

# ANNUAL REPORT 2015/2016



**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, gain understanding and insight.

## Chairperson's Report

Quaker Peace Centre's aim is to "increase the number of people who are prepared to act against all forms of violence". People do not however act in a social vacuum- this is where the QPC motto "Peace is a group effort" comes in.

In reviewing the staff monthly reports of their work it is clear how much we work with both individuals and their social environments. Our theory of change has expanded to include connecting different levels or groups, both in the schools where we are working and in our other projects. The headmasters and Directorate of Metro South Education Department are to be commended for accepting and indeed encouraging this. The structures to allow peer mediation are starting to work at different schools with a synergy with the Peace Clubs already in some of the schools. Alternatives to Violence Programs and the Gender work by Athalie Crawford also enhance changes which may be unexpected to the learners and teachers. QPC work has been described as 'experimental'. Indeed all our programmes are. Our Manager Martin Struthmann is to be commended here as he every year pushes the staff to think through the work and learn from the results to make improvements.

The Board a few years ago decided to encourage longer term projects of 2 or 3 years to encourage this development. While this can make starting new projects at QPC slower it has worked very well. For example in 2011 we introduced the idea of bullying as a problem in MSED. The head of Metro South then asked pupils and us to convince him it is really a problem. We can fairly say he has been convinced. This programme is now an MSED programme. If the programme had just operated in 2011 this would not have happened. Indeed pupils are now helping the MSED Management develop the anti-bullying policy for all the 200+ schools in the area.

Under Finances I would first like to thank our staff. They to help QPC when we were much more at risk took no salary increases for 4 years 2011-14 which helped strengthen our reserves. I would like to thank our funders who this year allowed us to restore at least some of the buying power of the staff salaries of 2011. The Institut für Auslandsbeziehungen (ifa) of the German Foreign Office agreed to help with this. Also to be thanked are the Cape Town Quaker Peace Centre Committee of Central England Quakers, the Western Cape Department of Social Development, Quäker-Hilfe e.V. and Bischöfliches Hilfswerk Misereor of Germany. It is a pleasure to report that a local funder, the Rolf-Stephan Nussbaum Foundation actually before funding asked to meet some of the pupils and a headmaster of a participating school. After that they were very pleased to help.

I agree with our previous chair, QPC's greatest asset remains our staff, Athalie Crawford, Stanford Jarvis, Avril Knott-Craig, Nokuthula Mbetse Xoliswa Ntsabo and our manager Martin Struthmann. The amount of work done by such a small team is amazing.

Julie Suberg  
Chairperson

## 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

### Introduction

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)
- Parenting Education Support Programme
- Active Parenting of Teenagers
- Gender Training for Young Men

#### Workshop statistics

1 April 2015 to 31 March 2016

| Project              | Workshop Name   | Workshops | Contact Hours | Young Women | Adult Women | Young Men | Adult Men | Total |
|----------------------|---|-----------|---------------|-------------|-------------|-----------|-----------|-------|
| PAFOV                | Anger management  | 2         | 5             | 18          | 2           | 9         | 1         | 30    |
| PAFOV                | Empathy   | 3         | 5             | 13          | 3           | 12        | 1         | 29    |
| PAFOV                | Presentations   | 4         | 5             | 11          | 2           | 9         | 0         | 22    |
| PAFOV                | Violence and problem solving skills   | 1         | 5             | 15          | 5           | 5         | 2         | 27    |
| Peer Mediation       | Peer Mediation Training of Trainers   | 1         | 6h30          | 0           | 8           | 0         | 5         | 13    |
| Camp 24 July         | Training PAFOV learners in peer mediation   | 1         | 18h30         | 17          | 7           | 13        | 7         | 44    |
| AVP Residential      | AVP Basic   | 1         | 18h           | 17          | 0           | 16        | 0         | 33    |
| Behaviour Management | Teaching and discipline strategies  | 1         | 5             | 0           | 21          | 0         | 17        | 38    |
| Behaviour management | Relationships   | 2         | 5             | 0           | 25          | 0         | 13        | 38    |
| Behaviour management | Anti-bullying   | 3         | 5             | 0           | 20          | 0         | 13        | 33    |
| Behaviour management | Dynamic Teaching  | 4         | 4             | 0           | 19          | 0         | 16        | 35    |
| Anti-bullying        | Lentegeur Adolescent Unit of Lentegeur Psychiatric hospital workshop on building relationships with | 1         | 1h30          | 3           | 18          | 0         | 6         | 27    |

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|                                 |   |   |      |    |    |    |    |     |
|---------------------------------|---|---|------|----|----|----|----|-----|
|                                 | young people who are bullying or being bullied.                           |   |      |    |    |    |    |     |
| Anti-Bullying                   | MSED Anti-Bullying Policy Imbizo  | 1 | 5h30 | 20 | 5  | 16 | 6  | 47  |
| Lekgotla                        | Peer Mediation in our High Schools  | 1 | 5h30 | 35 | 11 | 34 | 19 | 99  |
| AVP School Support - Oude Molen | Basic   | 1 | 20   | 5  | 1  | 10 | 1  | 17  |
|                                 | Advanced  |   |      | 13 | 2  | 15 | 1  |     |
|                                 | T4F   | 1 | 19   | 11 | 2  | 7  | 3  | 23  |
| AVP School Support Maitland     | Basic   | 1 | 13   | 13 | 0  | 7  | 2  | 22  |
| AVP School Support St Andrews   | Basic   |   |      |    |    |    |    |     |
|                                 | Advanced  | 1 | 20   | 24 | 2  | 0  | 3  | 29  |
|                                 | T4F Mini-refresher  |   |      |    |    |    |    |     |
| AVP Teacher Support             | T4F   | 1 | 22   |    | 3  |    | 5  | 8   |
| AVP Community – CASE            | T4F   | 1 | 22   |    | 8  |    | 1  | 9   |
| Parenting Education Support     | Recruitments  | 6 | 6    | 67 |    | 49 |    | 116 |
|                                 | Needs Assessment  | 6 | 12   | 50 |    | 30 |    | 80  |
|                                 | Goal Setting  | 6 | 12   | 49 |    | 37 |    | 86  |
|                                 | Keeping kids safe   | 6 | 12   | 45 |    | 35 |    | 80  |
|                                 | Building healthy Relationships  | 6 | 12   | 59 |    | 40 |    | 99  |
|                                 | Self identity   | 6 | 12   | 71 |    | 50 |    | 121 |
|                                 | Family affection  | 6 | 12   | 70 |    | 45 |    | 115 |
|                                 | Communicating with families looking at Listening reflective & questioning | 6 |      | 71 |    | 50 |    | 121 |
|                                 | Understanding myself & remove all negative thoughts                       | 6 | 12   | 70 |    | 45 |    | 115 |
|                                 | Empathy   | 6 | 12   | 71 |    | 50 |    | 121 |
| Parenting Education Support     | Recruitments  | 6 | 6    | 67 |    | 49 |    | 116 |
|                                 | Needs Assessment  | 6 | 12   | 50 |    | 30 |    | 80  |
|                                 | Goal Setting  | 6 | 12   | 49 |    | 37 |    | 86  |

## Non-Violent Schools Campaign (NVSC)

Respect, tolerance, communication, confidence and friendship - these are some of the many things participants say they learn from working with us. For many of them, a QPC workshop is the first opportunity they have to hear the word respect and see it being demonstrated.

Members of QPC staff together with a group of volunteer AVP facilitators were expertly trained in peer mediation skills in April 2015 by Caroline McInnes from Maidstone Mediation Scheme in Kent, UK. The facilitation team comprised two teachers and two QPC members of staff who worked together to facilitate at the peer mediation camp.

The Pupils Advisory Forum on Violence (PAFOV) is a project of the Non-Violent Schools Campaign. The aim of PAFOV is to make recommendations to school management and education officials on how to deal effectively with violence at school. Peer Mediation forms part of the PAFOV project. The peer mediation camp gave young participants the chance to meet and interact with people from different cultural backgrounds and make friends across cultural divisions which are still very much in place in South African schools. They learnt how to mediate minor skirmishes amongst their peers thereby preventing situations from escalating to violence. The camp venue, which plays a vital role in the learning process, was away from the city and the noises of sirens and guns which characterise the areas in which these young people live, and was conducive to learning new skills.

PAFOV workshops enabled participants to learn that there are alternative ways of dealing with conflict and that violence is not the best way to solve problems. They realised that their ideas do have value and that there are people in decision-making positions in education who are listening to them and taking them seriously. This boosted their confidence and gave them the courage to speak out against bullying and violence at school. They learnt to articulate the needs of young students and to identify how teachers could improve relationships with students and how students could show respect for their teachers. They shared problems with peers and found that they are not alone in their particular struggle.

At the discipline training in July, based on the manual *'The 80/20 Discipline Rule'*, teachers from a variety of schools, both primary and high, realised that they all experience similar difficulties; they shared strategies they use to manage discipline at school and learnt new ways of dealing with discipline in their classrooms. They set up networks using social media to establish communication channels and began to co-operate with colleagues from other schools instead of struggling alone in silos. They particularly enjoyed the fact that the workshops were participatory and that the issues dealt with came from the floor and were not prescribed by the facilitator.

The annual Lekgotla provided an opportunity for all participants to share best practice and ideas with the Director and Management Committee of the Metro South Education District (MSED), Principals, Teachers and students. It gave students participating in PAFOV an opportunity to showcase their achievements and practise their newly acquired presentation skills. The principal of Beacon Hill High School emphasised the need for principals and teachers to speak less and listen more to what students are saying. Derik Pietersen, who is a Circuit Manager and a member of the MSED management committee, said that he and his colleagues could recognise the



schools where QPC was working because there was more order and less chaos and the majority of students were working. He added that they were watching our progress.

Mr Abrahams, a teacher from Lotus High School reports that before QPC's intervention students would not address teachers with Miss and Sir because they were not familiar with these terms of respect in their home environment. After our intervention students now address teachers as Miss and Sir. Peace Clubs have been established by students at the participating schools and are making a great difference. At Lotus High School they have introduced gymnastics, at Tafelsig High School members of the peace club have visited neighbouring primary schools to share their peer mediation skills, at Beacon Hill High School the peace club has addressed the school body on several occasions and also organised a peace day at school to raise funds for the peace club. They were supported by Lotus High School and Tafelsig High School – a co-operation that did not exist before the peace clubs. Lotus High School peace club has also started a community outreach and visits the elderly in the community and is encouraging parents to get involved with their school.

A consortium of civil society organisations was invited to by the MSED to work on an anti-bullying awareness drive in the MSED in May 2015. QPC is also a member of the steering committee and produced an '*Anti-Bullying Toolkit*' which was sent to all schools in the MSED. Copies of our publication, '*my bully my bra*', were given to all the participating organisations and was widely used during the anti-bullying awareness week. At the request of the Director of the MSED, QPC and students participating in the PAFOV project in 2015, facilitated a workshop in October to draw up an anti-bullying charter for schools in the MSED. This flowed from the anti-bullying awareness week; an awareness for which QPC had been lobbying since 2011.

QPC will offer ongoing support to the peer mediation services at schools and establish working relationships between peer mediators and the students' council at schools. A residential training weekend will be run for teachers who have requested support with classroom discipline in 2016 and a manual outlining the PAFOV model will be written and published in 2017.

### **Alternatives to Violence Project**

Teachers from mostly primary schools were trained as facilitators by the project leader and senior teachers with long AVP activity and history. In addition, a few lay councillors who are also intimately involved in several schools in their (gangsterism and violence plagued) area, also received their certificates as AVP trainers. These counsellors are involved in a community-based organisation in Hanover Park, called CASE – Community Action for a Safer Environment, whose stated aim is that it 'seeks to break the cycle of crime and violence in which young people live by equipping community members to reorganise and respond appropriately to both the causes and effects of crime and violence in their communities. Both teachers and councillors have reported: an increased awareness of self, and the importance of the use of language in their dealings with people and their operating in teams; feeling better about themselves, and the importance of building themselves up in order to increase their quality of dealing with others in their care; an increased awareness of empathy and the need to practice it with their clients; the importance of teamwork and an increased understanding and appreciation for the culture of

teamwork; the need for appreciation and affirmation of contributions within teams. CASE staff have subsequently reported a tangible increase in the showing of respect within their organisation, and an increase in the appreciation of cultural differences within their organisation and for the contributions of people who are differently to themselves. Various trained teachers have subsequently requested that we do AVP for their staffs as means of teambuilding. These requests have not been adhered to thus far due to the lack of financial means for such requests. Teachers as well as CASE staff have reported using different AVP strategies in their dealings with their clients, e.g. the raise hand to bring about silence, instead of raising their voices; checking-in as tool to build personal rapport between teacher and learner; and making use of light and livelies they have learned, as ice-breakers. They also report using the listening techniques they have acquired - with their clients and also within their own families, to great effect.

2016 will see teacher/facilitator developmental training meetings, whereby AVP trained teachers are given refresher meetings for continual training and development. CASE counsellors will be supported starting up AVP with their clients. In both groups, building AVP community is ongoing.

During the same period, 1 April 2015 to 31 March 2016, peer facilitators were trained, and then monitored, guided and support in delivering workshops to other, younger students. Mini workshops, initiated by the schools/teachers/students themselves, served a dual purpose: giving peer facilitators practice, and broadening the scope of AVP at schools. Unintended outcomes of these activities that were observed: It builds and strengthens the AVP communities at respective schools: it on occasion led to visitation between schools across the district, as well as closer school interaction by neighbouring schools in the form of sharing programmes, combining workshops, peer facilitators facilitating at other schools etc. In addition, students out of their own accord form WhatsApp and Facebook groups, sharing information, pictures, etcetera, thereby weaving threads, strengthening their peace clubs.

The following comments, amongst others, were received from participants:

‘...better understanding, of self, and of others’, ‘...I learnt valuable debriefing skills’, ‘I am a better person than yesterday...’, ‘It is ok to have fun, and talk about serious issues’, ‘I have gained confidence to chat with all levels of school kids’, ‘I have learnt how to work together in a team, and about not giving up on each other’, ‘I learnt to have fun while working’, ‘I gained courage to stand in front of a group’, ‘I have learnt to trust people’, ‘I learnt listening skills’, ‘I learnt it is ok to be gay’, ‘I was taught consequences – in a fun way’, ‘I have learnt how to tolerate people who are not like myself, or my group’, ‘I appreciated the fact that we all were regarded as equal in the workshop, and that we could learn from each other’, ‘I felt ‘not judged’ by others in the group’, ‘I was allowed to learn from my mistakes, and was accepted by everyone despite making mistakes’, ‘I learnt and experienced in a fun way the job of a facilitator’, ‘I enjoyed the kindness of everyone’, ‘I have learnt to tolerate, communicate, trust’.

A senior teacher at one school, in charge of discipline of her whole grade at school, remarked on how her Grade 9’s has changed in terms of respecting their peers and teachers in class, after a couple of AVP workshops with them. With that, she relayed the common sentiment from different class teachers in her grade, who’ve found the change remarkable. She also reported a marked decline in disciplinary actions and procedures in the periods following workshops. In

addition, she reports that she has positive feedback of improved behaviour from parents during teacher-parent meetings.

2016 will see more peer facilitators trained, and more support and development to those already trained. Building AVP community through activity within and across schools, using various mediums, are promoted and encouraged.

### **Parenting Education Support Programme**

Two Saturday morning workshops with 80 parents and caregivers were conducted in Delft, Philippi, Mitchell's Plain, Capricorn and Imizamo Yethu looking at Active Parenting of Teenagers. The topics that were covered in these workshops were: Building Self-Esteem, Communication, Parenting Styles, Parenting Adolescents, Decision Making, Responsibility and Discipline, Teens and Technology, Education and Career, Substance Abuse, Sexuality and Violence.

These were comments from the participants:-

I, **MB**, 50 years old mother of 4 and a grandmother of 2 have learnt that it takes me as an individual to change any situation good or bad in any sphere of life and it begins with me. Self love and acceptance plays a major role in our lives. Love you all!!!!

From these two weekends I learnt a lot about parenthood and leadership skills. Everything that goes wrong is brought by anger eg beating up a child and that is not solving the problem. One should not be controlled by anger but one should control his /her anger as that could lead you to do or say something that you will regret. How one should respect in order to gain respect in return. I also learnt that in order to be of assistance to your family and children you know him/her learnt about how one should communicate with your child in order to gain his trust as you should also show him/her that you trusting them. Be accessible to them in order for them to be able to approach you when experiencing problems. All has to be done through love, respect and self control. **FN**

I've learned that all this time I was treating my children in a wrong way. I always thought that I am doing the best while my children where feeling treated like prisoners. I controlled them not allowed them to feel the part of the family I was dictating forgetting that they are also having suggestions in their home. I didn't tell them how I feel about them like showing my love by telling them. Like now I will always respect them and communicate with them not shouting while they are doing wrong things. I will talk from now on. Always control my temper when talking. Forgiveness is the key to all. **NG**

### **Active Parenting of Teenagers**

A series of 10 workshops were conducted on Parenting Education Support Programme in each of six areas (Delft, Philippi, Mitchell's Plain, Capricorn and Imizamo Yethu) for young mothers and young fathers. Topics that were covered were Needs Assessment, Goal Setting, Keeping Kids Safe, Building Healthy Relationships, Self Identity, Family Affection, Communicating with Families using Reflective Listening and Questioning, Understanding Oneself, Removing

Negative Thoughts, and Empathy. The following comments were made by participants during workshops.

As a young mother I got some advice and support now I know and understand that children need us more than we think they do. Feeding them, clothing them, making them look nice is not enough. As parents we need to make time and space for them to be free and feel our love as parents. I also learned that I should appreciate my daughter and all her mistakes. Keep up the Good work Guys!!! Quaker SA. SA

Out of these workshops I've learnt a lot. A lot that I could take and start implementing it, at home with my daughter, mother and my brothers. I was given a space to think about my past, current situation and my future as a young man. This helped me a lot, as people who are seen as gangsters and trouble makers in the community. I always had an attitude and always think negative about life and forgotten that we have families that needs our attention and love. Also I learnt or got remind about my personality this made me realise how important it is to have the qualities I have even the ones that seems to matter less, they are important because they make the person I am today. ML

In 2016 we will conduct a series of workshops for young parents looking at Positive Parenting and Caregiving Skills Training Programme with 6 sessions in six areas. We will also work with adult parents looking at Positive Parenting Programme with 6 sessions in six areas.

### **Gender Training for Young Men**

Much of the Diversity Project leader's year was spent writing the gender manual and overseeing the production of the gender comic and the manual. With the gender comic, called '*The Promise of a Man*', the project leader had to develop storyboards and dialogue bubbles for the artist to work from, and then engage intensively with the artist on the rough draft of the comic to lock down character portrayal, style and layout before the final, exhaustive proofreading. '*The Promise of a Man*' was printed and delivered in December 2015. The manual, called '*Going In*' was due to be printed in April 2016, in time for the initial training of trainers in gender work with young men which was to take place in May 2016.

Both these resources will be made available to other organisations on our website and through training of trainers, and of young men directly. In a time when gender-based violence is widespread, we feel that it is essential to interrogate the issues that confront both young men and women. We feel that men who are in touch with their feelings will be better able to reflect on their relations with women, children and people of different sexualities, and choose tolerance and respect over violence. There are few resources available, especially for young men, that aim to pierce the tough, outer skin that young men in our culture are pressured to develop, and assist them to access their own feelings.

In the following year we will follow up, support and monitor the courses run by those we train. Our aim is to help create a society where all people can realise the human rights guaranteed by the Bill of Rights in the Constitution – regardless of gender or sexual orientation.

## Financial Statements (Abridged)

### Balance Sheet Figures in Rand

|                                     | 31 March<br>2016 | 31 March<br>2015 |
|-------------------------------------|------------------|------------------|
| <b>Assets</b>                       |                  |                  |
| Non-Current Assets                  |                  |                  |
| Property, plant and equipment       | 534,801          | 531,347          |
| Current assets                      |                  |                  |
| Trade and other receivables         | 250              | 4,875            |
| Cash and cash equivalents           | 2,706,248        | 2,367,064        |
|                                     | <b>2,706,498</b> | <b>2,371,939</b> |
| <b>Total Assets</b>                 | <b>3,241,299</b> | <b>2,903,286</b> |
| <b>Equity</b>                       |                  |                  |
| <b>Equity</b>                       |                  |                  |
| Sustainability reserve              | 949,365          | 900,410          |
| Retained income                     | 1,771,815        | 1,651,499        |
|                                     | <b>2,721,180</b> | <b>2,551,909</b> |
| <b>Liabilities</b>                  |                  |                  |
| Current liabilities                 |                  |                  |
| Trade and other payables            | 18,619           | 44,176           |
| Revenue received in advance         | 158,361          | -                |
| Provisions                          | 343,138          | 307,201          |
| <b>Total Liabilities</b>            | <b>520,118</b>   | <b>351,377</b>   |
| <b>Total Equity and Liabilities</b> | <b>3,241,298</b> | <b>2,903,286</b> |

**Detailed Operating Expenses**  
 Figures in Rand

|                                       | <b>12 months<br/>ended<br/>31 March<br/>2016</b> | <b>12 months<br/>ended<br/>31 March<br/>2015</b> |
|---------------------------------------|--|--|
| Accounting fees                       | 30,525   | 23,100   |
| Accommodation/Venue                   | 48,599   | 51,592   |
| Auditor's remuneration                | 30,025   | 30,045   |
| Bad debts                             | 10,277   | -  |
| Bank charges                          | 16,169   | 14,294   |
| Cleaning                              | 5,297  | 9,035  |
| Computer expenses                     | 26,654   | 820  |
| Consulting and professional fees      | 243,505  | 63,910   |
| Consumables                           | -  | 151  |
| Employee costs                        | 1,341,011  | 1,281,448  |
| Hire                                  | 5,360  | 8,045  |
| Insurance                             | 25,794   | 21,886   |
| Legal expenses                        | 4,492  | 530  |
| Loss of value Stanlib ABIL investment | -  | 34,518   |
| Municipal expenses                    | 23,099   | 22,009   |
| Postage                               | 692  | 808  |
| Printing and stationery               | 88,761   | 51,240   |
| Refreshments                          | 104,934  | 173,897  |
| Repairs and maintenance               | 26,478   | 5,065  |
| Security                              | 14,220   | 15,567   |
| Materials                             | 23,039   | -  |
| SARS Penalties & Interest             | 1,197  | -  |
| Staff welfare                         | -  | 989  |
| Subscriptions                         | 10,944   | 10,263   |
| Telephone and fax                     | 31,504   | 28,634   |
| Transport – clients                   | 31,290   | 35,682   |
| Travel – staff                        | 34,259   | 35,933   |
| <b>Total Operating Expenses</b>       | <b>2,178,126</b>                                 | <b>1,919,461</b>                                 |

**Details of Donations and Grants**

Figures in Rand

|   | <b>12 months<br/>ended<br/>31 March<br/>2016</b> | <b>12 months<br/>ended<br/>31 March<br/>2015</b> |
|---|--|--|
| Bischöfliches Hilfswerk Misereor, Germany                             | 146,936  | 97,237   |
| Cape Town Quaker Peace Centre Committee of Central<br>England Quakers | 935,143  | 775,844  |
| Community Chest of the Western Cape                                   | -  | 40,000   |
| Department of Social Development, Western Cape                        | 311,356  | 411,060  |
| Estate late Katherine Mallows   | -  | 894,066  |
| Geoffrey T Harris   | -  | 15,000   |
| Lewis Group Ltd   | -  | 5,000  |
| Other donations and grants  | 10,214   | 5,996  |
| Quaker Hulpfonds, The Netherlands                                     | 2,419  | 1,870  |
| Quaker Peace and Service Aotearoa / New Zealand                       | 30,646   | 25,198   |
| Quäker-Hilfe e.V., Germany  | (0)  | (18,402)   |
| Quäker-Hilfe Stiftung e.V., Germany                                   | (18,402)   | 131,787  |
| Rolf-Stephan Nussbaum Foundation                                      | 100,000  | -  |
| Swiss German Groups of Switzerland Yearly Meeting                     | 28,129   | -  |
| Zurich Quaker Group   | -  | 5,663  |
| ifa Institut für Auslandsbeziehungen e.V., Germany                    | 400,256  | 180,747  |
|   | <b>2,093,142</b>                                 | <b>2,579,022</b>                                 |

## Funding Partners 2015/2016

| <b>Programme / Fund</b>                  | <b>Funder</b>  |
|--|--|
| Non-Violent Schools                      | ifa Institut für Auslandsbeziehungen e.V.<br>Rolf-Stephan Nussbaum Foundation  |
| Parenting Education<br>Support Programme | Department of Social Development, Western Cape<br>Quaker Peace and Service Aotearoa / New Zealand  |
| Gender Training for Young<br>Men         | Bischöfliches Hilfswerk Misereor   |
| Alternatives to Violence<br>Project      | Quäker-Hilfe e.V.  |
| General Grant                            | Cape Town Quaker Peace Centre Committee of Central<br>England Quakers [ <i>Committee for Fundraising among British<br/>and Irish Quakers</i> ]<br>Department of Social Development, Western Cape<br>Quaker Hulpfonds, The Netherlands<br>Swiss German Groups of Switzerland Yearly Meeting |
| In Kind                                  | IT Naledi  |



## QPC Board Members 2015/2016

Valerie Julia Suberg (Chair)

David Anthony Marshall (Vice Chair)

John Francis Gardner (Treasurer)

Moses Standaar (Secretary)

Farzaneh Behroozi

Lucille Lückhoff

Khayaletu Sontsele

Patrick Burton

Resigned, Tuesday, 22 September 2015

Natalie Jaynes

Resigned, Tuesday, 17 November 2016

Neville Biggs

Appointed, Tuesday, 6 October 2015

Resigned, Monday, 14 March 2106

Martin Struthmann (Manager)

Avril Knott-Craig (Staff Representative)

Resigned, Tuesday, 23 June 2015

Appointed, Tuesday, 6 October 2015

Resigned, Tuesday, 17 November 2015

Avril Crawford (Staff Representative)

Appointed, Tuesday, 23 June 2015

Resigned, Tuesday, 6 October 2015

Appointed, Tuesday, 17 November 2015

## Staff at financial year end (31 March 2016)

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 Parenting Programmes

Nokuthula Mbetse

Office Administrator

Xoliswa Ntsabo

## **Press Clippings 2015/2016**

### **Non-Violent Schools**

*Northern News* , 13 May 2015, 'Zero-tolerance approach to bullying', by Tasneem Hassan.

*Plainsman*, 13 May 2015, 'Bullies get the boot', by Fouzia van der Fort.

### **Alternatives to Violence Project**

*Quäker-Hilfe Mitteilungen 156*, November 2015, 'Aus dem Mund des Lehrers: Alternativen zu Gewalt (AVP) in Südafrika', by Stanford Jarvis.

## 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: [qpc@qpc.org.za](mailto:qpc@qpc.org.za)  
Web: [www.qpc.org.za](http://www.qpc.org.za)

## Staff photo



**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)

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

**Phone: 021 685 7800**

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

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