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**INTERNAL QUESTION PAPER: 08/2021**

**808.  Mr B B Nodada (DA) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

(1)       With regard to her reply to question 168 on 25 February 2021, what (a) are the details of the gender-based violence (GBV) programme found within the Life Orientation subject, (b) number of days and/or weeks are there that focus on GBV within the specified subject and (c) are the contents of the programme;

(2)       whether she will furnish Mr B B Nodada with the details of the programme?

**Response**

1(a) GBV is addressed through the provision of comprehensive sexuality education, access to sexual and reproductive health services implemented in secondary schools including a focus on prevention of alcohol and drug use and learner pregnancy (now also COVID-19) as risk factors to GBV. In primary schools, activities mainly focus on raising awareness of social justice and vulnerabilities such as reporting of abuse and support for GBV-affected learners.

(b) The Comprehensive Sexuality Education lessons broadly are delivered through a total of 80 lessons (implying 80 hours) in the Lifeskills and Life Orientation subject, throughout the schooling life from Grade 4 to 12. Of the 80 lessons, 29 (36%) of these specifically address GBV.

(c) In Primary Schools with younger learners, it starts with addressing bullying, safety of the body, protecting personal space, prevention of rape, reporting of sexual abuse and sexual harm, with the view of empowering the potential victim. Gradually, as the learners progress to higher grades, the topics in the Intermediate Phase begin to introduce issues of bullying, sexual abuse, sexual grooming, skills for bullies to change, this is coupled with identification and linking to services for learners at risk. In the Senior Phase, the lessons begin to introduce the construction of gender, consent, power and control in relationships as well as assertive communication. In the Further Education and Training (FET) phase, the lessons address in depth the issues of gender construction, consent, power and control in relationships as well as assertive communication. These messages communicate both to the potential victim and perpetrator with the view of challenging their attitudes in the communities.

2. Yes