excluded groups.

Developed by Nina Barnes

This exercise includes a self-assessment which will encourage you to reflect on your experiences of unconscious bias in your personal life and at university. Set aside 1 hour to complete the exercise. You will need a pen, paper and a device with internet connection to complete the exercise. We suggest finding a quiet space for reflection to complete the exercise.



SELF-LEARNING ACTIVITY 4: DISABILITY

HOW DO I BECOME DISABILITY INCLUSIVE?

AIM:

Become more aware of your assumptions and biases around disability.

LEARNING OUTCOMES:

- Challenge our assumptions about disabilities
- Understanding the concept of reasonable accommodations
- Shift perspectives on disability inclusion

WHY IS THIS IMPORTANT?

Students with disabilities often face exclusion on campus. This exclusion can include not being able to access course materials or venues, limited access to social activities or events, or other difficulties navigating campus. In order for students with disabilities to equitably access campus there needs to be reasonable accommodations which enables students to fully participate.

CASE STUDY OR EXAMPLE:

Keke has a sensory impairment which affects her hand-writing ability and is allowed to complete her tests and exams using a laptop. The laptop only has access to the software required to support her impairment. Keke overhears a student without a disability saying that it is not fair that she gets to use a laptop while he and the rest of the students have to write their exams by hand. "Don't persons with disabilities always advocate for equality?" Keke feels anxious because her peers believe she is getting special treatment. Keke wants to explain that without the laptop she wouldn't be able to complete her exam.

HOW TO RESPON:

1. In order to create an inclusive university with equitable access for all students, its important to ensure there are **reasonable accommodations** for students with disabilities. This could include access to specialized devices and tools (for example resources in braille), special accommodations (including extra time for tests and exams) or support (in the form of carers). Contact the [UCT Disability Service](#) to learn more.
2. Both as persons with disability and as bystanders in situations where ableism is present, we need to **speak up and speak out** against discrimination and exclusion. If we are afraid or can't speak up, contact the Disability Service to speak out with and for you.
3. **Become a Disability Warrior!** Disability Warriors are volunteers who promote awareness and inclusion for persons with disability at UCT. Email: disabilityservice@uct.ac.za
4. Don't forget to **educate yourself** on the different types of disabilities and on reasonable accommodations related to disability. The [Disability Inclusion Toolkit](#) by the Ford Foundation, the [Beyond Compliance Toolkit](#) by Ohio State University, the [Student Toolkit](#) by the Accessible Education Centre, and the [Making a Difference toolkit](#) by Keele University are useful education resources.

Developed by Lesego Modutle

The exercise will encourage you to think about the unconscious biases you hold towards persons with disabilities and will encourage you to shift your thinking and challenge your assumptions about disabilities. Set aside ample time to complete the exercise in one sitting in a quiet space. Keep a pencil, some paper and some creative materials (crayons or koki pens) close by. Follow the instructions carefully and complete each step before moving to the next one.



THE ASSUMPTION EXERCISE

Spend a moment looking at the three characters below. Then answer the questions underneath.



Andile is a 50-year-old man from Khayelitsha with a visual impairment.



Lily is a 22-year-old woman from Camps Bay with a learning disability.



Mina is a 34-year-old gender-non-conforming person from Gatesville with a mobility disability.

- Answer the following questions for each of the above characters. Jot down your answers on a piece of paper:
 - What physical limitations do you think this person has?
 - Did the person study at university? What job do you think the person has?
 - Based on their disability, do you think the person is/will get married – why?
 - Do you think the person is able to raise children? Try and elaborate your answer.
- Once you have responded to all the questions, review your responses and reflect on the assumptions you have made about the character.
- Learn a little more about each character below:
 - Andile is a lawyer, husband and has 3 children. Andile loves the outdoors and enjoys jazz music.
 - Lily is a social media influencer and owns her own clothing design business. Lily enjoys cooking and loves to watch movies.
 - Mina is an architect and a gender activist in their community. Mina is an avid reader, loves to travel and is in a polyamorous relationship.
- Now that you've learnt more about each character answer the following questions. Jot down the answers onto a piece of paper:
 - What assumptions did you make about each character?
 - What did you learn from the exercise?

TAKE AWAY:

Discrimination and exclusion of persons with disabilities is real. Discrimination towards persons with disabilities, poses a barrier to accessing the teaching and learning environment. We all have a responsibility to understand and challenge discrimination towards disabilities in higher education and in society as a whole.

YOUR ROLE:

As students we need to understand the assumptions we make about persons with disabilities. These assumptions can be harmful and discriminatory. Persons with disability need reasonable accommodations to enable their full participation in university life. We all need to be advocates for disability inclusion.

Developed by Lesego Modutle



SELF-LEARNING ACTIVITY 5: MENTAL HEALTH

PRIORITIZING YOUR MENTAL HEALTH

AIM:

Gain a broader understanding of mental health concerns.

LEARNING OUTCOMES:

- Learn about different mental health disorders
- Learn about the impact of mental health on studies
- Receive support based on mental health concerns

WHY DO YOU NEED TO LOOK AFTER YOUR MENTAL HEALTH?

Research tells us that mental health symptoms are common and persists, and poor mental health is bad for first year academic performance and wellbeing.

According to the **South African Depression and Anxiety Group (SADAG)**, one-third of our population suffers from mental illnesses and 75% of them will not receive treatment. Furthermore, approximately **20% of the world's youth experience a mental health condition**.

Based on these statistics you are likely to encounter a person with a mental health concern at UCT.

CASE STUDY OR EXAMPLE:

Rethabile is a first-year student with a mental health concern. Rethabile is on the autism spectrum and is struggling to get familiar with the campus. Usually, students are taken in large groups on a tour around campus by Orientation Leaders to familiarise themselves with their surroundings. Rethabile, like most students who are on the autism spectrum, find social interactions and adaption to change very difficult. Due to the change in environment and the unfamiliar group of people, Rethabile becomes overwhelmed.

HOW TO RESPOND:

1. If you're struggling with a mental health concern, try to:
 - Disclose your mental health status to a person you trust, and seek help from the **Disability Services** or **Student Wellness Centre**.
 - Don't be afraid to advocate for yourself and talk about your mental health concerns. Silence creates stigma and using our voice allows us to create a positive change.
 - Find safe and affirming spaces including support groups or other networks that can support you.
2. If you're a bystander or see someone else with a mental health concern:
 - Educate yourself and your peers about mental health. The selfcare section of this **mental health toolkit** is particularly useful.
 - Be kind to people around you, be empathetic and offer support were necessary.
 - Create safe and stigma free spaces for persons to talk about their mental health concerns.

GETTING HELP AND SUPPORT WHEN YOU EXPERIENCE A MENTAL HEALTH CONCERN:

UCT has a Mental Health Policy (2018) and a Disability Policy (2011 / 2021). Both policies outline support provided to students and staff with mental health concerns. The Disability Service and Student Wellness Services provide supports for students with mental health concerns. The Disability Service implements term time accommodation for certain mental health concerns dependent on the severity of the condition. Disability Service Carers provide support to student with mental health concerns and also check in with the students on a daily / weekly basis.

Developed by Noluthando Ticha-Ntsimango,
Unathi Kave, Morgynn Jones and Beulah Marks



MENTAL HEALTH REFLECTION EXERCISE



CASE STUDY 1: MELANY

Melany is a first-year student at UCT that always attends lectures and tutorials. Melany has started to notice that one of her new friends and classmate (Sara) has suddenly started to miss multiple lectures and tutorials. When speaking to Sara they disclose that they have depression and anxiety, and sometimes cannot get out of bed in the morning due to this. As Sara's friend and classmate what should Melany do to assist Sara?



CASE STUDY 2: JEREMY

Jeremy was a top student and prefect at high school. Since Jeremy arrived at university he has been struggling to keep up and understand the course content. Jeremy's family and community is very proud of him and his family has high expectations of Jeremy. Jeremy fears that he will lose his scholarship and he isn't coping. Jeremy is ashamed to ask for help and doesn't know who to approach. As someone new to the city and the university residence he doesn't know who to talk to and misses his school friends.

Reflect on each of the case studies and try to answer the following questions on a piece of paper:

1. What are the key challenges experienced by Melany and Jerome?
2. How is the mental health challenge effecting their ability to function in class?
3. Who can they speak to, to access support?
4. What advise would you give Melany to assist her friend?
5. If you were in the same residence as Jerome, what advice would you offer?

TAKE AWAY:

Its important to create an environment where we can support and affirm each other, especially in new, stressful or anxiety-inducing situations. Supporting a peer or finding support from a trusted peer is a useful first strategy.

When feeling overwhelmed, ask for help or refer your friend to available services. Asking for help or referring someone to help is an act of care. See page 34 for more info.

YOUR ROLE:

There are many different avenues to access help at UCT. One of the good places to start is your faculty's Education and Development Unit. These units provide advice, guidance and referrals to students in need.

If you need someone to talk to, try contacting a tutor, lecturer or residence leader.

You can also reach out to the orientation leader in your faculty or Disability Services if you're finding social interactions or isolation difficult to handle.

Lastly, we know that Covid has led to increased loneliness for many students, try connecting with other students by joining your resident's dining area

Developed by Noluthando Ticha-Ntsimango, Unathi Kave, Morgynn Jones and Beulah Marks

Set some time aside to fully complete the activity and find a quiet space to work. Keep a pencil, some paper and creative items (such as crayons or koki pens) close by. Follow each instruction carefully before moving to the next step.

SELF-LEARNING ACTIVITY 6: ONLINE SAFETY

BE KIND ONLINE

AIM:

An exercise on creating safe and affirming online and social media spaces.

LEARNING OUTCOMES:

- Be able to differentiate between calling in, calling out, and cancel culture.
- Be better equipped to engage and influence online and social media spaces.
- Encourage informed participation in public discourses.

WHY IS THIS IMPORTANT?

In recent years online and social media spaces have emerged as tension points. Online conversations about race, gender, sexuality, class and disability can become very heated and polarized, making it difficult to acknowledge the person on the other end of the keyboard. Its important to reflect on productive and progressive ways of engaging online.

CASE STUDY OR EXAMPLE:

A student in Miriam's class has passed away suddenly and under traumatic circumstances. The students passing occurs before a major class exam and a discussion emerges on the class WhatsApp group about whether the exam should go ahead. Miriam, who didn't know the classmate closely, suggests that those who did know the classmate should apply for an exam concession and those who did not know the classmate could go ahead with the exam. This leads to an uproar in the WhatsApp group, with students stating that Miriam is being insensitive. Miriam feels bullied by the classmates on the WhatsApp group, while classmates feel Miriam has been impervious.

HOW TO RESPOND:

1. On social media often we see a person being called out, or cancelled, but we can also call someone in (definitions from Merriam-Webster, 2021).
 - To call someone out is to let them know that their comment, position or statement is hurtful, offensive or unacceptable in a public space or on a public platform.
 - To call someone in is to let them know that their comment, position or statement is hurtful, offensive or unacceptable in private or on one on one.
 - To cancel someone (usually a public figure) means to stop giving support to that person, for example boycotting an author's work.
2. If you wanted to raise your concern online, would you call someone out or in? Or is there a more productive way to raise your concern? Its important to educate yourself and to understand the different ways online hate is sustained and the ways in which it can be dismantled. [Here](#) is a useful resource for dealing with online hate and harassment.
3. Feminist organisations are working to co-create principles for imagining a feminist internet. Organisations like [GenderIt](#) are developing [principles](#) that could make our engagement online more equitable, fair and just.
4. Speaking up for justice often threatens those in positions of power. Talking about social justice issues can be difficult, but the principles and resources shared above could help you to better support and respond to someone in Miriam's position.

Developed by Babalwa Gusha



BE KIND ONLINE ACTIVITY

1. Start by watching the following videos: a [video](#) on the difference between calling someone out and calling someone in, a [video](#) on the challenges of creating safe spaces for queer Muslims, and a [video](#) on cyberbullying and harassment. As you watch the videos reflect on and jot down any key points or thoughts.
2. Think about a moment when you witnessed a conflict or tension point emerge online. This could be an event in your own friend circle, or one you witnessed on a public platform.
3. Think about how the tension emerged: what was the key tension point or problem? Who were involved or implicated? How did different persons react or respond to the conflict? What strategies were used to deal with the conflict? Were the strategies effective or not?
4. Now return your thinking to the challenge faced by Miriam. If you were in Miriam's class how would you respond? How can you be kind online?

TAKE AWAY:

In any online engagement leading to a tension start with a reality check. Ask yourself: is there a more productive way to deal with the situation or concern raised?

There are many different strategies we can use to challenge bullying and harassment online. This could include calling out or calling in a person posting offensive content or [reporting](#) an incident using UCT's online reporting platform.

You can also learn about [practical strategies](#) for staying safe online using this tool by the Stonewall Foundation.

YOUR ROLE:

As bystanders and potential perpetrators of online bullying there are a few tips to keep in mind:

- If you hear or see something offensive or unacceptable, don't be a bystander! If you see something say something. Either call someone in or out.
- Be kind online, say something nice or positive. Bring each other up and affirm each other rather than pulling each other down.
- Think carefully before posting something, think about whether your own behaviour or actions might cause harm or hurt.
- Report hate or bullying on social media using the report button available on Instagram and Facebook, or by raising your concerns at UCT with your lecturer or the OIC.
- Always remember that help is available. This toolkit shares the different avenues to access psychological and social care.

Developed by Babalwa Gusha

This exercise will use videos and other prompts to get you thinking about how to engage productively online. Try to set aside some time to fully participate in the exercise, and find a quiet and conducive space for the exercise. You will need access to the internet, and a pen and paper to complete the exercise.





SELF-LEARNING ACTIVITY 7: SEXUAL AND GENDER-BASED

THIS EXERCISE INCLUDES A TRIGGER WARNING FOR SEXUAL AND GENDER-BASED VIOLENCE. SEE CONTACT DETAILS ON PAGE 34 FOR SURVIVOR SUPPORT SERVICES.

COMBATting SEXUAL AND GENDER-BASED VIOLENCE AND UNDERSTANDING CONSENT

AIM:

Communicate a basic understanding of SGBV and how to access support services.

LEARNING OUTCOMES:

- Define and understand SGBV
- Understand the definition of consent and power
- Reflect on the role students can play in combatting SGBV on campus

WHY IS THIS IMPORTANT?

Sexual and gender-based violence is a huge problem in South Africa and abroad. In South Africa, femicide (the murder of women and girls), sexual violence and domestic violence are prevalent daily occurrences. In addition, many gender non-conforming, queer and trans persons also experience high levels of physical and emotional violence. In many cases survivors of SGBV know their perpetrators. This means that those who are committing SGBV are community members, spouses or partners and relatives.

WHAT IS SGBV?

SGBV can be physical, sexual, emotional and/or structural. Individuals of all genders can be subject to SGBV. This form of violence is often described as being related to the normative and gendered societal roles and expectations which promotes unequal power dynamics within a relationship. Dynamics which tend to empower men and masculine presenting persons at the expense of women or feminine presenting persons.

CASE STUDY OR EXAMPLE:

Jamila was in a one-on-one meeting with her tutor. At the meeting her tutor was meant to be providing feedback to her about an assignment. During the meeting her tutor put his hand on her knee and started massaging her knee. Jamila felt very uncomfortable and moved away from her tutor. Jamila doesn't know what to do as her tutor could give her poor marks for her future assignments.



HOW TO RESPOND:

1. SGBV includes a range of unwanted and violent behaviours including sexual assault, sexual harassment and other sexual violations. In the case of Jamila, sexual harassment is indicated:
 - Sexual harassment is unwanted conduct of a sexual nature. The unwanted nature of sexual harassment distinguishes it from behaviour that is welcome and mutual – specifically unwelcome physical, verbal or non-verbal conduct.
2. There are several tools and resources available to help you to think through what to do in such a situation (see this useful [resource](#) by the New York Times). Here are some useful tips:
 - Document your experiences: keep any texts, emails or examples of the harassment or violation.
 - Assess the situation: think about what action you would like to take and who you can talk to. Talking to someone who is trusted and safe is advised.
 - Take action: speak to a trusted person in your faculty, the OIC [Survivor Support Officer](#) or a residence leader. These individuals should be able to guide you to available resources and mechanisms for recourse.
 - Build solidarity: connect with available support services to assist and affirm you during this difficult time.



ACTIVITY ON UNDERSTANDING CONSENT AND POWER

- Understanding consent
 - Start the exercise by watching the following videos: a video on the [#MeToo](#) movement, the [consent is as simple as tea](#) video and a video on [victim blaming](#). Jot down any thoughts that come to mind as you watch these videos.
 - Once you have watched the video try to jot what consent means to you.
- Case study:

ZANELE IS A 2ND YEAR MEDICINE STUDENT

Zanele attends a party in Observatory one weekend. At the party she meets Marcus and they hit it off. Zanele believes they will be good friends. After the party Zanele received crude messages and nude pictures from Marcus. Zanele asks Marcus to stop but the messages keep coming.

- Think carefully about the case study and answer the following questions:
 - How was consent broken in the case study?
 - What could Marcus do differently in this situation?
 - What steps can Zanele take to hold Marcus accountable?

TAKE AWAY:

It is important to understand and practice consent.

Consent is:

- Positively given and unambiguous, just because a partner did not say no, it does not mean they say yes. Only "yes" means "yes".
- Voluntarily and freely given, consent can not be coercive. A partner should feel free to say "yes" or "no" at any time.
- A process that is reversible, a partner can change their mind at any time, saying "yes" now does not mean "yes" in the future.
- Consent is specific or related to a specific act, consent to some sexual acts do not constitute consent to others.
- Is based on equal power! If a person is underage, drunk, asleep or in another vulnerable position, they cannot consent.

YOUR ROLE:

There are many practical steps we can take to help end SGBV. Here are some simple tips:

- It's important to listen to and believe survivors of sexual violence (including sexual harassment).
- It's important to teach each other and talk openly about issues of consent, bodily autonomy and accountability. Hiding these issues or treating them as taboo doesn't help anyone.
- It's important for there to be responsive services available to survivors (such as those provided by the OIC). Refer a survivor to help, or reach out if you need support as a survivor.
- For more information on strategies to end SGBV see [UN Women's](#) top ten tips to end SGBV.

Developed by Yumna Seadat and Gabriel Hoosain Khan

Try to set aside some time to fully participate in the exercise, and find a quiet and conducive space for the exercise. You will need a pen and paper to complete the exercise.



SELF-LEARNING ACTIVITY 8: PATRIARCHAL MASCULINITY

"BE A MAN"

AIM:

An exercise to reflect on patriarchal gender norms and practices.

LEARNING OUTCOMES:

- Understand how patriarchy affects men
- Reflect on the ways patriarchal masculinity produces harmful practices
- Reflect on how men can self-reflect, learn about and act against SGBV

WHY IS THIS IMPORTANT?

Growing up, we often hear the phrase “be a man”, or “act like a lady” from parents, peers or community members. These phrases imply that as boys and girls there are boxes we should fit into. Masculine and feminine qualities are respectively associated with a “be a man” or “act like a lady” box.

Has anyone ever told you, “be a man”; or have you told someone to “be a man” at one time?

CASE STUDY OR EXAMPLE:

Wadir comes from a traditional family with a strict gendered division of labour. His mum and sisters take on roles related to cleaning, cooking and caring for the kids. While Wadir and his dad clean the yard, fix broken appliances and tend to the car. When Wadir is applying for university, his parents expect him to apply for an engineering or law degree. Wadir is afraid to tell his parents he is more passionate about the performing arts. Wadir creates funny TikTok videos and would like to be an actor or a comedian, but doesn't believe his parents would understand his interests or creative calling.

UNDERSTANDING MASCULINITY:

Its important to acknowledge that the phrases “be a man” and “act like a lady” are not innocent. These boxes are violently enforced and those who fall outside the boxes experience discrimination and prejudice.

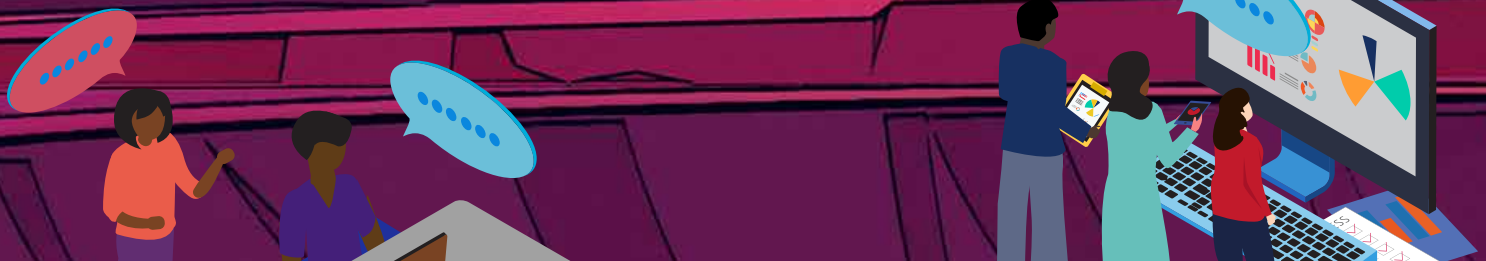
Men who remain in the box may have access to resources, opportunities and decision-making. While a man who falls outside the box is seen as “not man enough”, or “not a proper man”. For example, boys face pressure to not show emotion from a young age – and may feel like they can't seek help if they experience abuse or violence. Think about the case of Wadir, what would be the consequences for Wadir for dreaming outside the box?

To better understand Wadir's experience we need to understand two important terms, masculinity and patriarchal masculinity:

- **Masculinity:** refers to roles, behaviours and attributes that are associated with male bodies and considered appropriate for men and boys. Masculinity is constructed and defined socially, historically and politically rather than biologically driven.
- **Patriarchal masculinities:** then, refers to those ideas about and practices of masculinity that emphasize the superiority of masculinity over femininity and the authority of men over women. Practices of patriarchal masculinity maintains gender inequality. For example, workplace sexism, victim-blaming survivors of SGBV, supporting laws which criminalize vulnerable sex-workers or supporting the criminalization of abortion.

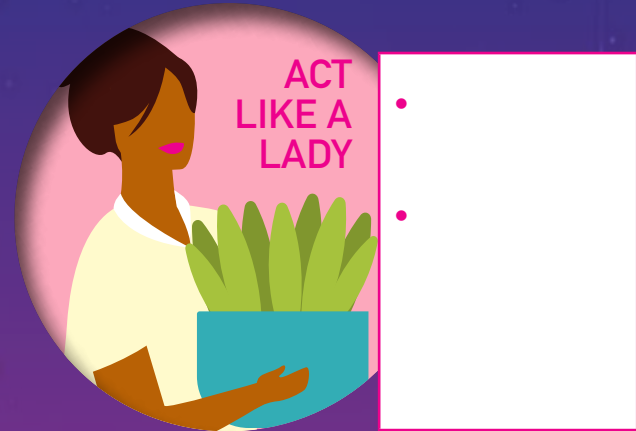
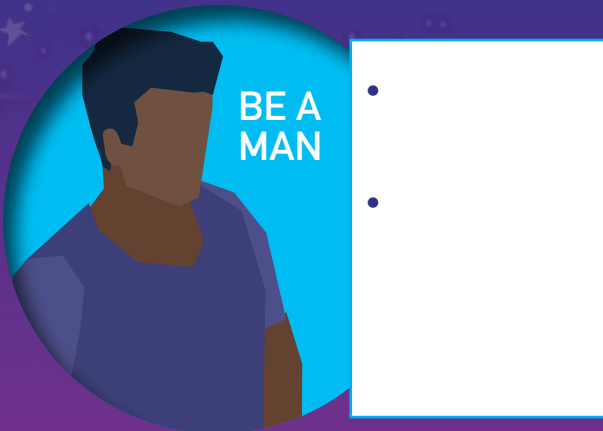
How can men play a positive role to end gender inequality and GBV?

Developed by Gabriel Hoosain Khan and Babalwa Gusha. This exercise draws on the work of the [WFP](#) which seeks to engage men on patriarchal masculinity.



THE "BE A MAN" ACTIVITY

- Using a piece of paper draw a table like the example below. In the "be a man" column list down all the qualities and characteristics associated with being a man, and in the "act like a lady" column list down all the qualities and characteristics associated with acting like a lady. List down at least 10 bullet points for each column.



- Once you have completed your table reflect on the following
 - What do you notice about the characteristics associated with each column?
- How can we shift gender stereotypes and patriarchal masculinity? Use this table to reflect on the ways in which you can change negative behaviour to positive behaviour:

PATRIARCHAL MASCULINITY	POSITIVE MASCULINITY
A man is seen as the primary breadwinner at home and leaves all the cooking, cleaning and childcare to his wife, mother or sister.	What positive action can a man take at home ?
Men do most of the talking at work meetings, and leaves cleaning up after a meeting to women. Men make sexist or homophobic jokes and comments for laughs.	What positive action can a man take at work or universities ?
On the streets men stare at and harass women. Men remain silent when SGBV occurs.	What positive action can a man take on the streets ?

TAKE AWAY:

The gender stereotypes associated with these boxes are patriarchal. These messages reinforce gender inequality through imposing the superiority of masculinity over femininity. This not only confines men and women to these boxes, but excludes gender-non-conforming people who fall outside the box.

YOUR ROLE:

- Try and challenge gender norms and gendered division of labour at home and university.
- Check yourself the next time you reinforce gender stereotypes which contribute inequality.
- Encourage men to listen to women and participate in conversations on gender equality.

Developed by Gabriel Hoosain Khan and Babalwa Gusha. This exercise draws on the work of the [WFP](#) which seeks to engage men on patriarchal masculinity.



Try to set aside some time to fully participate in the exercise, and find a quiet and conducive space for the exercise. You will need a pen and paper to complete the exercise.

WHAT CAN WE DO TO MAKE THE WORLD A BETTER PLACE?



Don't be afraid. Stand up for your rights and views. To change the world we need to advocate for ourselves and to give ourselves the space to practice our agency.



To advocate and empower ourselves we need knowledge and skills. Fill up your batteries with information so that you have the power the challenge inequality.



We can't overcome inequality and oppression on our own. We can only do so in collaboration and in solidarity with others. Build relationships with university offices like the OIC, the SRC and student societies to empower yourself and others.



Campaigns and other activist actions are effective ways to get yourself heard and your voice out there. Join or initiate campaigns which centre your experience, challenges and solutions.



Don't forget to take care and heal yourself. Taking care of your own mental and physical health, and other acts of kindness, are so important in an oppressive world.



WHAT CAN WE DO AS BYSTANDERS?



Change your lenses! Often, we rely on our cultural and social background as the primary viewpoints or lenses to see the world. Be open to hearing other perspectives and using other lenses to see the world.



Work with your peers to create a welcoming and open environment to talk about experiences and perspectives. We need to foster a place where we can listen to each other and have brave conversations about race, class and gender.



There is so much information available, in this resource and elsewhere, about inequalities and oppressions in the world. Be open to learning about these issues.



When you see something, say something. Call people in, or out, when you see discrimination or prejudice play out.

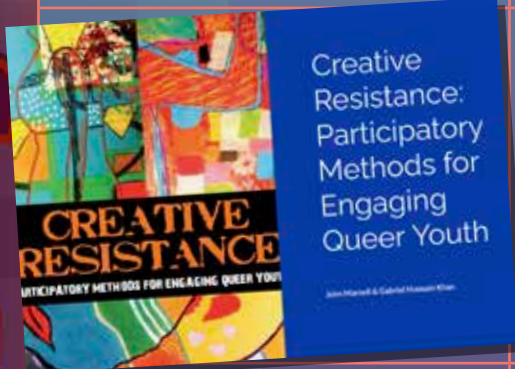


We're all working to better ourselves, and in creating an inclusive environment we may mess up. Messing up is ok, as long as we use it as an opportunity to better ourselves. Always work towards identifying strategies which minimize harm.

USEFUL SOUTH AFRICAN RESOURCES



Stellenbosch University has created a useful tool called [“Talking Transformation”](#). The tool defines key transformation terminology to encourage discussion and debate on transformation.



The Gay and Lesbian Memory in Action (GALA) has created a useful guide called [“Creative Resistance”](#) on using participatory and creative methods to engage and collaborate with youth on issues related to gender and sexuality.



The Tshisimani Centre for Activist Education has created a [“Pocket Queerpedia”](#) as a resource for teaching and learning about queerness.



The OIC has developed a timeline to capture historic moments in the fight for gender equality. The [timeline](#) is a useful tool for those seeking to learn more about gender equality and women’s empowerment.



USEFUL INTERNATIONAL RESOURCES



The HeForShe campaign is a campaign of UN Women that seeks to engage men and boys in the struggle for gender equality. The campaign has developed a [HeForShe Action Toolkit](#) to assist universities to combat GBV.



[Teaching about Refugees](#), is a toolkit of the UNHCR for educators and students interested in learning more about the experience of migrants, refugees and asylum seekers.



The Office of the High Commissioner for Human Rights has various [training and educational resources](#) for persons interested in learning more about various human rights, including those of persons with disabilities and indigenous persons.



The Student Advocacy Centre has developed an [Anti-Racism toolkit](#) which offers games, activities and resources for talking about race and racism.



CONTACT THE OIC

INCLUSION, CULTURAL CHANGE, PREVENTION AND EDUCATION WORK

Tel: 021 650 2767
Email: Cheryl.vallay@uct.ac.za

SURVIVOR SUPPORT

24/7 Sexual Assault Emergency
Standby Number: 072 393 7824

Tel: 021 650 3530
Email: yumna.seadat@uct.ac.za

DISABILITY SERVICES

Tel: 021 650 2427
Email: disabilityservice@uct.ac.za

RELATIONS STRATEGIST

Email: babalwa.gusha@uct.ac.za

FIND US ONLINE:

<http://www.oic.uct.ac.za/>

STUDENT CAPACITY BUILDING

Tel: 021 650 1005
Email: stella.musungu@uct.

VISIT DISABILITY SERVICES ON CAMPUS:

Steve Biko Students Union Building,
Level 6, Upper Campus

VISIT THE OIC OFFICE ON CAMPUS:

Ivan Toms Building, 28 Rhodes
Avenue, Mowbray

[CLICK HERE TO ACCESS THE STUDENT INCLUSION PAGE ON THE OIC WEBSITE](#)

Report an incident of discrimination, harassment or assault including for disability, race, gender or sexual orientation using this [link](#).



OTHER USEFUL CONTACTS

STUDENT WELLNESS SERVICES:

<http://www.students.uct.ac.za/students/support/health-counselling/student-wellness>

DEPARTMENT OF STUDENT AFFAIRS:

<http://www.dsa.uct.ac.za/student-orientation/welcome>

DEPRESSION AND ANXIETY GROUP:

<https://www.sadag.org/>

RAPE CRISIS CENTRE:

<https://rapecrisis.org.za/>





Office for
Inclusivity
& Change

