

# ANNUAL REPORT 2010/2011



**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 work actively toward a society in which the energy generated by conflict is harnessed to engage with social problems in a creative and constructive way.

### **Our approach**

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

## Chairperson's Report

I am proud to introduce the annual report for 2010-2011. This report refers to the period from 1<sup>st</sup> July 2010, when QPC changed its financial year, to 31<sup>st</sup> March 2011. I would like to highlight some of the new work that we have undertaken, and some of our strategies for development in the future.

The **Non-Violent Schools Campaign** (NVSC) is implementing an Anti-Bullying Campaign. Bullying is a serious and pervasive problem and is both the cause and the effect of much of the violence that takes place among young people. Our new campaign empowers learners to address the root cause of this violence by educating both themselves and their peers about mutual respect, peer intervention strategies and non-violent conflict resolution. Drawing from the experience of this effort, we will be publishing an *Anti-Bullying Booklet* and a *Caring Curriculum Manual*. The former will be completed during 2011 and synthesises our anti-bullying work of the past several years. The latter will specifically address school curricula and will detail how officials can make peace and non-violence core values in the educational experiences they offer. A first draft of this resource will also be completed during 2011.

The **Young Women in Leadership** project (YWL) has been funded by the Department of Social Development in order to develop community forums with young women and their caregivers. The objective of these forums will be to create local platforms in which parents and daughters can dialogue and promote positive, meaningful and resilient intergenerational relationships. The goal is to build consciousness and advocacy among young women so that they can avoid the pitfalls of youth such as dropping out and early pregnancy. A dialogue session called an Indaba will allow these local forums to come together to share stories and best practices, and will also provide a space for the department and other service providers to implement new interventions in the future.

The **Alternatives to Violence Project** (AVP) is working to become more sustainable in local communities and organisations. We have learned to share our workshops and training with teachers, wardens, and caregivers *first*, and then to share our programmes with the prisoners, learners and other community members under their care. In this way, AVP becomes anchored in the institution, and we gain valuable facilitators, organisers and allies among the staff.

The **Diversity Project** has packaged the *Carmen and Thando* audio series so that it can be distributed more easily and more widely to communities in need. The most recent episode, "To Be a Man", explores issues of masculinity such as rites of passage, older men preying on younger women, and cultural differences that create barriers between people. The next step is to complement this series with an original radio documentary about teachers' experiences of racial prejudice in schools. This new resource will showcase the successes and failures of these brave men and women as they work to instil a strong sense of justice in the next generation.

I thank our staff for their deep commitment to the work they do and their equal commitment to considering new ways of approaching this work. In this the leadership of our Manager has been critical.

The board has been hard at work evaluating and considering its role, and we are in the process of producing a new charter to guide both ourselves and future board members. We would like to welcome Khaya Sontsele who, as of July 2011, graciously took up the office of Treasurer.

The work of QPC would not be possible without the generous support of our friends both at home and abroad. We would like to thank all of the meetings and committees of the Religious Society of Friends throughout the world who have funded our efforts. In particular, we would like to thank the Wensleydale and Swaledale Area Quaker Meeting's Cape Town Quaker Peace Centre Committee convened by Alan and Janet Quilley. We would also like to give all of our support and welcome to the new committee of the same name now under the care of Central England Quakers and convened by Carole Rakodi. We are pleased to acknowledge the various state institutions that have endeavoured to improve our communities through their support of our programmes. Very special gratitude is reserved for the Willowton Group, the Helen Calverley Trust and the Community Chest of the Western Cape, all of which have helped us to learn and grow in our services throughout the last few years.

We are particularly pleased to have enlisted the support of our work by the Federal Foreign Office of Germany and the Institute of Foreign Cultural Relation (ifa) as from April this year. Their commitment makes a great difference to the financial sustainability of our work in future.

I also wish to thank IT Naledi for providing us with new computer equipment and technical support.

In view of global economic hardships, the funding climate has been particularly difficult. We are committed to exploring new sources of income, including new partnerships, new funding bodies and new donors.

For this reason, I would ask you to consider making a contribution to the work of QPC. You can become a part of the group effort to foster a peaceful society. Join us as we continue to improve and expand our efforts to make peace a reality in Cape Town.

Yours sincerely  
Julie Suberg  
Chairperson

## Needs in Our Communities

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

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

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

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

### **South Africa – Land of contrasts**

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

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

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

### **Population – Western Cape**

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

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

### **Poverty**

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

About 400,000 households in Cape Town lack adequate housing, and the backlog of housing applications submitted to the city stretches back 24 years (Samodien, 2012). According to the Census 2001 figures, 14% of households lacked drinkable water, 10% lacked electricity and 22% had an “informal housing structure” (Department of Social Development, 2007).

### **Crime**

34% of the South African prison population is under 25 years old (Department of Correctional Service, 2011).

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

A disposition toward violence is compounded by easily available firearms and high levels of substance abuse.

Young people in South Africa are victimised at roughly twice the rate of older people. For violent crimes, these figures are even higher. Robbery is experienced at roughly four times the adult rate, theft at 5 times the adult rate, and assault at eight times the adult rate (Pelser, 2008).

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



**Health**

60% of medical patients under the age of 21 regularly use *tik*, according to the Medical Research Council (Cape Town, 2011).

Some 21% of young women (ages 25-29) in the Western Cape are HIV positive, though in some of the larger townships the percentage is much higher. 8% of births in the Western Cape are to teenage mothers. In Cape Town this rises to 16%. There is a peak of births 9 months after the long school holidays. (Sylvester-Rose, 2008)

**Children**

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

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

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

**Education**

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

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

One of the causes of poor academic performance is violence in schools. In a 2005 survey, 28% of South African teachers admitted to using corporal punishment in the classroom (RAPCAN, n.d.). The primary perpetrators of school violence are other classmates, but teachers make up a substantial minority of these incidents (Pelser, 2008). The Western Cape Education Department

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

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

### **QPC Response**

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

- Breakdown of social values, norms and accountability
- Violent problem-solving
- Lack of confidence in leadership
- Perceptions of unfairness
- Economic inequality.

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

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## Projects – Introduction

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

- Does it contribute to a culture of peace, prevent conflict from becoming violent or is it directed at causes of violence?
- Does the project influence the wider society and leaders at all social levels?
- Does it address youth?
- Is it sustainable or does it have a clear end?
- Are there “before and after” methods of evaluation (internal or external)?
- Is it publishable and does it enhance QPC’s reputation?
- Is it funded or potentially fundable?
- Is it the best use of QPC resources?

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

QPC has four on-going projects:-

- Non-Violent Schools
- Alternatives to Violence Project (AVP)
- Diversity
- Young Women in Leadership

Although each programme has a separate identity and leader, they are, in practice, different ways of encouraging insight and understanding among the trainees and the project leaders work collaboratively doing this.

## Projects

### Statistical Summary of Interventions

Project	Workshop Name	Workshops	Contact Hours	Women	Men	Total Participants
<b>AVP Community - Youth</b>	AVP Basic	5	96	45	53	98
<b>AVP Community - Staff</b>	AVP Taster	1	3	8	2	10
	AVP Basic	2	38	23	14	37
	AVP Advanced	2	34	14	10	24
	AVP T4F	2	30	15	10	25
<b>AVP Prisons - Pollsmoor B</b>	AVP Basic	4	58.5	0	94	94
	AVP Advanced	4	64	0	86	86
	AVP Follow-Up	5	19.5	1	101	102
	AVP T4F	1	12	6	10	16
<b>AVP Prisons - Pollsmoor A (Juvenile)</b>	AVP Basic	6	96	2	95	97
	AVP Advanced	6	96	2	96	98
	AVP Follow-Up	6	24	3	95	98
<b>AVP Female Centre</b>	AVP Basic	3	44	51	0	51
	AVP Advanced	3	43	43	0	43
	AVP Follow-Up	3	10	38	0	38
<b>AVP Schools</b>	AVP - T4F	1	16	11	1	12
<b>Diversity</b>	Xenophobia Dialogue	1	2	5	0	5
	C&T 3	1	2.5	22	16	38
<b>NVSC</b>	Anger Management	1	4	16	2	18
	Bullying	1	2	39	20	59
	C&T 2	1	4	13	2	15
	C&T 3	1	4	15	3	18
	Caring Curriculum & Positive Discipline	1	4	13	5	18
	Classroom Management & Relationships	1	2	40	24	64
	Classroom Practice	1	2	50	28	78
	Culture of the School & Assignment	1	2	24	30	54
	Discipline Plan	1	2	31	21	52
	Drama & Teaching Values Across the Curriculum	1	4	13	2	15
	Indaba	1	6	101	62	163
	Peace Club Launch	1	1	13	6	19
	Relationships, Rules, Consequences, Creativity	1	2	45	30	75
	Schools Kill Creativity	1	2	54	26	80

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	Stress Management	1	4	13	2	15
	Student Presentation	2	4	77	44	121
	Teaching Strategies	1	2	55	26	81
<b>YWL</b>	Advocacy & Lobbying	1	2	20	0	20
	Awareness of Women's Issues	8	14	178	0	178
	Awareness of Women's Rights 1	5	11	112	0	112
	Awareness of Women's Rights 2	1	2	15	0	15
	Building Self-Esteem	2	4	46	0	46
	C&T 1	1	3	21	0	21
	C&T 2	1	3	20	0	20
	C&T 3	3	6	48	0	48
	Camp Reflection and Advocacy & Lobbying	1	2	13	0	13
	Communication & Co-operation	10	70	198	0	198
	Follow-Up/Debrief	2	3	34	0	34
	Forums Meeting Workshop	1	4	32	2	34
	Healing Workshop	2	6	30	0	30
	Leadership Skills	5	12.5	92	0	92
	Life Skills	1	2	31	0	31
	Life Skills & Building Self-Esteem	1	2	22	0	22
	Needs Assessment	2	4	58	0	58
	Open Workshop/Reflection	1	1	13	0	13
	Peacebuilding & Parenting Skills	3	20	38	0	38
	Peacebuilding & Positive Discipline	3	20	60	0	60
	Women's Rights	2	4	72	0	72
	Young Women's Issues	4	9	90	0	90
	YWL Camp	1	72	38	0	38
	<b>Totals</b>	<b>135</b>	<b>1016</b>	<b>2182</b>	<b>1018</b>	<b>3200</b>

## **Non-Violent Schools Campaign**

Between July 2010 and March 2011, the focus of the Non-Violent Schools Campaign (NVSC) has been two-fold: to rid schools of bullying and formalise an approach to curriculum delivery in the form of a caring curriculum. Our work in schools over the last five years has revealed that many (if not most) of the incidents of violence in schools were the result of bullying of some kind. We noted how bullying hinders learning at school, and regrettably we also noticed that many schools ignore bullying because it is a “hot potato” that no one knows how to handle. This contributes to a toxic atmosphere at the school and has a marked negative impact on general discipline. We decided to launch an Anti-Bullying Campaign with each school running its own anti-bullying drive to reduce the number of bullying incidents in. In conjunction with this new effort, we have placed emphasis on the need for a caring curriculum that will nurture the emotional and social development of pupils. There is a need to teach both pupils and teachers about self-respect, respect for others, and respect for the environment and the planet. Diversity at schools must be celebrated and the tolerance of differences must be taught so that people are accepted for who they are in a multi-cultural and diverse world. A caring curriculum will also teach us co-operation and how to solve conflict non-violently.

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

After the Non-Violent Schools Camp in June 2010, we began to analyse incidents of bullying with teachers who attended the Training of Trainers workshops held once a month on Saturday mornings. These “Peace Educators” revealed that bullying was indeed taking place, that they were aware of it, and that they could sometimes deal with it, but more often than not found that it was insidious and that nobody wanted to address it.

Our research showed that the role of the bystander in a bullying situation is a crucial one, and that in order for bullying to be interrupted and halted we had to develop “active bystanders”. The Peace Educators were encouraged to start an Anti-Bullying Drive at their schools.

Some of the strategies and activities of the drive are:

- Setting up Peace Clubs at a school and establishing Peace Buddies as custodians of peace and non-violence at the school.
- Mobilising bystanders to intervene, non-violently, to stop the bully and protect the victim.
- Training Peace Buddies to act as peer mentors, to listen to the reports of bullying from learners and to report incidents to a responsible adult at the school.
- Teaching the values of non-violence and alternatives to violence to all learners in a school.
- Designing and displaying posters advertising the anti-bullying drive at school and also posting information telling victims and bullies where they can go for help.
- Making all learners aware of the Childline 0800 0555 55 by advertising it visibly in classrooms and public places in all schools.

The Peace Educators also practised teaching strategies that form part of a caring curriculum. These include exercises and lessons to build relationships that highlight the values of non-violence across the syllabus.

### **Achievements of the Project over the Past Financial Year**

Our working agreement with the Western Cape Education Department Metropole South Education District continues.

The Training of Trainer workshops take place on Saturday mornings with 39 participating teachers from 20 schools.

The first Indaba of 2011 was held at Glendale Senior Secondary School in Mitchell's Plain on 5 March 2011. Indaba is a Xhosa word that means a gathering or a meeting. It was attended by 170 participants from 18 schools across the Cape Peninsula in Delft, Hout Bay, Nyanga, Philippi, Mitchell's Plain, Heideveld Pinelands and Maitland. The event marked the launch of the Anti-Bullying Campaign. Peace Buddies wrote down their own experiences of bullying and their ideas about what schools can do about bullying. Glen van Harte, Curriculum Manager from the Metro South Education District (MSED) facilitated an interactive session with the participants by challenging them with 2 questions:

- Is bullying a serious issue in schools? Convince me.
- How should I spend the budget allocated to behaviour management in schools?

This was a rare opportunity for learners to engage directly with a manager from the government. They responded enthusiastically, convinced him of the seriousness of the problem and made fine suggestions for budget expenditure.

Clinical Psychologist Dain Peters provided an in-depth look at the complexity of bullying and the need for compassion for both the bully and the victim. He emphasised that there is a difference between criminal activity and bullying and said that too many criminal acts of violence are erroneously labelled as bullying. He congratulated the participants for the high level of informed debate and motivated them to take up the challenge of making their schools bully-free zones.

### **Future Plans**

We will publish an Anti -Bullying Booklet by the end of 2011 and also have a draft version of the Caring Curriculum manual by December 2011. Both of these publications will be for use by teachers in our campaign schools and beyond. There will be two more Indabas in June and August 2011 and the Non-Violent Schools Camp will be held at Oatlands Holiday Village in Simon's Town in June 2011. At all of these events the focus will remain on strengthening the Anti-Bullying Campaign.

Our campaign will once again be featured in the 2012 Climate Change Diary.

Project activities still include training second year education students at the Cape Peninsula University of Technology. In 2011 the course will have a new approach: it will deal with teaching strategies and classroom management and suggest ways of preparing young people for a future that will present technological and climactic changes that none of us can predict. Young people have to be able to think out of the box, be adaptable, flexible and tolerant. They have to embrace global diversity and be able to think creatively and they need to develop self-discipline. How do teachers who come from the past take pupils into an unknown and fast-changing future?

### **The Diversity Project**



The Diversity Project began in mid-2005 as a response to the race-related killing of a child at a high school on the Cape Flats. The objective of the project is to afford young people an opportunity to engage critically with the racial and gender prejudice that still informs public and private life some seventeen years after apartheid, and to commit themselves to working toward overcoming their own prejudice.

### **What the Diversity Project Does**

The Diversity Project has produced a series of three radio dramas which feature two young people, Carmen and Thando, who cross racial lines. They are both from poor, marginalised communities outside of Cape Town which are in competition for scarce resources such as housing. In the first drama, they have to confront their own and others' ingrained racial prejudice. In the second, the ugly spectre of xenophobia appears in the community gardens that they have established, and its connection to corruption is unmasked. In the third, Thando is forced to come to terms with what it might mean to be a man today, and the cultural complexity attendant upon that meaning. There is great pressure on boys of his age to undergo traditional circumcision although the meaning of the rite has changed radically over time. Similarly, young girls are under great pressure to accede to violent sexual overtures from men.

We have found that using a story is an effective way of bypassing resistance to discussing uncomfortable topics like racial prejudice, xenophobia and gender discrimination. Besides being a relatively inexpensive medium (compared to a visual medium like film) audio drama requires listeners to draw upon their own imaginative resources. It is also an eminently practical medium for use in underprivileged schools as all that is needed is a CD player.

We train teachers to use this resource in their classrooms in our monthly Training of Trainers Programme under the auspices of the Non-Violent Schools Campaign. We also facilitate training with these teachers on peer pressure and how to make more informed choices in fraught situations. As part of our training contribution, the Diversity Project facilitates sessions with peace club members and teachers at the annual Non-Violent Schools Campaign Camp and Indabas, as well as the Young Women in Leadership Camp and Indabas, and conducts workshops with peace club members at schools.

We also write regularly on issues of importance.

### **Achievements of the Project over the Past Financial Year**

- **“To be a Man”**, the third radio drama in our Carmen and Thando series, was successfully recorded, edited and mixed from 17 to 24 June, and is now available on CD and also in .mp3 format on our website.
- We have trained teachers in diversity management in our monthly Training of Trainers Programme, as well as peace club members at schools.
- Our article on bullying was published in the Insight section of the Cape Times on 14 June 2010 under the title, **“We can take on the bullies and win”**.

- Our article protesting the mooted Protection of Information Bill entitled “**Bill is the real threat to national interest**” was published in the Insight section of the Cape Times on 16 August 2010.
- Our follow-up article on the Protection of Information Bill entitled “**Aluta simply gotta continua!**” was published in the Insight section of the Cape Times on 6 December 2010.

### **Future Plans**

We plan to revise and extend the teacher notes for our Carmen and Thando audio series and have the three CDs and notes professionally packaged so that they may be distributed more widely. We also plan to produce a radio documentary on teacher’s experience of racial prejudice in schools and how it was – or was not – overcome. This will form part of the training materials for the monthly Training of Trainers referred to above, as well as in the training of peace club members in schools. We will continue to comment publicly on issues of importance as part of our advocacy effort.

### **Young Women in Leadership**

Young Women in Leadership (YWL) aims to build resilience and leadership skills in young women and their caregivers. In YWL, young women address issues affecting them, create a public voice, and work for change and improved relationships with their caregivers. Many women in South Africa are unable to enjoy the freedoms set out in the Bill of Rights of the South African Constitution due to poverty, unemployment and unequal sexual relationships. Our project also aims at raising awareness of issues affecting women and the rights they have.

The Department of Social Development has been financing the activities of this project since April 2012, when it requested that we work with young women and their parents.

### **What the Young Women in Leadership Project Does**

As of July 2010 we have worked in four different areas. Mitchell’s Plain - Lentegur, Delft - South, Elsies River and Philippi. We have trained 90 Young Women between the ages of 15 to 19 years. The training focused on positive communication, peace building and leadership skills. We have used a series of topics such as life skills to enable participants to identify and acknowledge their own dreams and fears. Awareness of women’s issues and awareness of women’s rights are central to the programme. Young women were able to understand issues that are affecting them as young women at school and in the community. They were also able to identify the rights of women in South Africa. Young women were able to promote themselves and other young women as leaders through a leadership skills workshop. Workshops are conducted after school for two-three hours once per week in each school.

There was also a special workshop called the Healing Workshop, which gave young women a space to talk about the problems they have experienced in their young lives. Instead, it is hoped

that: “They learned positive ways to cope with the struggles of young women, and are now better equipped to erase the pain and anger of the past.”

### **Achievements of the Project over the Last Financial Year**

We conducted a 2-day workshop for the and caregivers of the young women from four areas Mitchell’s Plain- Lentegeur, Delft- South, Elsie’s River and Philippi. These workshops included parenting skills, positive communication skills and peace-building.

Caregivers and young women from these four areas also established Young Women in Leadership Forums in their communities. These forums meet once a quarter to discuss issues that are affecting participants in the communities and to evaluate their relationships since they become part of the programme.

We had a 3-day camp from 13-15 December 2010 in which young women were able to share their experiences with each other and were also given an opportunity to identify problems that affect them in their communities. Some of the problems identified by young women were sexual problems, parental alcohol abuse and quarrelling, frustration and high stress levels, prejudice against lesbians in the community, lack of trust and teenage pregnancies.

A YWL Indaba was held on 2 April 2011 at Oval North High School in Mitchell’s Plain. The Indaba brought together about 139 young women and parents and caregivers from 4 different areas. Participants were invited to come up with solutions to address issues identified by young women at the camp.

### **Future Plans**

It is our vision to hold an annual Indaba in which the young women, caregivers and parents touched by our programmes will be invited to discuss their experiences and best practices.

As of 1 April 2011, the programme will focus on three areas per year, recruiting 60 young women through the Peace Clubs at participating high schools. Each group of 20 young women meets after school for two hours per week. Beginning in April 2011, we will conduct 16 follow-up workshops in our four established areas, at Delft –South, Mitchell’s Plain- Lentegeur, Elsie’s River and Philippi.

We will run a 2-day workshop for each group of parents and caregivers of the young women. In these workshops, we cover the following programs: parenting skills, positive communication skills and peace-building. Caregivers and young women also meet once a month to discuss issues that are affecting them at home and in the community.

In October 2011 we will run a 3-day camp for 60 young women to reinforce the learning and experience of the project and build relationships between the young women. It is envisaged that this camp will be run on an annual basis for new members. In addition, there will be three Young Women in Leadership Forums per year where young women and their caregivers can meet and discuss issues.

## **Alternatives to Violence Project**

The Alternatives to Violence Project (AVP) is run with the aim of reducing the level of violence within organisations and communities. It is offered on a regular basis in different communities, to schools across the Cape Peninsula, to two Youth Care Centres and to the local prison where regular weekly programmes are offered to inmates in three different sections.

### **What the Alternatives to Violence Project Does**

The Alternatives to Violence Project trains teachers and learners, social workers, caregivers, and prison wardens and offenders in schools, places of safety, and prisons (respectively) to become AVP trainers themselves. We target the decision-makers in organisations and train them as facilitators so that they are equipped to take the process forward with people in their care.

The Alternatives to Violence Project enables people to:

- Recognise their feelings and express them
- Make requests
- Build self-confidence
- Give affirmation
- Take an attacker by surprise in a non-violent way
- Find and identify the part of the other person which responds to empathy
- Communicate in a non-violent manner

Alternatives to Violence Project training is practical and experiential (as opposed to academic or theoretical). It helps people to recognise the sources of violent behaviour within themselves and how to avoid and deal with violence in others. It provides needed skills for the victims of violence. For those considering the use of violence, it provides more powerful, non-violent choices to meet legitimate needs. For each individual, it also provides affirmation, selfconfidence and communication skills.

The Alternatives to Violence Project is delivered through a series of workshops: basic, advanced, and training for facilitators. Each workshop is 20 hours long and limited to about 20 participants. Workshops use the shared experience of participants, interactive exercises, games and role-plays to examine ways in which we respond to situations where injustice, prejudice, frustration and anger can lead to aggressive behaviour and violence. The Quaker Peace Centre supports institutions to deliver the workshops once their staff members have completed the Training for Facilitators.

### **Achievements in the Project over the Past Financial Year**

We have introduced a significant innovation in our work by focussing on training caregivers and wardens in prisons, and teachers at schools, so that the culture of the Alternatives to Violence project is embedded in these institutions. In this way the trainees are enabled to facilitate training with those in their care, supported by the Quaker Peace Centre. The loss of anonymity for

participants when caregivers, teachers, social workers or wardens are AVP facilitators, however, remains of concern to us.

We have also embarked on training staff at two Places of Safety for children in conflict with the law, one for boys and the other for girls. Regular meetings are now being held in these institutions.

We displayed information on our Alternatives to Violence Project at an exhibition of the Department of Correctional Services at the Golden Acre in Cape Town Central Business District as part of the department's Corrections Week.

Correctional Services has made AVP a part of the case management system, which prescribes a course of programmes for each inmate before the Parole Board may grant him or her early parole. Although we are glad that AVP has been given recognition by Correctional Services, in practice, this instrumentalisation of AVP in the case management system means that some inmates do AVP just before being given early parole. Inmates have tight schedules of programmes to complete, and in most cases there is no opportunity to become further involved with AVP in the prison section. This places severe limits on the pool of AVP facilitators in prison sections, and on developing AVP communities there.

## **Future Plans**

### **Schools**

QPC will support teachers trained in delivering the Alternatives to Violence Project to their Peace Clubs, Peace Buddies and learners. We also encourage schools to reach out to others in their immediate areas and form clusters, or "peace cells", thereby sharing valuable resources.

### **Youth Care Centres**

More volunteer teachers, social workers and caregivers from the current two Youth Care Centres in the Cape Metropolitan area will be trained as facilitators of the Alternatives to Violence Project. The QPC will accompany all trainers in the delivery of the Alternatives to Violence Project to their clients.

### **Correctional Facilities**

In the prisons, the main focus is on youth ages 14 to 21, both sentenced and unsentenced. The programme is also offered in the female prison and to the adult male medium-term offenders. More volunteer prison wardens will be trained as facilitators of the Alternatives to Violence Project.

## Financial Statements (Abridged)

### Balance Sheet

Figures in Rand

	2011	2010
<b>Assets</b>		
Non-Current Assets		
Other financial assets	75,000	75,000
Current assets		
Trade and other receivables	15,726	33,981
Cash and cash equivalents	1,224,427	1,615,720
Subtotal	1,240,153	1,649,701
<b>Total Assets</b>	<b>1,315,153</b>	<b>1,724,701</b>
<b>Equity</b>		
Equity		
Retained income	935,930	1,441,215
Subtotal		
<b>Liabilities</b>		
Current liabilities		
Trade and other payables	134,024	32,879
Provisions	245,199	250,607
Subtotal	379,223	283,486
<b>Total Equity and Liabilities</b>	<b>1,315,153</b>	<b>1,724,701</b>

### Detailed Operating Expenses

Figures in Rand

	9 months ended 31 March 2011	12 months ended 30 June 2010
Accounting fees	20,033	27,070
Auditor's remuneration	25,000	24,000
Bank charges	17,261	12,936
Cleaning	5,529	8,947
Computer expenses	10,637	37,147
Consulting and professional fees	-	9,990
Consumables	3,012	17,471
Employee costs	884,720	1,033,902

**QPC Annual Report 2010-2011**

Accommodation	-	16,620
Refreshments	114,846	110,604
Resource development	26,013	17,947
Hire	11,778	4,834
Insurance	15,877	20,275
Lease rentals on operating lease	17,048	15,758
Legal expenses	11,205	-
Magazines, books and periodicals	15	-
Postage	815	794
Printing and stationery	24,060	35,022
Repairs and maintenance	19,745	12,700
Security	8,992	10,423
Staff welfare	2,470	7,434
Subscriptions	3,768	2,990
Telephone and fax	20,361	35,700
Transport – clients	9,748	15,139
Travel – staff	58,522	64,519
<b>Total Operating Expenses</b>	<b>1,311,455</b>	<b>1,542,222</b>

**Details of Donations and Grants**

Figures in Rand

	<b>2011</b>	<b>2010</b>
Wensleydale and Swaledale Area Quaker Meeting Fundraising Committee	269,637	539,208
Quaker Peace and Service Aotearoa / New Zealand	20,196	21,173
Quaker Hulpfond, The Netherlands	6,895	8,204
Quäker-Hilfe, Germany	75,805	91,710
Zurich Quaker Group	3,418	3,567
Geneva Quaker Meeting	6,959	-
Geoffrey T Harris	15,000	-
Helen Calverley Trust	10,000	-
Switzerland Yearly Meeting	10,368	10,730
Community Chest of the Western Cape	-	13,500
Cape Peninsula University of Technology	3,000	-
Department of Social Development, Western Cape	135,924	204,980
Western Cape Education Department	47,762	11,091
Other Meetings, UK	-	9,205
Willowton Group 40 year donation	100,000	-
Other donations and grants	1,050	9,708
	<b>706,014</b>	<b>923,076</b>

## Funding Partners 2010/2011

<b>Programme / Fund</b>	<b>Funder</b>
Non-Violent Schools	Helen Calverley Trust Western Cape Education Department
Diversity	Quäker-Hilfe, Germany
Young Women in Leadership	Department of Social Development, Western Cape Quaker Peace and Service Aotearoa New Zealand
Alternatives to Violence Project	Quäker-Hilfe, Germany Western Cape Education Department
General Grant	Cape Town Quaker Peace Centre Committee of Central England Quakers [ <i>Committee for Fundraising among British and Irish Quakers</i> ] (from January 2011) Community Chest of the Western Cape Department of Social Development, Western Cape Geneva Quaker Meeting Quaker Hulpfond, The Netherlands Switzerland Yearly Meeting Wensleydale & Swaledale Area Quaker Meeting, UK [ <i>Committee for Fundraising among British and Irish Quakers</i> ] (until December 2010) Zurich Quaker Group
In Kind	IT Naledi
Fundraising Support	Quäker-Hilfe Stiftung, Germany



## QPC Board Members 2010/2011

Julie Suberg (Chair)

Jennifer Stern (Vice Chair)

Michael Williams (Secretary)

John Broom CA (SA) (Treasurer)

Natalie Jaynes

David Anthony Marshall

Appointed 30 September 2010

Graham Thomas

Appointed 30 September 2010

Martin Struthmann (ex officio)

Avril Knott-Craig (staff representative)

Resigned 14 October 2010

Stanford Jarvis (staff representative)

Appointed 14 October 2010

## Staff at financial year end (30 June)

Manager

Martin Struthmann

Project Leader Alternatives to Violence Project

Stanford Jarvis

Project Leader Diversity

Athalie Crawford

Project Leader Non-Violent Schools

Avril Knott-Craig

Project Leader Young Women in Leadership

Nokuthula Mbete

Office Administrator

Xoliswa Ntsabo

Office Cleaner

Primrose Mveni

## **Press Clippings 2010/2011**

### **General**

*Cape Times*, 15 November 2010, 'Willowton gives R4m to charity'.

### **Alternatives to Violence Project**

*Quäker-Hilfe Mitteilungen*, no. 144, September 2010, 'Das Positive stärken ... und die Gewaltspirale stoppen', by Stanford Jarvis.

*Woodstock/Maitland People's Post*, 25 September 2010, 'Road to non-violence', by Jarred Manasse

### **Diversity**

*Cape Times*, 16 August 2010, 'Bill is the real threat to national interest', by Athalie Crawford.

*Cape Times*, 6 December 2010, 'A Luta has simply gotta continua', by Athalie Crawford.

*Quäker-Hilfe Mitteilungen*, no. 144, September 2010, 'Carmen and Thando: Ein Hörspiel aus Südafrika - Von Athalie Crawford'.

### **Non-Violent Schools**

*Mitchell's Plain People's Post*, 15 March 2010, 'Taking a stand against bullying'.

*Plainsman*, 9 March 2010, 'Quaker Peace Centre lifts lid on bullying', by Loyiso Mpalantshane.

### **Young Women in Leadersip**

*City Vision LaGunYa/Philippi*, 31 March 2011, 'Young Women to talk'.

## 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 opened a youth programme and realigned its work in schools to the changing environment in the education system. Ten years after the first democratic elections the Centre made a new 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 at 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 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 pays 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 insight into the sources of violence and providing alternative ways of dealing with them. These are lifetime skills.

In the short term this helps academic education – by reducing major distractions – and thus helps 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 funder support).

The QPC projects are themselves the result of development processes partly within QPC itself and partly elsewhere. Development continues 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 projects are now coming out of “pilot” phase. We can see they are having the desired effect. 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 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 – August 2010**



**From left to right:**

**Back:** Xoliswa Ntsabo (Office Administrator), Avril Knott-Craig (Non-Violent Schools Project), Nokuthula Mbete (Young Women in Leadership Project)

**Front:** Primrose Mveni (Office Cleaner), Martin Struthmann (Manager), Athalie Crawford (Diversity Project), 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)**