

# ANNUAL REPORT 2014/2015



**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
- Publicise and advocate their use
- We do this as we believe that real change only becomes possible when people begin to change their minds and gain understanding and insight.

## Chairperson's Report

Since the last AGM in September 2014, the Quaker Peace Centre has continued to effect positive change in learners' lives, and in so doing remain faithful to its mission statement - "to increase the number of people who are prepared to act against all forms of violence".

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 learners 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 adoption of the Anti-Bullying Campaign by the Metro South Education District.

Last year QPC launched the Pupils Advisory Forums on Violence (PAFOV). These forums have emerged as a natural next step in QPC's approach of bridging the divide between learners and educators. The forums are learner-driven mechanisms to address violence in schools. To date the PAFOVs are active in 6 schools and QPC has introduced Peer Mediation into the project this year.

**The Diversity Project** continues to provide a safe space for learners 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 continued with the development of a gender comic book for young men and a facilitator's manual in 2015.

In addition, QPC's work with women and girls has continued during 2014-2015 in the Gender for Young Women and Parenting Skills Project. 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 learners' parents as well as with the learners.

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.

In terms of organizational development, the QPC remains a reflective and affirming work environment. The small staff complement work incredibly hard to achieve a lot with a limited budget. In February 2015, the QPC staff and Board spent a day reflecting on QPC's role and contribution to peace and justice in the Western Cape. This strategic thinking session will be repeated again as we look towards crafting a new strategic plan for the period 2017 – 2019.

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 Mbetse and Athalie Crawford.

We are equally grateful for the continued support from our donors and individual givers, in particular the Cape Town Quaker Peace Centre Committee of Central England Quakers, the Western Cape Department of Social Development, the Institut für Auslandsbeziehungen (ifa) in Germany, Quäker-Hilfe e.V. in Germany and Bischöfliches Hilfswerk Misereor in Germany.

Natalie Jaynes  
Chairperson

## Quaker Peace Centre Theory of Change

The Quaker Peace Centre's work addresses violence in school and the wellbeing of the child in the family, and is aimed at improving communication skills and addressing gender issues that contribute to violence and the neglect of children.

The focus on the wellbeing of children stems from a conscious decision taken by the Centre many years ago. Children are open to changes in attitude and behaviour and thus form a foundation for a societal change when they grow up and take their rightful places in society.

The Quaker Peace Centre works with people in low-income areas which were marginalised during the years of apartheid and remain so in terms of income, access to social services and access to opportunities. While provisions in legislation and policies are good, what needs to be done by government is often not implemented in these low-income areas. Apartheid was a patriarchal system where those in decision-making positions decided, without consultation, for others for whom the services were intended. This has not changed significantly in low-income areas where the largely patriarchal system has remained with a resultant lack of communication leading to disorganisation in communities and state institutions.

The Quaker Peace Centre believes that it is necessary to work on both the immediate environment of beneficiaries and socio-political change. The immediate environment of beneficiaries and government services communicate norms and values to each other. Change is needed in both these spheres for it to be sustainable and for the development of a social reality in which further change is possible.

The way things are done in one sphere informs how they are done in the other sphere. Therefore, the work facilitates a process of communication through which various actors can communicate with one another. This helps clients to express their concerns and assists them to find solutions and communicate these to people in decision-making positions in state institutions and government, and to significant people in their lives; specifically between dependents and those who are in charge of them, between pupils and staff in schools and children and their caregivers.

Events like indabas are designed to facilitate direct communication between all actors. Decision makers from state departments are invited to hear the concerns of their beneficiaries, which makes for a meaningful interaction and gives urgency to what their beneficiaries are saying. Manuals and creative materials based on the work are produced for use within departments, state institutions and by other organisations, and for training of trainers workshops. The Quaker Peace Centre's approach is participatory and experiential. The Centre designs programmes with guided exercises in which participants are encouraged to express themselves and learn through the experience and from each other. The process has a positive effect on the self-worth of clients, and in this way actors become aware of the results of their actions.

The work is aimed at facilitating long-term change in how services are rendered in low-income communities as well as facilitating change in the families and the schools of beneficiaries.

## 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
- The Alternatives to Violence Project (AVP)
- Gender Training for Young Women
- Parenting Education Support Programme
- Gender Training for Young Men

### Workshop statistics

1 April 2014 to 31 March 2015

Project	Workshop Name	Workshops	Contact Hours	Young Women	Adult Women	Young Men	Adult Men	Total
PAFOV	Training	5	29	29	9	17	9	64
	Lekgotla	1	5	33	12	16	15	76
Peer Mediation	Basic AVP	1	20	8	1	5	4	18
Behaviour Management	“The 80/20 Discipline Rule” Training	3	18		19		16	35
Behaviour Management	“The 80/20 Discipline Rule” Training	3	18		19		16	35
AVP School S - Oude Molen	Mini-refresher	2	8	17	2	25	1	45
AVP School S Maitland	Basic	1	20	17	1	6	3	27
	Advanced	1	13	10	1	8	2	21
	T4F	1	22	16	1	7	3	27
AVP School S St Andrews	Basic	1	13	15	1		2	18
	Advanced							
	T4F	1	20	9	2		2	13
AVP Teacher Supp	Basic	1	16		7		6	13
	Advanced	1	16		5		7	12
AVP Community-Tenterden	Basic	1	20		9		4	13
AVP Community-Tenterden	Advanced	1	20		5		6	11
Young Women	Recruitments & Baseline	3	4	46				46

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Leadership Programme	Questionnaires							
	Needs Assessment	6	12	98				98
	Life Skills	6	12	103				103
	Team Building	6	12	98				98
	Awareness of Women's Issues	6	12	81				81
	Young Women's Issues	6	12	76				76
	Gender Roles	6	12	89				89
	Gender Biography	6	12	75				75
	Gender Discrimination	6	12	65				65
	Gender & Culture	6	12	70				70
	Affirmation and Communication	6	42	81				81
	Peace-building and Communication	4	28	48				48
	Reflection	6	12	68				68
	Leadership Skills	6	12	73				73
	Introduction to basic counselling	6	12	70				70
	Healing of Trauma	6	12	66				66
Parenting Educa	Affirmation and Communication	6	42		66			66
	Peace-Building, Positive Discipline and Positive parenting	1	7		9			9
Fatherhood programme	Knowing yourself	1	6			21		21
	Communication and peace-building	1	6			27		27
	Gender roles and identi	1	2			16		16
	Gender Biography	1	2			24		24
Camp	Parents Camp	1	20		54	1	1	56
Young Women Parenting Inda	Indaba	1	6	77	69	7	14	167
Young women Parenting Supp Forum	Parenting Support Foru	6	24		64		1	65
	Young women Support Forum	6	16	72				72



## **Non-Violent Schools Campaign**

### **What the Non-Violent Schools Campaign does**

#### **Pupils Advisory Forums on Violence (PAFOV)**

This project aims to empower learners to speak out against violence at school and to equip them with the agency to recommend strategies for dealing effectively with violence at school. 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. There are currently no formal structures in schools to capture these ideas from learners. We establish formal structures and tap into these ideas in order to gain a different perspective on effective ways of dealing with school violence.

Each year the forums will report their findings at a lekgotla. (In Sotho and Tswana, “lekgotla” refers to a courtyard or court. It is a meeting place for village assemblies, court cases and meetings of village leaders.) In modern use it describes a formal meeting usually to discuss strategies for dealing with problems. The lekgotla will be attended by the Director of the MSED, education officials, principals, teachers and pupils from participating and invited schools. These findings will be captured in an annual report which will be distributed to all schools in the MSED and to the provincial and national Ministers of Education.

#### **Peer Mediation**

Peer Mediation helps to solve minor conflicts that occur inside and outside the classroom and which, if not dealt with swiftly, will develop into larger, possibly violent, conflicts. We see the need for training of learners in peer mediation because teachers are not trained to mediate conflicts. Schools in low-income areas, such as those we work in, are not able to afford outside interventions because they struggle to get school fees paid and therefore do not have disposable income for this service. Currently peer mediation is well established in schools in high-income areas because mediation is a well-known and accepted concept in South Africa. Learners as mediators are likely to have a greater impact and influence on fellow learners than teachers or others. The Director of MSED fully endorses this project and is keen to monitor its progress in schools.

#### **Behaviour Management**

Based on the principle that in any school 20% of the learners cause 80% of the disruption and teachers resultantly spend 80% of their time on the disruptive 20% of learners, discipline training workshops equip teachers with strategies for dealing with discipline at school.

#### **Anti-bullying**

Bullying remains a major cause of violence in schools. This programme aims to reduce the levels of bullying in schools in the MSED by increasing the number of young people who are prepared to speak out against, and intervene in, situations of bullying at school. All forms of bullying - physical, emotional and cyber-bullying - need continued attention and awareness from both learners and teachers.

## **Reflections on 2014/2015**

### **Pupils Advisory Forums on Violence (PAFOV)**

In preparation for the 2015 launch of the PAFOV project, we ran a pilot project in 2014 to gather information. We worked with learners from 4 schools in low-income areas in the Metropole South Education District (MSED) where gang violence and drug abuse are common practice. Five learners from each school used a questionnaire designed by QPC to gather information from 50 learners in each school about the kinds of violence at their school: which was the most serious and which the most common, what kinds of people were the perpetrators and the victims, and how schools were managing violence.

Their findings revealed that the causes of school violence are many and complex. The four most common causes of school violence were fighting and aggression, drug abuse, bullying and gangsterism.

In October we held a Lekgotla attended by 76 people from 11 high schools in the MSED. PAFOV learners reported their findings on violence at schools. They were very nervous, with headaches and nausea beforehand, but managed to do their first public presentations and did us proud! They warned that if you “live by the gun you die by the gun” and said that schools will only have a chance of getting rid of violence on the premises if they involve the learners in solving the problem.

Pharie Sefali, an activist and journalist who has spent time doing research with gangs for UCT in Cape Town, spoke about the need to intervene with values education at a very young age. She maintains that by the time children reach high school they have already joined a gang and been converted to violence. Her findings cite parental neglect as one of the major factors that cause young people to opt to join a gang.

Dr Francois Cleophas, an academic from Stellenbosch University, spoke about the need to get physical education back into our schools and said that currently pupils from township schools have little, if any, chance of being selected for national sides because the schools lack the facilities and coaches to train them.

Gerhard du Raan, senior psychologist for the MSED, explained how trauma and violence cause one’s brain to freeze, rendering one incapable of rational thought. He said the arts help people to deal with difficult emotions, like singing a love song when your heart has been broken.

Jeff Paulse, Project Manager of Reading Writing Solutions and an avid sports fan, talked about the need for young people to get involved in sporting activities: “A child in sport is a child out of court.”

A special guest was Dane Piedt, Protea Cricketer, who told us how sport had shaped his life. He encouraged young people to set goals for themselves and be prepared to work hard to achieve those goals. He also signed autographs and posed for many selfies and photographs.

The Director of MSED, Glen van Harte, challenged everyone present to take Life Orientation seriously as a subject at school. It has a vital role to play in preparing learners for the future, reducing the alarming rates of teenage pregnancies and helping young people to develop a sense of identity: who am I and what do I want?

### **Peer Mediation**

QPC staff will only be trained as trainers of peer mediators in 2015 after which the programme will be launched.

### **Behaviour management**

The discipline manual, *The 80/20 Discipline Rule*, was launched at a conference hosted by the MSED for 200 principals at John Graham Primary School in Plumstead on 22 May. A teacher from Mandalay Primary School, Nicole Elliot, shared her success with using new discipline techniques in the classroom and learners from Maitland High talked about the project that they had run at their school to upgrade the toilets. Learners did the fundraising themselves and report that since the sprucing up of the girls' toilets no vandalism in the toilets has taken place. They are now about to embark on the boys' toilets. The manual was well received and several schools have since made enquiries about discipline training for their staffs.

Discipline training using *The 80/20 Discipline Rule* was run for 35 teachers from 13 schools from south, central and east districts at the Cape Academy of Maths, Science and Technology in Tokai from Monday 30 June – Wednesday 2 July 2014. The specific aims were to:

- illustrate that healthy, professional relationships are fundamental to transforming behaviour in any organisation
- emphasise that every staff member is responsible for discipline at school and that teamwork and co-operation amongst staff members are key components
- indicate that systems and policies for dealing with school discipline are essential
- explain why creative, current and engaging lesson content helps with classroom discipline

Highlights of the training were the enthusiastic participation and attendance and the setting up of a *whatsapp*<sup>TM</sup> network group.

Feedback was very positive. Participants liked the fact that the training was interactive and that they had the opportunity to learn from each other. One participant said: "...teamwork and discipline work hand in hand - no single person must implement discipline...all teachers have to take part. This (workshop) should be given to teachers throughout the province for it will help all teachers and it would change minds for the better."

A series of 6 workshops for the combined staffs of Constantia Primary and the Yeshua Christian School was also held in September 2014.

### **Anti-Bullying**

Anti-bullying strategies have been emphasised and infused in all the work that we do in the NVSC. The concept of an active bystander, one who does not ignore bullying or any kind of violence, but speaks out against it, is part of the NVSC training.



## Looking ahead to the year 2015/2016

### Pupils Advisory Forums on Violence (PAFOV)

- The PAFOV project will be launched in 6 schools, selected by the Director of the MSED
- Members of PAFOV will attend 4 Saturday morning workshops dealing with conflict management
- PAFOV experiences and learnings will be presented at a Lekgotla to be held in September 2015.
- A draft of the PAFOV manual outlining the PAFOV process will be written to be published in 2017.

### Peer Mediation

- The staff of QPC will be trained as peer mediator trainers.
- QPC will help MSED to introduce and maintain peer mediation services in low-income schools in their district.
- PAFOV learners will be trained as peer mediators at a residential training camp, after which they will be assisted by QPC to establish peer mediation services at their school. In preparation for this, learners will participate in conflict management workshops and basic, entrance level training in the Alternatives to Violence Project.
- Teachers from the 6 PAFOV schools will also be trained as Peer mediation trainers in 2016.

### Behaviour Management

- A discipline training workshop using *The 80/20 Discipline Rule* will be run over 4 days for teachers from participating PAFOV schools in 2015.
- School discipline teams will be introduced at PAFOV schools in 2016.

### Anti-bullying

- At the request of QPC, the Director of the MSED will hold an anti-bullying awareness week in May 2015. QPC will assist with the planning and participate in the events.

## Alternatives to Violence Project

### What the Alternatives to Violence Project (AVP) does

The Alternatives to Violence Project (AVP) is an international training programme enabling participants to deal with potentially violent situations in new and creative ways. The Quaker Peace Centre (QPC) runs Alternatives to Violence Project (AVP) workshops in schools, community organisations and other institutions.

QPC train trainers among **teachers, school counsellors, students, and community organisations**. Trained AVP facilitators are then encouraged to take up AVP at their institutions with the idea of eventually running it independently from the Quaker Peace Centre.

**Senior students** are trained through a series of three workshops up to facilitator level. Thereafter they assist as **peer facilitators**.

QPC delivers AVP in three designated areas, namely AVP School Support, AVP Teacher Support, and AVP Community.

### **Reflections on 2014/2015**

#### **AVP School Support**

Seven AVP workshops were conducted in this period, with the focus on three schools; St. Andrews Senior Secondary School, Maitland High School, and Oude Molen Academy for Science and Technology.

We've reached 79 new pupils at these schools, comprising 56 young women, and 23 young men.

QPC is now cementing a Peer Facilitator's programme at these schools to complement teacher facilitators. This goes a long way towards enabling a long term, sustainable delivery of AVP to schools.

During this period, the number of peer facilitators in these three schools was increased from the current 10 to 33.

We've also introduced mini-workshops, spanning 3-4 hours on a Saturday morning. Mini-workshops typically cover one or two full-workshop AVP sessions.

In these mini-workshops, participants get a chance to re-visit certain key concepts, and to go over some others they may have struggled with.

Also, existing peer facilitators get opportunities to practice their skills, with their teachers mentoring and nurturing them.

Regular follow-up meetings add value to the quality of AVP offered – they allow for re-visiting key concepts or exercises, and give peer facilitators more practice, allowing them to grow in confidence.

We have learnt not to go ahead with our workshops when there is a likelihood that extreme violence may occur.

We have learnt too that some learners, although very keen on AVP - having been trained as AVP facilitators, and wanting to facilitate - cannot follow through, due to difficult circumstances at home.

The three schools we work with are all on different levels as to the implementation of AVP.

### **1. St. Andrews Senior Technical High School**

The residential Training for Facilitators (T4F) AVP workshop took place as planned. Nine learners of St. Andrews became peer facilitators. Three of them were later given the opportunity to co-facilitate to younger learners from their school, but difficult family and other circumstances caused them to pull out at the last moment.

### **2. Maitland High School**

Maitland High learners completed a full set of AVP workshops over this period, culminating in a residential T4F at Betty's Bay. Here 16 young women and 7 young men were immersed in learning activities, fun, role plays, presentations and informal learning situations to eventually qualify as peer facilitators by the end of the weekend.

### **3. Oude Molen Academy for Science and Technology (Oude Molen AST)**

QPC supported Oude Molen AST in delivering AVP to their target group. Two AVP Basic workshops were held for the Grade 8's in March, reaching 18 young women and 19 young men. The workshops were facilitated by 3 peer facilitators each, and supervised by a teacher, who is also a trained AVP facilitator. The project leader provided mentoring and active support throughout the workshops.

In addition to participating in these Basic AVP workshops, the same Grade 8 pupils were offered two 4-hour refresher mini-workshops later in the year. These refresher mini-workshops were held over 2 Saturdays. They included those who had completed their Basic AVP earlier in the year, as well as a few of the Solid Citizens (a select group of leaders from all grades) whom we had trained late in the previous year. A total of 17 young women and 25 young men participated in these follow-up workshops. Six peer facilitators could be accommodated on the facilitating teams, gaining some valuable practice and insights into their own abilities in a supportive environment.

The two co-ordinating teachers at Oude Molen AST were actively involved in the workshops, supporting and mentoring their learners.

### **AVP Teacher Support**

Our pool of primary school teachers trained in AVP increased from 3 to 11.

Two workshops for teachers were held in 2014 – one Basic AVP workshop in September and one Advanced AVP workshop in November. A total of 10 teachers from 5 schools participated in the two workshops. This included a teacher from Beacon Hill High School in Mitchell's Plain, three teachers from Mandalay Primary School, three teachers from Bridgeville Primary School, two teachers from Lantana Primary and one assistant-teacher from Oval North High.

The facilitators to these two workshops were teachers from three different schools: Oude Molen Academy of Science and Technology (Oude Molen AST), St. Andrews High School, and

Maitland High School. In addition, one retired principal also formed an invaluable part of the facilitating team, sharing many years of experience in schools.

Besides teachers, there were also school counsellors from the Community Action for a Safe Environment (CASE), a non-governmental organisation, based at a school in Hanover Park. CASE works with young people from that school and other schools in the area. These young people mostly present with behavioural challenges. Seven staff members of CASE were being trained in the Basic workshop only. Their participation in the Advanced AVP was curtailed due to shootings happening in the community on the day the workshop took place.

Teachers participating in the workshops reported that they find the checking-in a valuable tool in their classrooms. They reported making time to use it increasingly, more often, and also more consistently.

They also find that they are more attentive, and are working on becoming more active listeners – a tool they have been taught or one that they have sharpened through practice in the AVP workshops. As a result, some are citing improved relationships and even breakthroughs in their relationships with pupils, colleagues, as well as family members.

Affirmation is also being singled out as a powerful tool for building confidence. Teachers report that they consciously make more effort to use it in classrooms.

Documenting some of the stories coming up in the workshops remains a challenge.

A key learning made was that feedback meetings to facilitators are important, in addition to regular feedback given throughout the course of the workshop. This leads to an increase in the quality of AVP.

### **AVP Community**

Two community AVP workshops were held in the period 2014-15: a Basic AVP, and an Advanced AVP workshop for the staff of Tenterden Youth Care Centre. Eleven staff members of various levels, comprising five women and six men, completed their Advanced AVP.

The Quaker Peace Centre is committed to training staffs and leaders within community organisations and establishing AVP organisations other than the QPC. Ongoing communication between ourselves and the community organisations we work with is important – this will ensure that AVP can reach and transform many people beyond the limited scope and resources of our organisation.

### **Looking ahead to the year 2015/16**

#### **AVP School Support**

AVP support will continue in three schools in 2015: St. Andrews Technical High School, Maitland High School, and Oude Molen AST, in order to establish AVP at these institutions.



At **St. Andrews Technical High School**, Advanced AVP and a residential T4F will be held in 2015.

At **Maitland High**, senior learners who have been trained as facilitators will get a chance to facilitate workshops in 2015 and 2016.

At **Oude Molen AST**, a range of workshops are planned, from Basic to T4F level, using mainly their peer facilitators, and those of other schools, where possible. A progression plan will have to be developed, as many of the peer facilitators will be in Grade 12 in 2015.

QPC lends support on an ongoing basis to those schools implementing AVP. Progress and style of implementing may differ from school to school, depending on the local conditions at the particular school. The Project Leader oversees the process and the quality of AVP delivered, making sure that adherence to the international standards is maintained.

### **AVP Teacher Support**

A residential T4F is planned to train teachers to be facilitators. Funding permitting, QPC will also then support one or two initiatives coming from those newly-qualified teachers to start AVP at his or her school.

### **AVP Community**

The group of counsellors from CASE (Community Action for a Safer Environment) will be trained as AVP facilitators in a residential T4F in 2015. Thereafter, QPC will support an initiative coming from the counsellors to start AVP with any of the schools they work with.

Similarly, staff members at Tenterden Youth Care Centre will be doing their third level AVP (T4F) in 2015. QPC will support the initiative they may take to start AVP at their institution.

### **Young Women in Leadership**

#### **Young Women in Leadership does**

Young women are ill-equipped to deal with the abuse and violence which is rife in their immediate environment, 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 2014/2015**

- The programme worked with 86 young women from the age of 14-20 in 6 areas: Hout Bay, Beacon Valley in Mitchell's Plain, Leiden in Delft, Capricorn, Nyanga and Philippi. They met 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.
- Young women participated in a 2-day weekend parenting workshop that focused on positive communication, peace building and positive parenting skills.

### **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 their strengths 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 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 2014/2015**

- We conducted a 2 - day weekend parenting workshop in 6 areas that focused on positive communication, peace-building, positive discipline and positive parenting skills.
- We conducted a 2 - day weekend workshop for 27 young fathers in Delft-Leiden which focused on fatherhood.
- We held a parent's camp at Schoenstatt Retreat Conference Centre in Constantia from 17–19 October 2014. There were 52 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 "Change begins with me" and the programme dealt with affirmation, self-esteem, communication, relationship-building and positive parenting skills. The participants were given a workbook as a guideline to identify their positive strengths and qualities, and to help them look at the expectations they had for themselves as parents and the expectation their children had for them as parents.
- Six Parent Support Forums were conducted in these 6 areas.
- A dialogue for young women and parents was held on the 28 March 2015 at Glendale Senior Secondary School in Rocklands, Mitchell's Plain. The Indaba brought together 167 people from

6 different areas, including QPC staff. There were 11 young women and 12 caregivers from Mitchell's Plain, 19 young women and 16 caregivers from Philippi, 15 young women and 12 caregivers from Nyanga, and 12 young women, 14 young men and 15 caregivers from Delft, 10 young women and 11 caregivers from Hout Bay, and 10 young women and 10 caregivers from Vrygrond. We had 2 QPC staff members, 3 facilitators and 2 visitors from the U.S.A.

### **Looking ahead to the year 2015/16**

- From 1 April 2015 the programme will be working in the same areas.
- We will be working with 80 young parents recruited from schools and the community comprising both young women and young men. 10 workshops will be conducted in 6 areas under the auspices of the Parenting Education Support Programme.
- We will conduct a 2 – day weekend workshop with 80 parents and caregivers on Active Parenting of Teenagers. The following topics will be covered: building self-esteem, communication, parenting styles, parenting adolescents, decision-making, responsibility and discipline, teens and technology, education and careers, substance abuse and sexuality and violence.

### **Diversity Project**

#### **What the Diversity Project does**

Despite the fact that we are 21 years into our democracy, the enormous and growing inequality of our society means that issues of race have not been by any means resolved. Though the Bill of Rights in our Constitution guarantees equality of all, this flies in the face of traditional patriarchal attitudes, and currently there is excessive violence against women and children, and also homosexuals, as traditional gender roles are undermined by unemployment and urbanization.

The Diversity 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 2014**

- Much of the year was spent producing the first of the two material resources envisaged the previous year, namely the gender comic and the training manual. This involved writing the novella on which the projected gender comic book will be based, besides numerous funding proposals.
- The comic book is a story in an attractive and accessible format that addresses some of the burning issues facing young men in a time when their sense of masculinity is uncertain and conflicted as gender relations continue to shift.
- On completion of the novella, the project leader embarked on the process of drawing up story boards from the novella, which involves breaking down every scene visually into panels and writing in the dialogue for the artist to use as a basis.

**Looking forward to the year 2015/2016**

- The comic book will be completed, and the second resource will be produced: the training manual.
- Once these resources are produced, we intend to run an initial training course for 20 leaders of community organisations, dependant on receiving the necessary funding. 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 will monitor, support and document 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 further.

## Financial Statements (Abridged)

### Balance Sheet

Figures in Rand

	31 March 2015	31 March 2014
<b>Assets</b>		
Non-Current Assets		
Property, plant and equipment	531,347	500,000
Current assets		
Trade and other receivables	4,875	6,451
Cash and cash equivalents	2,367,064	1,547,079
	<b>2,367,064</b>	<b>1,547,079</b>
<b>Total Assets</b>	<b>2,903,286</b>	<b>2,053,530</b>
<b>Equity</b>		
<b>Equity</b>		
Sustainability reserve	900,410	-
Retained income	1,758,016	1,438,368
	<b>2,551,909</b>	<b>1,758,017</b>
<b>Liabilities</b>		
Current liabilities		
Trade and other payables	44,176	54,350
Provisions	307,201	241,163
	<b>351,377</b>	<b>295,513</b>
<b>Total Equity and Liabilities</b>	<b>2,903,286</b>	<b>2,053,530</b>

**Detailed Operating Expenses**

Figures in Rand

	<b>12 months ended 31 March 2015</b>	<b>12 months ended 31 March 2014</b>
Accounting fees	23,100	25,080
Auditor's remuneration	30,045	27,800
Bank charges	14,294	15,898
Cleaning	9,035	9,092
Computer expenses	820	-
Consulting and professional fees	63,910	165,176
Consumables	151	3,616
Employee costs	1,281,448	1,185,206
Hire	8,045	8,458
Insurance	21,886	22,648
Legal expenses	3,112	-
Loss of value Stanlib ABIL investment	34,518	-
Municipal expenses	22,009	27,699
Postage	808	996
Printing and stationery	51,240	62,801
Refreshments	173,897	223,235
Repairs and maintenance	5,065	8,048
Security	15,567	15,089
Staff welfare	989	522
Subscriptions	10,263	8,545
Telephone and fax	28,634	30,608
Training	-	1,180
Transport – clients	35,682	40,440
Travel – staff	87,525	115,329
<b><i>Total Operating Expenses</i></b>	<b>1,919,461</b>	<b>2,000,578</b>

**Details of Donations and Grants**

Figures in Rand

	<b>12 months ended 31 March 2015</b>	<b>12 months ended 31 March 2014</b>
Bischöfliches Hilfswerk Misereor, Germany	97,237	96,796
Cape Town Quaker Peace Centre Committee of Central England Quakers	775,844	627,584
Community Chest of the Western Cape	40,000	20,760
Department of Social Development, Western Cape	411,060	387,790
Estate late Katherine Mallows	894,066	-
Geoffrey T Harris	15,000	17,000
Helen Calverley Trust	-	11,000
ifa Institut für Auslandsbeziehungen e.V., Germany	180,747	646,363
Lewis Group Ltd	5,000	-
Other donations and grants	5,996	10,982
Quaker Hulpfonds, The Netherlands	1,870	1,948
Quaker Peace and Service Aotearoa / New Zealand	25,198	26,293
Quäker-Hilfe e.V., Germany	139,743	106,427
Quäker-Hilfe Stiftung e.V., Germany	(18,402)	131,787
Rolf-Stephan Nussbaum Foundation	-	100,000
Switzerland Yearly Meeting	-	8,960
Zurich Quaker Group	5,663	5,794
	<b>2,579,022</b>	<b>2,199,484</b>

## Funding Partners 2014/2015

<b>Programme / Fund</b>	<b>Funder</b>
Non-Violent Schools	Bischöfliches Hilfswerk Misereor ifa Institut für Auslandsbeziehungen e.V.
Young Women in Leadership	Department of Social Development, Western Cape Quaker Peace and Service Aotearoa / New Zealand
Parenting Education Support Programme	Department of Social Development, Western Cape Quaker Peace and Service Aotearoa / New Zealand
Alternatives to Violence Project	Quäker-Hilfe 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 Hulpfonds, The Netherlands Switzerland Yearly Meeting Zurich Quaker Group
In Kind	IT Naledi



## QPC Board Members 2014/2015

Natalie Jaynes (Chair)	
David Anthony Marshall (Vice Chair)	
Julie Suberg (Secretary)	
Khayaletu Sontsele (Treasurer)	
Farzaneh Behroozi	Appointed Tuesday, 30 September 2014
Lucille Lückhoff	
Moses Standaar	Appointed Tuesday, 16 September 2014
Patrick Burton	Appointed Tuesday, 16 September 2014
Rowland Dale	
Deroul Mpho Chauke	Resigned Tuesday, 16 September 2014
Martin Struthmann (Manager)	
Stanford Jarvis (staff representative)	Appointed Tuesday, 6 May 2014
	Resigned Tuesday, 30 September 2014
Nokuthula Mbete (staff representative)	Appointed Tuesday, 30 September 2014
	Resigned Tuesday, 9 December 2014
Avril Knott-Craig (staff representative)	Appointed Tuesday, 9 December 2014

## Staff at financial year end (31 March 2015)

Manager	Martin Struthmann
Project Leader Alternatives to Violence Project	Stanford Jarvis
Project Leader Diversity	Athalie Crawford
Project Leader Non-Violent Schools Campaign	Avril Knott-Craig
Project Leader Young Women in Leadership and Parenting	Nokuthula Mbete
Office Administrator	Xoliswa Ntsabo

## **Press Clippings 2014/2015**

### **Non-Violent Schools Campaign**

*GroundUp*, 16 September 2014, 'Bullying still rife in schools, finds survey', by Pharie Sefali.

*People's Post*, 6 May 2014, 'Revisiting the balance at schools', by Monique Duval.

### **Alternatives to Violence Project**

*Quäker-Hilfe Mitteilungen 154*, November 2014, 'Reflexion zum Jahr 2014', by Stanford Jarvis.

*Network News*, December 2014, 'Quaker Peace Centre's reflection on the success in ', by The Western Cape Network for Community Peace and Development.

## 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 a way of 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](http://www.qpc.org.za)

**Staff photo – November 2015**



**From left to right:**

**Back:** Xoliswa Ntsabo (Office Administrator), Athalie Crawford (Diversity), Avril Knott-Craig (Non-Violent Schools Campaign), Nokuthula Mbete (Young Women in Leadership and Parenting Education Support Programme)

**Front:** Martin Struthmann (Manager), Stanford Jarvis (Alternatives to Violence Project),

**Quaker Peace Centre  
3 Rye Road  
Mowbray 7700  
South Africa**

**Phone: 021 685 7800**

**Fax: 021 686 8167**

**Email: [qpc@qpc.org.za](mailto:qpc@qpc.org.za)**

**Visit our Website: [www.qpc.org.za](http://www.qpc.org.za)**