

ANNUAL REPORT 2013/2014



QUAKER PEACE CENTRE

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Mission and Vision

Our Vision

Our vision is of a society in which people are able to have confidence in their own and others' ability to address issues without resorting to violence.

We do not define peace as the absence of conflict, but as a dynamic process that cultivates awareness of the responsibilities that come with freedom, and the need to create and maintain social cohesion.

Our Mission

Our mission is to increase the numbers of people who are prepared to act against all forms of violence.

Our approach

- Identify the essence of conflict situations
- Develop model ways of resolving conflict without violence and of positively building peace
- Test the models
- Evaluate
- Revise, adapt, retest and when proven to work
- Offer them freely to others to spread them abroad
- Publicise and advocate their use
- We do this as we believe that real change only becomes possible when people begin to change their minds, gain understanding and insight.

Chairperson's Report

The Quaker Peace Centre carries a bold mission statement - "to increase the number of people who are prepared to act against all forms of violence". Throughout the 2013-2014 period the QPC has worked strategically and persistently to realise this mission.

While it is not possible to do justice to the depth and breadth of the QPC's work, a few key highlights and developments are worth noting.

The Non-Violent Schools Campaign continues to provide a platform for both pupils and educators to voice their anxieties and craft new ways of responding to violence in schools. A particular achievement for this period has been the publication of the discipline manual, 'The 80/20 Discipline Rule'. This manual represents the culmination of more than twelve years of the author's (and QPC staff members') experience in the classroom and reflects QPC's approach to transforming conflict.

In addition to the manual, 2014 has also seen the launch of the Pupil's Advisory Forums on Violence (PAFOV). These forums have emerged as a natural next step in QPC's approach of bridging the divide between pupils and educators. The forums are pupil-driven mechanisms to address violence in schools. 2015 will be an important year in gauging the efficacy of the PAFOVs.

The Gender Training for Young Men Project continues to provide a safe space for pupils to discuss the often-taboo topics of race and gender. In 2013 QPC started working on issues of masculinities and how different notions of 'being a man' impacts on how violence is understood and handled. This work with young men has continued in 2014 primarily through materials development.

In addition, QPC's work with young women and their parents has continued during 2013-2014 in the **Gender Training for Young Women Project and Parenting Education Support Programme**. This work provides rights literacy, leadership skills training, as well as an over-arching emphasis on gender equity. Importantly, QPC remains committed to working with the pupils' parents as well as with the pupils. This approach continues to be well received.

QPC's **Alternatives to Violence Project (AVP)** work has been rolled out to primary schools, high schools and to other civil society organisations. The roll out of AVP to primary schools represents a first in South Africa. We are particularly pleased with the role that QPC is playing as an enabler for other NGOs doing AVP.

It is with deep gratitude that I (and the rest of the QPC Board) note that QPC's greatest asset remains the incredible staff - Martin Struthmann, Avril Knott-Craig, Stanford Jarvis, Xoliswa Ntsabo, Nokuthula Mbete and Athalie Crawford. We are equally grateful for the continued support from our donors and individual givers.

The QPC is unique among other civil society organisations that do peace education work. Part of what makes QPC is unique is its commitment to working with poor and marginalised

communities, and the idea that change needs to come from within these communities. In 2015 we will continue to explore this idea and refine our 'theory of change'. In the interim we draw from Howard Zinn;

"I do believe [...] change can occur but it will not happen 'one day' or in one cataclysmic moment. It will happen over time as people, little by little, take over the institutions of society—the economy, the universities, the neighborhoods—and run them democratically. [...] I don't reject the idea of revolution, but I reject the idea of armed struggle, or a military action to achieve it. The revolution must be democratic in means as well as in ends, and this requires building mass support for change by long, persistent struggle."

—Howard Zinn (interview by Paul Glavin and Chuck Morse published in *Perspectives on Anarchist Theory*, Spring 2003.)

Natalie Jaynes
Chairperson

Needs in Our Communities

To help understand the environment in which QPC works, we provide a quotation followed by a set of statistics, mainly supplied by the Western Cape Department of Social Development, one of our major funders: “In South Africa violence is the point of the crime...it was until recently part of the grammar of politics and can still be rationalised as avenging inequality...reinforced by feelings of hopelessness and anger. Violence is ingrained in South Africans from childhood. We are seeing the results of children growing up with the normalisation of violence, neglect and abuse, where physical contact is not about love and nurture but about conflict and habitual violence. Children grow up lacking the capacity for empathy and healthy inhibitions against extreme violence appear to be absent” (Rawoot, 2009).

Official crime statistics give some idea of the problem. Although these generally indicate steadily reducing crime levels over the years, the absolute (reported) numbers of “contact” and “property related” crimes continue to be staggering.

The reported figures are displayed on the opposite page (South African Police Service, 2011b). Some of the real figures may be much higher. For example, many victims do not feel that it is worth reporting a straightforward street robbery and the incidence of rape is believed to be 9-10 times the reported figure.

Our hope is that, despite these statistics, there is another side to our society, in which children grow up in loving homes, don't do drugs and crime, and do become responsible adults.

South Africa – Land of contrasts

South Africa now stands fifth from the top for overall governance according to the 2009 Mo Ibrahim Index of African Countries, but 44th (out of 53) for personal safety (Mo Ibrahim, 2011). It is also a land of extreme inequality. Its Gini coefficient has risen to 0.7 (where a value of 1 indicates total inequality) (National Planning Commission, 2010).

Crime Statistics for the Western Cape from April 2010 to March 2011

Type of Crime	Crimes per Year	Crimes per Hour
CONTACT CRIMES (CRIMES AGAINST A PERSON)		
Murder	2,311	0.26
Total Sexual Crimes	9,299	1.07
Attempted Murder	2,162	0.25
Assault with the Intent to Inflict Grievous Bodily Harm	24,723	2.82
Common Assault	33,278	3.80
Common Robbery	10,399	1.19
Robbery with Aggravating Circumstances	12,250	1.40
CONTACT-RELATED CRIMES		
Arson	632	0.07
Malicious Damage to Property	23,334	2.66
PROPERTY-RELATED CRIMES		
Burglary at Non-Residential Premises	11,582	1.32
Burglary at Residential Premises	43,801	5.00
Theft of Motor Vehicle and Motorcycle	9,098	1.04
Theft out of or from Motor Vehicle	36,453	4.16
Stock-Theft	995	0.11
CRIMES HEAVILY DEPENDENT ON POLICE ACTION FOR DETECTION		
Illegal Possession of Firearms and Ammunition	2,551	0.29
Drug-Related Crime	70,588	8.06
Driving Under the Influence of Alcohol or Drugs	17,244	1.97
OTHER SERIOUS CRIMES		
All Theft not Mentioned Elsewhere	84,989	9.70
Commercial Crime	11,888	1.36
Shoplifting	18,763	2.14
SUBCATEGORIES FORMING PART OF AGGRAVATED ROBBERY ABOVE		
Carjacking	457	0.05
Truck Hijacking	17	0.00
Robbery at Residential Premises	1,215	0.14
Robbery at Non-Residential Premises	1,309	0.15
OTHER CRIMES CATEGORIES		
Culpable Homicide	1,126	0.13
Public Violence	402	0.05
Crimen Injuria	7,337	0.84
Neglect and Ill-Treatment of Children	667	0.08
Kidnapping	392	0.04

Population – Western Cape

The population of the Western Cape Province is estimated to be 5.23 million, though the forthcoming census data will clarify this figure (Dorrington, Johnson, Bradshaw and Daniel, 2006). Around 3.4 million of these people live in Cape Town (City of Cape Town, 2008). A large proportion of the population is young: by 2021 it is expected that half will be less than 30 years old. Migration from the Eastern Cape is the chief cause of rapid population growth in Cape Town which in the early years of the previous decade averaged 0.75% per annum (Romanovsky, 2006). Some 13% of people and over 20% of all households live in informal settlements (shacks) (Rodriguez, Gie and Haskins, 2006).

Family groups – nuclear or extended - are increasingly headed by women and 0.6% of households are headed by children under 20 years of age (Small, 2008).

Poverty

Most South Africans experience a life of outright poverty or, at best, continuing vulnerability. 42.4% of households have an income of less than R1,600 a month – the official “basic poverty level” for a household of 5, which is “sufficient to preserve life, but not much more” (Department of Social Development, 2007)

About 400,000 households in Cape Town lack adequate housing, and the backlog of housing applications submitted to the city stretches back 24 years (Samodien, 2012). According to the Census 2001 figures, 14% of households lacked drinkable water, 10% lacked electricity and 22% had an “informal housing structure” (Department of Social Development, 2007). Some progress has been made but inadequate housing and services continue to be a major challenge.

Crime

34% of the South African prison population is under 25 years old (Department of Correctional Service, 2011). Young people in South Africa are victimised at roughly twice the rate of older people. For violent crimes, these figures are even higher. Robbery is experienced at roughly four times the adult rate, theft at five times the adult rate, and assault at eight times the adult rate (Pelser, 2008).

Drug-related crime (alcohol, *dagga*, *tik*) is increasing rapidly in the Western Cape, with 5,000 recorded incidents in 2001, rising to more than 70,000 in the 2011 (South African Police Service, 2011b). *Tik* is a local name for crystal methamphetamine, a highly addictive drug.

The high levels of substance abuse, compounded by easily available firearms, contribute to widespread violence.

The country has more than 190,000 police but fewer than 12,000 social workers (SAPS, 2011a). The criminal justice system alone cannot address the problems. This is something that requires a whole society response. We tend to look to the police for solutions to crime and violence yet government departments such as Social Development, Education, Health and Transport have equally important roles to play.

Health

Poor living conditions, lack of opportunities and substance abuse are related not only to each other but also to health problems. For example, 8% of births in the Western Cape and 16% in Cape Town are to teenage mothers, with a peak of births nine months after the long school holidays (Sylvester-Rose, 2008). Moreover, some 21% of young women (ages 25-29) in the Western Cape are HIV positive, though in some of the larger townships the percentage is much higher. Further, 60% of medical patients under the age of 21 regularly use *tik*, according to the Medical Research Council (Cape Town, 2011).

Children

Infant mortality increased from 53 out of every 1000 live births in 1997 to 58 in 2004. Children with the highest risk of dying are those born to young, uneducated and malnourished women from informal settlements, who may also be infected with HIV (Department of Social Development, Integrated Service Delivery Plan 2007–2017).

Children in the Western Cape are highly vulnerable to violence in the home. About 40% of women have admitted to beating children under 3 years of age with a belt, strap or stick. Most of the abused children requiring hospital treatment are under 5 years old. Child Line has indicated that the Western Cape has the highest number of sexual abuse reports in the entire country (Department of Social Development, 2009).

According to a national survey, a fifth of the children in the Western Cape between the ages of 12 and 17 had been exposed to domestic violence; 23% of children in this age group reported that they had been threatened with harm, were fearful of being harmed or had been hurt in a violent incident at school (National Youth Victimization Survey, 2005).

Education

As in South Africa as a whole, Cape Town faces a tremendous challenge in improving the quality of its education system. The pass rates for the recent annual tests are listed below (‘Shaky Foundation’, 2012). In each category, at each age level, fewer than half of all pupils were able to achieve the pass requirement of 50%. While both the number of children who enter school and the number of people who obtain higher education have increased, there is slow progress in increasing the number of students who make it through matric. The highest dropout rates are found between grades 10 and 12 (Human Sciences Research Council, 2008). The Human Capital Development Strategy in 2006 posited that only half of all those who enter Grade 1 will complete Grade 12 (Sylvester-Rose, 2008).

	Literacy and Language	Maths
Grade 3	30.4%	47.6%
Grade 6	31.5%	23.4%
Grade 9	44.2%	10.4%

One of the causes of poor academic performance is violence in schools. In a 2005 survey, 28% of South African teachers admitted to using corporal punishment in the classroom, before it was prohibited (RAPCAN, n.d.). Although the primary perpetrators of school violence are other classmates, but a substantial minority of incidents involve teachers (Pelsler, 2008). The Western

Cape Education Department in 2007 reported 70 stabbings, almost 90 gang-related incidents of violence, and 118 pupil-on-pupil fights in its schools.

In addition, gangs in the city are now targeting schools to recruit new members and expand their drug markets. According to the Department of Community Safety's Directorate of Risk Management, around 60% of schools in 2006 had been affected by gang violence and theft (Sylvester-Rose, 2008).

QPC Response

Reviewing this material and looking at the resources it presently has, the QPC Board and staff concluded that the main drivers which our programmes could reasonably address were:-

- Breakdown of social values, norms and accountability
- Violent problem-solving
- Teachers', parents' and young people's lack of confidence in their ability to provide leadership
- Perceptions of unfairness
- Economic inequality.

The first two are the focus of our projects in the Non-Violent Schools Campaign, the Alternatives to Violence Project and Diversity. The latter also focuses on overcoming racial and gender prejudices. Leadership is addressed by the positive "peace-building" elements in the projects – a basic "take responsibility for change" message. Economic inequality is addressed by giving our trainees the confidence and skills – personal and academic – to get work themselves.

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Projects – Introduction

The criteria against which every project undertaken by the Centre (current or future) is assessed are:-

- Does it contribute to a culture of peace, prevent conflict from becoming violent or tackle the causes of violence?
- Does the project influence the wider society and leaders at all social levels?
- Does it address youth?
- Is it sustainable or does it have a clear end?
- Can its results be monitored and evaluated, internally or externally?
- Can the outputs be published and will the approaches and outputs enhance QPC's reputation?
- Is it funded or potentially fundable?
- Is it the best use of QPC resources?

We recognise that QPC alone cannot bring about mass change in the roots of South African conflict and violence. What it can do is look into the roots, develop helpful approaches to tackling aspects of conflict and violence, test these in the field and then publicise them for others to pick up and spread. In this way we achieve sustainability.

QPC operated in 5 projects:-

- Non-Violent Schools Campaign
- Gender Training for Young Men
- Gender Training for Young Women
- Parenting Education Support Programme
- Alternatives to Violence Project (AVP)

Although each programme has a separate identity and leader, they are, in practice, different ways of encouraging insights and understanding among the trainees involved, and the project leaders work collaboratively to achieve their aims.

Projects

Our work, though delivered through five diverse projects with different activities, has at its heart one common aim: to increase the number of people who are actively prepared to oppose violence in all its forms. We strive to create a space where complex issues can be explored, where difficulties can be named and fears admitted, and where young people can commit themselves to the necessary work of overcoming their own prejudices and fears, and make better choices in their lives.

The five projects are:

The Non-Violent Schools Campaign
Gender Training for Young Men
Gender Training for Young Women
Parenting Education Support Programme
The Alternatives to Violence Project (AVP)

Our focus has been largely on schools, training teachers as well as pupils in various skills. Thus, teachers may be trained to deliver the curriculum in creative and relevant ways and to embed the message of non-violence in every lesson through the Non-Violent Schools Campaign; they may be trained to deal with racism, xenophobia and gender-based violence at school through the Diversity Project; they may be trained as facilitators of AVP. In many cases, the same community of teachers has been trained in various ways by QPC.

Equally, pupils at the schools where these teachers work, may join the Peace Clubs advocated by QPC and maintained by the teachers, where they may also be trained in anti-bullying, anti-racism, AVP and as young women in leadership. Again there is a conscious effort to build and extend a community of peace promoters. The members of the peace clubs style themselves “Peace Buddies”, and at the various events held by QPC such as camps, indabas or workshops, there is always a hugely enthusiastic turn out from these Peace Buddies, confirming that the work we do is on track, and relevant to the lives of young people.

The schools we work with are situated in low-income communities where there is high unemployment, drug and alcohol abuse, gangsterism and violence, which often spills over into the schools. Teacher morale at these schools, unsurprisingly, is often low. Our work aims to mirror both pupils and teachers positively, to encourage them to take responsibility for reducing violence and for making better choices.

The following is a brief summary of work done by our projects in 2012:

Non-Violent Schools Campaign

What the Non-Violent Schools Campaign does:

The campaign aims to increase the number of people in schools who are prepared to be active against all forms of violence so that constructive teaching and learning can take place.

The schools we work in are situated in low-income communities where increased unemployment is matched by an increase in anti-social activities like gangsterism, drug abuse and violence. These activities are played out on the school playgrounds and schools continue to struggle with incidents of violence. Our work remains relevant in 2013.

Reflections on 2013:

Of the many highlights last year perhaps the most significant perhaps was the establishment of a more intensive co-operative relationship with the Metropole South Education District (MSED) of the Western Cape Education Department (WCED) which supported our approach against bullying in school and also in behaviour management. We have regular meetings with Glen van Harte, Director of the MSED, who regularly participates in our indaba where he engages in a public dialogue with principals, teachers and pupils. This year we planned a joint project for 2014. Education infrastructure needs support from civil society and we need their co-operation to further our work in schools.

We focussed largely on behaviour management training for teachers and ran a series of workshops in May and June for high and primary school teachers as well as counsellors from an organisation called Community Action towards a Safer Environment (CASE) based in Hanover Park. Participants discussed how discipline and values can be taught across the curriculum and explored ways of setting boundaries and making the content of each lesson engaging, current and challenging. The creative arts and sport as well as games and riddles are easy ways of livening up lessons and engaging young people's rational as well as imaginative brains, thus giving them a variety of outlets for the expression of feelings in socially acceptable and creative ways, without resorting to violence. Participants explored the idea that people do better when they feel better and thus the need for affirmation and acknowledgement of pupils at school is crucial. Bullying in schools remains a problem and ways of dealing with the problem were explored. The presence of counsellors in the workshop proved invaluable as they were able to provide insight into some of the behaviours that were causing problems at schools. Insight into the causes of a particular behaviour better equips one to deal with the behaviour. Of particular interest was the idea that teachers acknowledge and affirm good behaviour rather than focus exclusively on punishing disruptive behaviour.

Another innovation came from Caroline McInnes from Maidstone in Kent, UK, who visited and volunteered to set up **Peer Mediators** at two primary schools in Mitchell's Plain. This initiative was greatly welcomed by teachers and pupils alike. We are very grateful for her contribution which has made many schools hungry for a similar intervention.

We were able to hold a **teachers' support breakfast meeting** for teachers and facilitators where guest speaker Glen van Harte, the Director of MSED spoke about the need to reduce the levels of violence in schools and the need to stop the use of corporal punishment. He said that corporal punishment is still being used in 60% of schools in South Africa and that everyone has a role to play from the teacher to the director to stop this, challenging us to come up with recommendations for generating positive behaviour in schools.

We held a very successful **indaba** in August with pupils and teachers from thirteen schools. Addressing young people this time, the Director of the MSED, Glen van Harte, invited questions and fielded challenging responses and comments from enthusiastic pupils.

He assured them of his intention to eradicate corporal punishment and rape in schools in the MSED and encouraged pupils to promise to work towards transforming their schools, communities and social environment into non-violent places. He also announced his intention to initiate a campaign for decent and clean school toilets: “...*school toilets are a symbol of what your school thinks of you...*” Referring to the legacy of Nelson Mandela he urged all to take from this legacy the fact that the dignity of the individual is sacrosanct; enshrined in the South African Constitution, it must at all times be respected.

Looking ahead to 2014:

The manual on discipline, written in 2013, will be published in 2014. Since 2008 Avril Knott-Craig has delivered a course at the Cape Peninsula University of Technology on behaviour management to second-year teaching students. This manual is a culmination of learnings from the work with students as well as her own classroom experience and work with teachers over the last twelve years.

The manual will deal specifically with classroom discipline and will focus on relationship building, curriculum content and delivery, as well as the role of the school as a whole in dealing with discipline issues. It is a much needed tool for teachers and will meet the challenge by Glen van Harte to come up with ideas for disciplining pupils without resorting to violence. We are extremely grateful to the German Catholic Bishops’ Organisation, MISEREOR for making this publication possible.

We will also establish **Pupils Advisory Forums on Violence (PAFOV’s)** at 7 high schools in the MSED, the aim of which will be to make recommendations to school management and education officials on how to deal effectively with violence at school. This project will be run in partnership with the MSED.

Young people are able to think creatively and imaginatively with few restrictions. Unlike adults, they tend to be idealistic and are not always confined to conventional thought processes. Young people have opinions about dealing with violence at schools, but lack any formal structures to capture these ideas. They are also often in the know when it comes to what is happening at school and what is about to happen. This information can be gathered and used to alert the relevant people in charge about any potential violence on the school grounds. Most of the young people with whom we work, experience violence and conflict both in the intimacy of their families and in their communities, and have become resourceful out of a necessity to survive and overcome difficult circumstances to achieve an education. We wish to tap into these ideas to gain a different perspective on effective ways of dealing with violence at schools.

Gender Training for Young Men

What the Gender Training for Young Men does:

The Gender Training for Young Men Project strives to create a safe space where difficult issues of race and gender can be explored, and the necessary work of overcoming racial and gender prejudice can be initiated and supported.

Reflections on 2013:

- In 2013 we took on gender training for young men for the first time. We took on this work because it is generally apparent that there is a crisis of masculinity in South Africa, which is not being addressed. We have understood clearly that boys as well as girls need to be exposed to gender training, if we are to break the cycle of oppression of women, teenage pregnancies and abandonment of children.
- We felt keenly that there was a need to focus on difficult issues like masculine power over women in a way that drew young men in, rather than lectured them.
- Our approach, which we piloted with two groups of young men aged sixteen to twenty at two high schools in economically deprived areas, (Maitland and Hout Bay) used the arts and adventure as a way to enable young men to explore gender roles.
- The reason for using the arts is that art puts us in touch with our feelings, which are often suppressed by young men growing up in a patriarchal culture which urges men to appear “strong” at all times. We felt that young men who were in touch with their own feelings and vulnerabilities, would be able to commit to a masculinity which did not depend on dominating or abusing women
- The pilot course, which included an overnight hike in a wilderness area, and a final joint seminar to discuss gender roles with the young women trained by QPC, proved very successful. It confirmed that using the arts and adventure was an effective way of taking young men - who have never had the chance to draw, to compose, to act, to walk in the wild - by surprise, and of piercing their tough outer defenses.

Looking forward to 2014

- We intend to roll out the pilot course by producing two resources: a comic book which will be a story that addresses the burning issues facing young men in an attractive and accessible format, and a facilitator’s guide.
- Once these resources are produced, we will run future training courses for leaders of community organisations and teachers. These trainees will be given copies of the facilitator’s guide to assist them to run similar courses themselves for young men, and copies of the comic to distribute to the young men.
- We intend to monitor and support the training courses run by our trainees so we have a clear idea of the effectiveness of our intervention, and what needs to be done next.

Gender Training for Young Women

What Gender Training for Young Women does:

Awareness programmes for young women are not freely offered in the Cape Metropole area and even if there were programmes young women would not be able to attend because of a lack of transport. Young women are therefore not aware of their rights with regard to negotiating healthy

relationships or developing a vision for their own future which includes completing their education and training.

Young women are ill-equipped to deal with abuse and violence which is rife in their immediate environment and is widely accepted and remains unchallenged as the norm, with a widespread belief that women have to endure this. There is a further belief amongst some young men that they have the right to demand sexual favours from the women with whom they are in a relationship.

Given that so many young men are unemployed in South Africa these young men find it difficult to attract women. They therefore resort to aggression and violence in the fallacious belief in male dominance and female subjugation and that they have the right to assert their manhood. The work with young women was to empower them to challenge these behaviours and attitudes and to be able to assert themselves.

Reflections on 2013:

- The programme gave the opportunity to 15-25 young women in 6 areas Hout Bay, Beacon Valley in Mitchell's Plain, Leiden in Delft, Capricorn, Nyanga and Philippi to meet after school for two hours a week for the duration of one year. A needs assessment for each group of young women was conducted initially to establish the issues that each group wished to address. These issues were worked through in a series of workshops dealing with topics such as awareness of women's rights, Gender discrimination, healing of trauma, building self esteem, leadership skills and advocacy and lobbying.
- Joint young men and young women Gender Workshop on 19 October 2013 at Oude Molen High School. There were 77 young women and 15 young men. It was explained that the joint workshop was a unique opportunity to get to understand "the other" and exploring both the other and oneself, judging by the effect of the other's views on the self. They were given different tasks and exercises for example young men wrote down what they thought the best and worst things about being a woman were, and young women wrote down what they thought the best and worst things about being a man were. They then wrote what they enjoyed most and least about being a man or a woman. We collected these numbered and gendered papers and proceeded to read out and write up what they thought about the opposite sex as compared to what they actually experienced and felt themselves.
- Camp: We had a Gender Camp for young women on 4 – 6 October 2013 at Oatlands Holiday Village in Simon's Town. The camp was attended by 76 young women from six areas, Oval North High School in Beacon Valley, Intsebensizwayo High School in Philippi, Leiden High School in Delft, Oscar Mpetta High School in Nyanga, Bay High School and Vrygrond. The topic of this camp was "Young Women's awareness campaign about relationships of respect." As young women, the issue of 'respect' to oneself, family and friends, community and others is very crucial. The motive of the camp was to assist in instilling principles of 'respect' to the young women. Questions were asked to the group for discussion and each group gave back feed to the plenary (*What is Respect?*)

How do you show respect to your family and friends? How should boys show respect to you? How can girls treat each other with respect?).

- Young women participated in a 2- day weekend parenting workshop that focused on positive communication, peace building and positive parenting skills.

Looking ahead to 2014:

- As from 1 April 2014 the programme will be working in the same areas but with new groups.
- We will recruit young women in schools and in the community at Capricorn, comprising some 60 participants.
- We will have a series of 14 workshops in six areas.
- We will also have a two days weekend workshop for the young women.

Parenting Education Support Programme

What the Parenting Education Support Programme does:

We have delivered intensive community-based family preservation programmes in 6 areas Hout Bay, Beacon Valley in Mitchell's Plain, Leiden in Delft, Capricorn, Nyanga and Philippi The programme helps parents to feel empowered, understand themselves better and identify their positive strengths and qualities. The more they understand who they are and what makes them tick, with their strength and weaknesses, the more they can help their children come to understand themselves. The programme helps to identify issues that lead to conflict at home between parent and a child and how to respond to those conflicts in a positive way.

The Parent's Support Forum provides an opportunity for them to discuss issues affecting them at home and how to deal with their children especially their teenagers.

Reflections on 2013:

- We conducted a 2 – day's weekend parenting workshop that focused on positive communication, peace building, positive discipline and positive parenting skills. ops in 6 areas and these workshops.
- We had a two days weekend workshop for young fathers in Philippi. There were 15 young fathers that were part of the programme and it focused on fatherhood.
- Camp: We had a parent's camp on the 25–27 October 2013 at Oatlands Holiday Village in Simon's Town. There were 62 parents and caregivers and 5 facilitators. Parents were from Nyanga, Philippi, Delft, Hout Bay, Vrygrond and Mitchell's Plain. The theme of the camp was "The importance of being a good parent". The camp programme dealt with Affirmation, Self-Esteem, Communication, Relationship Building and Positive Parenting Skills. The programme started with affirmation and self-esteem where the participants were given a workbook as guideline for them so that they can be able to identify their positive strengths and qualities. The workbook also helped them to look at the expectation that they have for themselves as a parent and expectation that they their children have for them as their parents. The more they understand who they are and what

makes them tick, with all their strengths and weaknesses, the more they can help their children come to understand themselves.

- There were 6 Parent Support Forum that were conducted in these 6 areas.
- Indaba: A one-day Young Women and Parents Indaba was held on the 15 March 2014 at Oval North High School in Beacon Valley, Mitchell's Plain. The Indaba brought together 172 people from 6 different areas, including QPC staff. There were about 9 young women and 10 caregivers from Mitchell's Plain. We had 25 young women, 4 young men and 10 caregivers from Philippi. From Nyanga we had 12 young women and 7 caregivers. From Delft we had 23 young women and 16 caregivers. There were 16 young women and 12 caregivers from Hout Bay. From Vrygrond we had 12 young women and 10 caregivers. We had 2 QPC staff members, 1 board member, 4 facilitators, 1 volunteer and 1 guest. Mr Kassiem, the principal of Oval North High School opened the Indaba. Ms Nomsa Somtsewu from the Department of Social Development (DSD) gave an opening address. Ms Somtsewu spoke about the role of the parents.
-

Looking ahead to 2014:

- We will run a two days weekend workshop for the group of parents and caregivers of the young women. In these workshops, we cover the following programs: parenting skills, positive communication skills and peace-building.
- We will have a two days fatherhood programme for young fathers in one Delft.
- From 17-19 October 2014 we will run a 3-day camp for 60 parents and caregivers.
- There will be six parent support forums per year where young women and their caregivers can meet and discuss issues.
- There will also be a 1-day indaba held on 14 March 2015, to which the young women, parents and caregivers will be invited to discuss their experience and best practice.

Alternatives to Violence Project (AVP)

What the Alternatives to Violence Project (AVP) does:

AVP is an international programme created almost 40 years ago between the Religious Society of Friends (Quakers) and inmates in a New York prison. It is now offered by volunteers and organisations to institutions, organisations and communities worldwide in all sorts of settings where there is the potential for conflict. AVP is experiential and draws from the collective experience of participants and facilitators in the search for tools and strategies in dealing with interpersonal conflict effectively and creatively. Sharing of experiences happens in a created safe environment in a process guided by experienced facilitators. QPC offers three levels of training to schools and organisations or institutions in the broader community of Cape Town: Basic, Advanced, and Training for Facilitators workshop (T4F). New trainees are supported to deliver training at their institutions until they can continue the work without assistance. The aim is to introduce AVP and work towards self-reliance and sustainability at the institutions to which the QPC offers AVP.

Reflections on 2013:

AVP in 2013 took place in schools; training teachers and pupils.

- For the first time in South Africa, QPC conducted an AVP workshop to primary school pupils. Four pupils each from Mitchell's Plain primary schools, Lantana, Mandalay, Parkhurst, Wespoort, and Westville were selected for participation.
- Following our relationship with and support from the Metropole South Education District (MSED) of the Western Cape Education Department (WCED), seven primary school teachers from the MSED started their AVP training. Also participating in the training were two teachers from the Metropole North Education District (MNED) of the WCED.
- Teachers trained as facilitators by the QPC conducted AVP workshops with their school children. 120 pupils from 3 High Schools: Oude Molen Academy of Science and Technology (Oude Molen AST), St. Andrews High School, and Maitland High School, as well as 20 pupils from the above-mentioned 5 primary schools participated in AVP Basic workshops throughout the year. QPC mentored and supported these teachers in their role as facilitators.
- From the 100 High School pupils, 31 pupils from 3 schools went on to the next level (AVP Advanced), with 13 pupils from 2 schools (Oude Molen AST), and 1 from Maitland High School completing the 3rd level – the Training for Facilitators (T4F) workshop.
- Pupils trained as facilitators were co-opted into facilitating teams as apprentice and co-facilitators in workshops led by their teachers. Oude Molen AST used their then recently-trained students, as well as some past students who were now at tertiary institutions, to deliver workshops to other students at the school. These included their Solid Citizens (a pre-selected group chosen by their Headmaster, from which the school's prefects are chosen), as well as the rest of their Peace Club members. Oude Molen and Maitland High pupils already conducted 3 workshops as peer facilitators.
- As part of the Non-Violent Communities project whereby AVP is offered to institutions in the community, the following was offered:
 - An Advanced AVP workshop was delivered to eleven Young in Prison (YiP) staff members. YiP is a community organisation working with youth in conflict with the law, both incarcerated as well as post-release.
 - The third level, Training for Facilitators (T4F), workshop to YiP included two staff members of another community institution, that of Tenterden, Place of Safety.
 - Three school counsellors from CASE (Community Action towards a Safer Environment), a Community-Based Organisation in the troubled area of Hanover Park, also participated in the Basic AVP workshop for teachers. CASE was established as a result of an identified need for trauma intervention in the area, due to a rising level of prevalent violence and a definite decline in relational values. The much-needed collaboration of schools with other role-players in the school community in supporting learning and teaching was evident coming from this workshop.
 - QPC supported a workshop in Port Elizabeth in the Eastern Cape organized by the Damietta Peace Initiative (DPI), an African peace organisation whose Western Cape staff was trained in AVP by the QPC previously.

Looking ahead to 2014:

- The model initiated whereby senior pupils are trained as peer facilitators, and supported to train junior pupils, will be further supported at one school, and implemented at two other schools.
- The pupils selected by their respective schools to serve on the PAFOV will be trained first in Basic AVP, before going on to become peer mediators.
- Trained teachers will be co-opted to train even more teachers in AVP.
- CASE will be trained together with the teachers.
- QPC will support recently-trained Tenterden staff in training more of their staff members.
- Young in Prison will be supported should they offer a workshop this year.

Financial Statements (Abridged)

Balance Sheet

Figures in Rand

	31 March 2014	31 March 2013
Assets		
Non-Current Assets		
Property, plant and equipment	500,000	500,000
Current assets		
Trade and other receivables	6,451	5,556
Cash and cash equivalents	1,547,079	1,165,074
	1,553,530	1,170,630
Total Assets	2,053,530	1,670,630
Equity		
Equity		
Retained income	1,758,016	1,438,368
Subtotal		
Liabilities		
Current liabilities		
Trade and other payables	54,351	37,264
Provisions	241,163	194,998
	295,514	232,262
Total Equity and Liabilities	2,053,530	1,670,630

Detailed Operating Expenses

Figures in Rand

	12 months ended 31 March 2014	12 months ended 31 March 2013
Accounting fees	25,080	27,240
Auditor's remuneration	27,800	26,000
Bank charges	15,898	11,425
Cleaning	9,092	4,098
Consulting and professional fees	165,176	65,605
Consumables	3,616	1,191
Employee costs	1,185,205	1,106,260
Hire	8,458	8,478
Insurance	22,648	27,017
Lease rentals on operating lease	-	4,730
Legal expenses	3,112	-
Municipal expenses	27,699	43,819
Postage	996	3,990
Printing and stationery	62,801	71,649
Refreshments	223,235	119,078
Repairs and maintenance	8,048	3,661
Security	15,089	13,906
Staff welfare	522	-
Subscriptions	8,545	4,843
Telephone and fax	30,608	26,406
Training	1,180	2,447
Transport – clients	40,440	21,060
Travel – staff	115,329	96,781
<i>Total Operating Expenses</i>	2,000,577	1,689,684

Details of Donations and Grants

Figures in Rand

	12 months ended 31 March 2014	12 months ended 31 March 2013
Andrew Roberts Memorial Fund	-	100,000
Bischöfliches Hilfswerk Misereor	96,796	-
Cape Town Quaker Peace Centre Committee of Central England Quakers	627,584	581,206
Community Chest of the Western Cape	20,760	18,000
Department of Social Development, Western Cape	297,742	299,048
Geoffrey T Harris	17,000	70,000
Helen Calverley Trust	11,000	8,260
ifa Institut für Auslandsbeziehungen e.V.	646,363	485,124
Other Meetings UK	-	457
Other donations and grants	10,982	7,349
Professor GFR Ellis	-	200,000
QPN Travel	-	25,612
Quaker Hulpfond, The Netherlands	1,948	9,227
Quaker Peace and Service Aotearoa / New Zealand	26,293	21,583
Quäker-Hilfe e.V., Germany	106,427	81,712
Quäker-Hilfe Stiftung e.V., Germany	131,787	21,583
Rolf-Stephan Nussbaum Foundation	100,000	100,000
Ruth and Anita Wise Trust	-	10,000
Switzerland Yearly Meeting	8,960	7,294
Zurich Quaker Group	5,794	4,600
	2,199,484	2,027,709

Funding Partners 2013/2014

Programme / Fund	Funder
Non-Violent Schools	Bischöfliches Hilfswerk Misereor ifa Institut für Auslandsbeziehungen e.V. Helen Calverley Trust Quäker-Hilfe e.V. Quäker-Hilfe Stiftung e.V. Ruth and Anita Wise Trust Rolf-Stephan Nussbaum Foundation
Gender Training for Young Men	ifa Institut für Auslandsbeziehungen e.V.
Gender Training for Young Women	Department of Social Development, Western Cape Quaker Peace and Service Aotearoa / New Zealand
Alternatives to Violence Project	ifa Institut für Auslandsbeziehungen e.V.
General Grant	Cape Town Quaker Peace Centre Committee of Central England Quakers [<i>Committee for Fundraising among British and Irish Quakers</i>] Community Chest of the Western Cape Department of Social Development, Western Cape Quaker Hulpfond, The Netherlands Switzerland Yearly Meeting Zurich Quaker Group
In Kind	IT Naledi
Fundraising Support	Quäker-Hilfe Stiftung, Germany

QPC Board Members 2013/2014

Natalie Jaynes (Chair)	Appointed Thursday, 3 October 2013
David Anthony Marshall (Vice Chair)	
Julie Suberg (Secretary)	
Graham Thomas (Vice Chair)	
Khayalethu Sontsele (Treasurer)	
Deroul Mpho Chauke	Appointed Thursday, 16 May 2013
Lucille Lückhoff	
Rowland Dale	
Martli Tuffins	Resigned Tuesday, 4 February 2014
Martin Struthmann (Manager)	

Staff at financial year end (31 March 2014)

Manager	Martin Struthmann
Project Leader Alternatives to Violence Project	Stanford Jarvis
Project Leader Gender Training for Young Men	Athalie Crawford
Project Leader Non-Violent Schools Campaign	Avril Knott-Craig
Project Leader Gender Training for Young Women and Parenting	Nokuthula Mbetse
Office Administrator	Xoliswa Ntsabo

Press Clippings 2013/2014

Non-Violent Schools

Quäker-Hilfe Mitteilungen 153, Dezember 2013, 'Gewaltfreiheit an südafrikanischen Schulen',
by Martin Struthmann.

History and Background of the Quaker Peace Centre

History

In the 1980s, during the apartheid years, at the time of the forced removals of thousands of people from the City of Cape Town to the Cape Flats, the Cape Western Monthly Meeting of the Society of Friends (Quakers – see below) supported first a peace worker and then, as the work expanded, others, until in 1988 the Quaker Peace Centre was established.

From small beginnings it grew to be quite substantial, with a staff of 30-35 working mainly in the townships but with programmes and training also taking place at the Centre in Mowbray.

The emphasis was on non-violent responses to the injustices of apartheid, conflict resolution, community mediation, youth support and training, empowerment of women and peace education.

During the years after the unbanning of the ANC (African National Congress) and other political parties, the Centre continued with conflict resolution work and peace education in schools, and added training in vegetable gardening and sewing for families who had no income. It also ran a re-integration programme for returning exiles.

After the first democratic elections in 1994, the Centre provided mediation training to enable communities to resolve their own conflicts non-violently. It started a youth programme and realigned its work in schools to the changing education system. Ten years after the first democratic elections, the Centre realigned its work to the challenges facing South Africa at that time, in the process identifying the following priorities:

- Strengthen public participation in the democratic processes
- Promote individual and organisational competence in peace building
- Promote the value of diversity and combat prejudice
- Network and support endeavours that promote human security

The Quaker Peace Centre is no longer an official project of the Cape Western Monthly Meeting, but stands alone, overseen by an annually elected Board, the majority of whom are Quakers. The Centre enjoys close contact with community organisations and other non-governmental organisations.

Quakers – The Religious Society of Friends

Formed in the mid 1600s during the English civil war as a religious movement on a Christian base, the Quakers were severely persecuted – as dangerous radicals – by the government. The movement rapidly spread to North America and Europe. Persecution eventually gave way to reluctant tolerance. The movement is now worldwide.

The official name is the “Religious Society of Friends” but the commonly used name “Quaker” arose when one told a sentencing judge that he did not fear him and “quaked” only before God.

While Quakers have no formal creed or statement of beliefs, they recognise a spiritual dimension to be sought within themselves and in the conduct of their lives, placing great reliance on

conscience as a guide to morality. A shared belief is that “faith without works is dead.” Quakers prefer to be identified by what they do and how they live.

Quakers are probably best known for their stand against violence in all its many forms. This has led them to fight against injustice while helping the disadvantaged and oppressed. Examples include the century-long campaign against the slave trade and slavery, prison reform, betterment of working practices, conscientious objection against military service but working (in war) as front line stretcher bearers, and opposing apartheid. The Society is the only religious organisation to have received the Nobel Prize for Peace, which was awarded to it in 1947.

The work against violence continues in many ways around the world.

For further information on Quakers in Southern Africa please see <http://quakerscsaym.ning.com> and follow the links.

Why Support QPC?

Violence

Violence, as the way to solving conflict, is a major problem in South Africa.

The human, psychological and economic costs are enormous, both to the direct victims and to the whole community, which has to pay for physical “security” behind gates, wire and armed guards.

Violence (and the fear of it) affects the lives and economic wellbeing of everybody, especially the next generations.

QPC’s work addresses this scourge.

Children and Teenagers

QPC works with youth – tomorrow’s leaders – at the mental / emotional level, giving insights into the sources of violence and providing alternative ways of dealing with them. These are lifetime skills.

In the short term this work helps pupils with their academic education – by reducing major distractions – and thus helps to build the national skills base.

In the longer run it plants a strong seed: working for peace.

Sustainability and multiplication

The methods developed are capable of multiplication (can be applied by others) and are sustainable (do not require constant external funder support).

The QPC projects are themselves the result of development processes, partly within QPC itself and partly elsewhere. The projects and approaches continue to evolve and as QPC methods are taken up by others (our very clear aim), the capacity to influence our society and communities toward less violence grows steadily.

The current projects are now coming out of their “pilot” phases. We can see they are having the desired effects. To go further we need show measurable, beneficial and sustainable results and drive to ensure that these are known, accepted and implemented by the powerful.

Like to Help?

Please send your donation by cheque to the Quaker Peace Centre at the address shown below or pay it directly into our bank account.

Banking details

Account : Quaker Peace Centre
Bank : Standard Bank
Branch : Mowbray
Branch no. : 024909
Account no. : 071391568

Income tax exemption/approval in terms of Section 18A of the Income Tax Act

PBO no. : 18/11/13/3083

Registration in terms of the Nonprofit Organisation Act

NPO no. : 011-709 NPO

Contact details

Quaker Peace Centre
3 Rye Road
Mowbray 7700
South Africa

Phone: 021 685 7800
Fax: 021 686 8167
Email: 00
Web: www.qpc.org.za

Staff photo – August 2012



From left to right:

Back: Avril Knott-Craig (Non-Violent Schools Campaign), Stanford Jarvis (Alternatives to Violence Project), Xoliswa Ntsabo (Office Administrator)

Front: Nokuthula Mbete (Gender Training for Young Women and Parenting Education Support Programme), Martin Struthmann (Manager), Athalie Crawford (Gender Training for Young Men)

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