

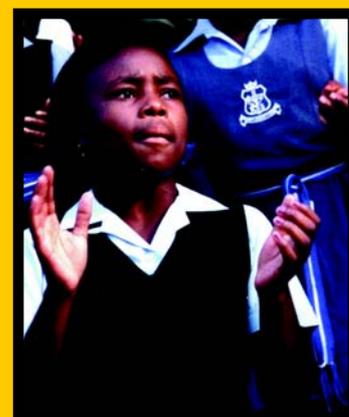
BUILDING

Safety

A twelve session classroom plan



This book is a facilitator's guide for educators to stimulate an understanding of violence and to encourage learners to seek alternatives to violence.

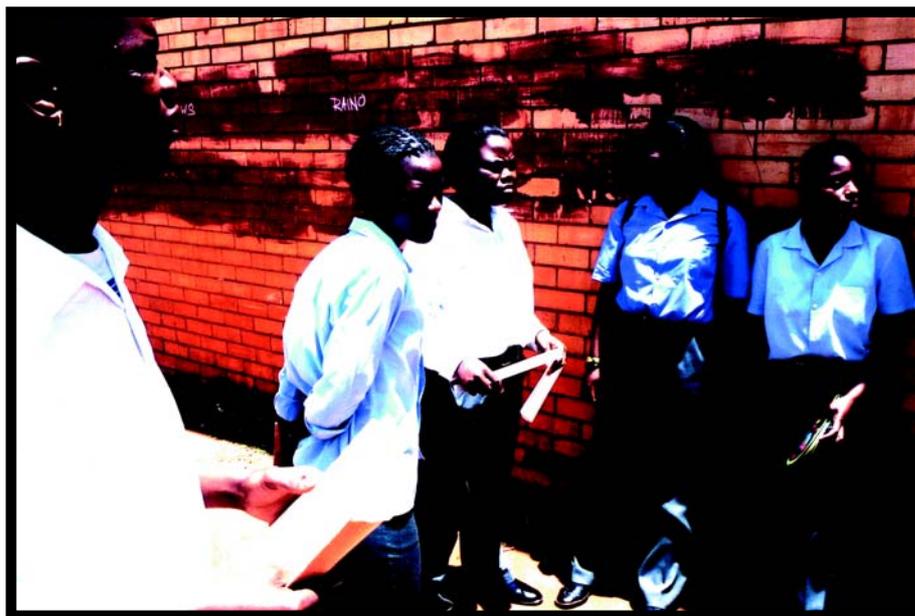


BUILDING **SAFE** SCHOOLS



The Centre for the Study of Violence and Reconciliation is a non-governmental organisation based in Johannesburg, South Africa. The Centre aims to combat high levels of violence, crime and abuse. It aims to build reconciliation and a culture of human rights and democracy.

The CSVR works in schools through intervention programs that aim to make schools places of safety. Programs aim to build a culture of human rights and democracy. Educators and learners can contact the CSVR for advice, educational materials and request skills training workshops.



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Language note:

He or She is used interchangeably throughout the manual. In all cases he or she refers to both male and female learners.

process notes

Facilitating group discussions

Managing group discussions in such a short time period presents many challenges. It is however important to ensure that all people in the small groups participate in the group discussion. You need to ensure that you move from group to group and encourage general participation. If necessary, you need to create opportunities for those individuals who find it difficult to participate. There will always be those who like to dominate discussion – you need to indicate gently but firmly that other people must be given a chance to speak.

Discussion should be encouraged rather than you as the facilitator talking at students. You are there to facilitate knowledge, to use the experience of students to draw out material, and also to provide guidance where necessary.

In some of the sessions you need to be aware of the fact that some participants may feel vulnerable speaking about certain topics, or may say things that are controversial and confrontational. You need to protect all participants and reassure them that they will be safe in the group. Your code of conduct may state that certain ideas and statements are not to be taken beyond the group without explicit permission from the person who made the statement.

The session on violence in schools may be difficult for you as a facilitator, as learners may identify problems that they will attribute to your colleagues. It is important that you remain objective throughout the session and do not discuss with other staff what particular students may have identified as problem areas. The group needs to be assured that they speak in confidence.

Using case studies from the group is always quite a challenging exercise for a facilitator, as you need to get the 'right' stories without making people feel bad or inadequate if you do not use their story. It is however more useful for learners if you use examples from their lives.

It is important to facilitate discussions in such a way that the young people in your class do not feel threatened or judged if they may be going through some of these experiences. It is important to make them feel safe and let them know that there are people or places they can turn to for help – including you.

brain

Brainstorming

This is a technique aimed at creating a free flow of information. It allows the gathering of a great deal of information in a short space of time. It is important to explain that the ideas will be accepted at face value and will not be debated, so that participants understand that all ideas have equal value.

time

Time management

Managing time in these sessions is very important. The time allocated for each activity is quite limited and therefore you need to be careful about managing the tension between the need to continue with the next activity, and to allow the maximum amount of input from students.





Introduction to the course

What is violence? Violence is words and actions that hurt people physically and psychologically. Violence is the abusive or unjust exercise of power, intimidation, harassment, or the threatened or actual use of force which results in or could result in hurt, fear, injury, suffering, or death.

Very few people know how to respond appropriately to violent situations. This course has been designed to help young people to deal with conflict and violence in their relationships, homes, schools and communities. It will look at different forms of violence, first in general and then in specific situations that are familiar to young people. It will give participants a better understanding of the causes and consequences of violence, the insight to recognise when a relationship or a situation is about to turn violent, and the ability to seek and implement alternatives to these situations of violence.

The course will emphasise good communication skills as key to dealing with violence. The ability to hear what people are trying to say when they use force instead of language, and the confidence to speak openly without fear or anger, are crucial to building a society free from violence and physical and verbal abuse.

aims of the session

- ❶ To introduce CSVR and the trainers
- ❷ To give participants information on the course as a whole
- ❸ To begin to look at violence in its different manifestations
- ❹ To agree on a code of conduct for the duration of the course
- ❺ To explore participants' expectations of the course

activity

1. Welcome the group. Introduce yourselves as trainers. Ask the group to introduce themselves, say where they are from, and tell the other group members how old they are. (6 min)
2. Give the group some information on the CSVR and/or the school or organisation that you are representing. Tell them how you got involved in this training. (2 min)
3. Tell the group more about the course. Discuss the times and duration of the course and where it will take place. (1 min)
4. Discuss a code of conduct for the group for the duration of the course (students are already familiar with the idea). Get participants to say why they think this will be necessary. (5 min)
5. Give the group some information about follow-up to this course; what it will entail and how they can access it. (Peer counselling, conflict mediation and leadership skills.) (1 min)

hint

Wear a nametag or write your name on the blackboard.

Have newsprint ready to aid your presentation

Contents and information notes for the trainer/educator

Alternatives to punishment:

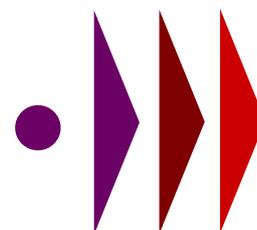
This session will start with what is familiar to the group, yet challenge participants to make links between something they may well take for granted – punishment for misdemeanours or disruptive behaviour in the school context – and other, potentially more serious manifestations of violence in our society. We are trying to get to a point where participants see the value of positive reinforcement for good behaviour, and the potentially damaging effects of punishment that hurts and humiliates. In many instances punishment can lead to negative self-perceptions which in turn can lead to the creation of victims and bullies (perpetrators of violence) alike. This session should look at starting to shift the mental paradigm of course participants.

This is the first opportunity for the educator to look into alternatives that might work for both students and educators together.

Examples of punishment:

The following are examples of punishment that students have put forward in previous courses:

- Take him/her to the principal
- Dismiss from class
- Do cleaning jobs
- Do extra homework
- Write an essay to say s/he is a naughty girl/boy



The above examples should be unpacked and taken to their logical conclusion – how did it make people feel, did it have the desired effects in the short term and the long term?



6. Explain how a brainstorm works (no debate, simply thoughts and ideas) and then brainstorm the following question:
"What do you think should happen if there are disruptions in class?" (5 min)
7. Write down all the reactions.
8. Discuss all the different answers with the group. (15 min) Get the students to take a critical look at their own and one another's answers. See what the different suggestions might lead to. For example, if punishment is proposed, get them to think about the possible effects of punishment, good and bad. How does it make the person who is being punished feel? What does that mean in the long term?
9. Provide a few alternative suggestions if the students have not provided them in the course of the above discussion. (2 min)
10. Ask the students how they felt about the session. (2 min)
11. Thank the group. Remind participants of the time and venue of the next session. (1 min)

hint

Have newspaper and koki's ready to write up the brainstorm ideas. You can either use a mind map or list the ideas on the newspaper.

Examples of alternatives to punishment:

- Ask the student to calm down
- Try to find out if there is a real problem
- Elect a class representative to deal with it
- Call a teacher who may have a good relationship with the particular student

We feel
humiliated
and not
treated
with
respect

Some examples of the kind of discussion that you should try to generate:

- We do not want anyone to be given a cleaning task as punishment, because it gives negative feelings towards the class and negative feeling about cleaning jobs.
- We feel angry, not wanting to come back to class if given a cleaning job. We hate the job and ourselves.
- We feel humiliated and not treated with respect.
- If you are punished with a cleaning task, the problem is not solved and we will not know what is wrong with you and that you might feel negative.
- We want to be treated as thinking and feeling students, young adults, who want to learn to take responsibility for their own behaviour.

Why is a code of conduct needed?

A code of conduct does not punish disruptive behaviour but is a mechanism to:

- help everyone to take part in the course
- encourage all participants to work together
- give everyone a chance to talk about their thoughts and feelings without fear of being interrupted
- ensure that thoughts and feelings will be respected.

An example of a code of conduct:

We, the Std 6 class at Jabulani

High, undertake to:

- listen to each other
- help each other
- not talk too long and to give others a chance
- not leave the class during this half hour
- be on time
- respect each other's thoughts and feelings



Suggestions for dealing with disruptive behaviour:

You can write these up as part of the lesson plan for input into the class discussion.

- Be quiet for a couple of minutes and think about what the problem is. Then you can explain or apologise, and go on with the course. This is to give you space to think about your feelings and your behaviour. These are your own responsibility, and you have to control them yourself. No one can do it for you.
- If you have problems in class you can say so and talk about it, either in class or afterwards.
- Again, speaking about your problems is your responsibility. We cannot guess; they are not written on your face. If you tell us we will be glad to see if we can help you.

Any other measure that is fair, has a positive effect on the feelings and the behaviour of the perpetrator and others, and does not lead to feelings of humiliation and extreme resentment, can be suggested.



talking

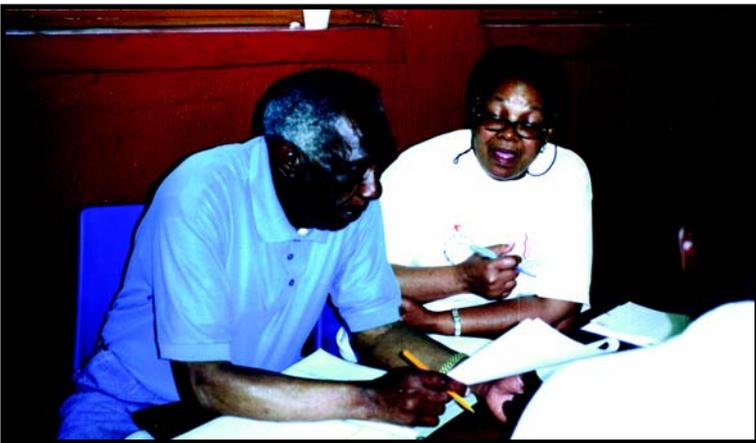
Talking about violence

Why is it important to talk about violence in our lives? We have all experienced violence in some form or another. In this session we will learn how to recognise it, know it, and how to start dealing with it without harming others or ourselves. It is important that course participants learn to recognise that violence and abuse can often take on subtle and non-physical forms. Theft, for instance, does not have to involve violence per se but leaves the victim feeling violated. It is also crucial that participants learn to recognise feelings within themselves that could lead to violence. Young people often feel unhappy, frustrated, depressed, angry and fearful. Unless they learn to express those negative feelings

and channel them into positive behaviour, they stand a good chance of becoming either victims or perpetrators (or both) of the vicious spiral of violence in our country.

aims of the session

- To get participants to understand what violence is and what forms it takes
- To talk about own experiences of violence and violent feelings
- To talk about feelings of and about violence



activity

1. Introduce the theme and objectives of the session (2 mins)
2. Brainstorm the following questions: (20 mins)
 - ▲ What experiences of violence have you had?
 - ▲ What are your feelings about violence?
3. Explain how forms of violence can be grouped into different categories. Use the information notes for educators. (6 mins)
 - ▲ Economic
 - ▲ Physical
 - ▲ Emotional
4. Divide the class into three groups, one looking at economic forms of violence, one looking at physical forms of violence, and one looking at emotional forms of violence. Ask each group to look at the brainstorm and see if the different experiences of violence that people listed fit into one of those three categories. They should add more examples if they can. (8 min)
5. Summarise, pick out common themes and expand if necessary (4 min)

hint

It is to be expected that there will be overlap between the three categories, as violence by its very nature will spill into all three. Move between the groups and get them to talk about the consequences of different forms of violence, as one often leads to another.

Contents and information notes for the trainer/educator



It is important to pay attention to:

- The different kinds of violence that are mentioned and
- The different feelings that are expressed about violence

Among the most important feelings that may be mentioned are feeling threatened, fear, anger, helplessness, and humiliation.

Sometimes students just give the answers to the questions, sometimes they tell short stories of what they have heard or experienced. The stories are often interesting, and it is important to listen to them, but keep an eye on time. It is of the utmost importance that as many students possible have a chance to share their experiences.

The most important issue in this session is that students start to talk about their own experiences. They need to understand that many things they take for granted actually fall in the range of violent behaviour, for example bullying or harassment.

It is important to convey that it is not okay if behaviour causes yourself or others to experience negative feelings, and that alternative means of addressing issues is always possible.

activity



Different forms of violence

Violence comes in many forms.

We can for example differentiate between:

Legitimate violence: sport, police, military.

A boxing match can be called violent, but it takes place within a framework of strict rules. The police are also permitted to use force within a certain framework in order to maintain order and to protect. Most countries have a military force for peacekeeping, some use their armies for active warfare. We call this institutionalised violence. While this means that it is accepted by the government of the country, it does not always make it right.

▲ Illegitimate violence

Illegitimate violence can be categorised as follows:

Economic	Physical	Emotional
Violence against property Damage to property	Violence against people Includes neglect as a form of abuse, as well as incarceration (locking up)	Violence against people All verbal abuse, neglect, threats, intimidation etc.
Theft of property	All acts of violence with the intention to inflict pain. This includes sexual violence	Includes teaching children to be racist or to get involved in crime

Economic and physical violence can mostly be regarded as illegal and punishable.

▲ Emotional violence

It is seldom regarded as illegal, and is not punishable by law. However, the Children's Rights Charter states that emotional abuse violates children's rights.

Violence between individuals usually takes on a different form than violence between groups. But the root causes can be similar.

- ▲ Most training focuses on violence between individual persons. That is the basis for conflict prevention.
- ▲ Violence between groups is often difficult to control, for example gang violence.

Causes and consequences of violence



aims of the session

- To provide information on violence and its causes and consequences
- To discuss causes and consequences of violence with the group
- To get participants to reflect on their own experience of the causes and consequences of violence

In order to deal effectively with violence, both as victims and perpetrators, and with violent feelings, it is useful to develop an understanding of what the underlying causes of violence are, and how to channel feelings of anger and violence in a more positive way. This session will also look at the consequences of violent thoughts, actions and behaviour in order to get participants to reflect on how those consequences could have been averted or rendered less harmful.

activity

1. Summarise the main issues from the last session. (3 min)

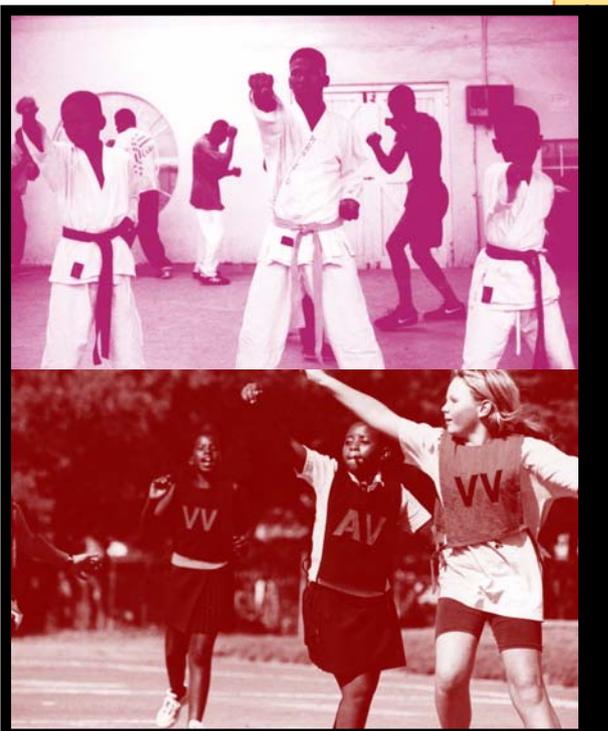
2. Brainstorm the question: Why do people become violent? (10 min)
Write down all the answers.
3. Talk about different kinds of causes and ask the group to see whether their brainstorm answers fit into one of the following broad categories (if possible): (7 min)
- ▲ Low self-esteem
 - ▲ Interpersonal dynamics (jealousy, anger, revenge etc)
 - ▲ Poverty and battles over scarce resources
 - ▲ Self defence
 - ▲ Politics
 - ▲ Greed

Get the class to think about this question: Is it worse to commit an act of violence for the sake of greed as opposed to poverty? (5 min)

hint

This question is likely to generate intense debate but you should not spend too much time on it in the session. You may want to set the question as an essay for homework. Remember that there are no absolute answers to this question!

Activity continued on page 8





activity

continued

4. Brainstorm the question: What are the consequences of violence? (10 min). Write down all the answers. Group the answers in one of the following categories:
 - ▲ Consequences for the perpetrator
 - ▲ Consequences for the victim
 - ▲ Consequences for friends and family
 - ▲ Consequences for the school or community
5. Summarise. (3 min)
6. Talk about the next session, which will be dealing with feelings about violence. (2 min)

arguments, jealousy, anger, corruption, unemployment, lack of money or material goods, hunger, political differences

Contents and information notes for the trainer/educator

Causes of violence

Answers that can be expected in the discussion on causes of violence include the following: arguments, jealousy, anger, corruption, unemployment, lack of money or material goods, hunger, political differences.

The answers are often about situations outside the school, things participants may have heard of or seen on television. Try in the discussion to talk about situations in the school, in their daily lives, things that affect them.

Other causes of violence that you can bring into the discussion:

- Violence is often learned, for instance violence in the family often breeds more violence.
- Television shows many different examples of violence. Talk about Yizo Yizo.
- Teachers sometimes use violence as a form of punishment. This is unlawful in terms of the South African constitution.
- Ask for other examples of violence in their daily lives. Add to the existing categories or make new ones: learned behaviour, things happening to you, what makes you angry, etc.

Consequences of violence

Expected answers include death, suffering, jail, crime, or injury. But wealth and access to material goods may also be seen as a consequence of violence. You need to unpack this and emphasise that enrichment by means of crime and violence has terrible consequences for the victim but also, in the longer term, for broader society.

If not explicitly asked many students will come up with answers about punishment as a consequence for the perpetrators. It is important to raise the issue of consequences for the victim, and to discuss the damaging impact of violence.



Managing conflict

Conflict and violence should not be confused.

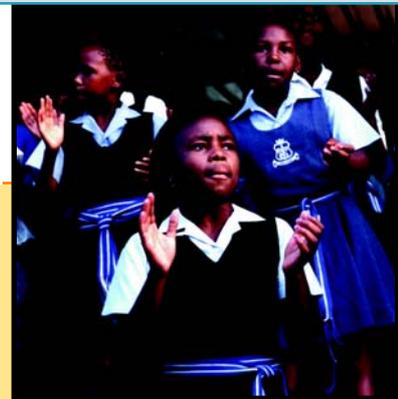
While all violence contains elements of conflict, not all conflict is necessarily violent. Conflict is a healthy and often necessary component of every society, community and family. Because people are all different, with different beliefs, opinions, and needs, it is to be expected that the world will be full of struggles, arguments and disagreements. It is useful to understand conflict and know that there are things that you can do to resolve it. Conflict can be positive, provided that it is well managed. But conflict can also be dangerous when it leads to violence.

Conflict management and violence prevention lie at the heart of a healthy society. It is the responsibility of government as well as all citizens to ensure that in as far as possible situations of potential violence are addressed and resolved. Conflict management skills offer groups and individuals an alternative to violent expressions of conflict.



aims of the session

- To enable participants to recognise, assess, and analyse situations that can lead to violence
- To discuss ways of dealing with conflict in a non-violent way



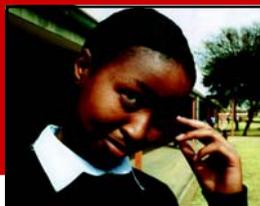
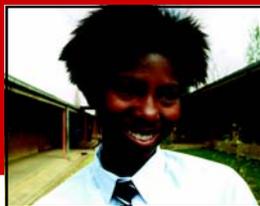
activity

1. Do a recap of the previous session on causes and consequences. (2 min)
2. Ask for two volunteers to tell their own stories about cases of conflict that ended up in violence. (10 min)
3. Divide into four groups and assign each group one of the following questions relating to the above stories. It requires that the groups see each situation from two or more different points of view. (12 min)
 - ▲ What perceptions did each party have of the situation?
 - ▲ How was each party planning to deal with the situation? Were these plans useful?
 - ▲ What were each party's feelings about the situation? What were the opportunities and dangers contained in these feelings?
 - ▲ What actions should each party have taken to resolve this situation?
4. Each group to report back their discussions. (12 min)
5. Summarise the importance of understanding the factors that lead to violence, and the skills needed to deal with conflict in a non-violent way. Remind learners of the four sessions they have completed. (4 min)

hint

Appoint a chairperson to lead the discussion in the groups and get a volunteer to report back from each group.

Ensure that people stick to 2 minute report backs and that they do not repeat what others have said before them.



Contents and information notes for the trainer/educator

You need to provide a short input on the importance of understanding the roles of perception, thoughts, feelings and behaviour. In addition, highlight how each of these factors can lead to violent conflict.

how

How do we manage conflict so that it does not get out of control?

There are a number of ways in which conflict can be resolved without violence.

Negotiation: When people involved in an argument talk to one another about their problem and try to reach an agreement or solution that everyone is happy with.

Arbitration: When the parties involved in a disagreement ask an uninvolved person to listen to their arguments and to make a decision for them. This person is called an arbitrator. The arbitrator is a bit like a judge but the process is not as formal as a court case.

Mediation: When an independent person helps the fighting parties talk about their differences and reach a settlement. The independent person does not make a decision for the fighting parties. Instead the parties come to an agreement themselves after they have listened to one another and together come up with ideas to solve the argument.



Remember: when trying to resolve a disagreement:

- Prepare your facts carefully. Make sure you understand all the facts.
- Remain calm, friendly and polite – even if you don't feel it.
- Don't make accusations.
- Listen carefully to the other party.
- Brainstorm all the possible solutions without getting stuck on one solution.
- Compromise. Resolution lies in give and take.
- When you reach an agreement, discuss what should happen if one party breaks the agreement.

Violence in the home

Family violence and child abuse in the family takes place in the entire spectrum of society irrespective of class, religion, or race. It is very important to understand this, as the link between family violence and poverty is often made by people in order to reassure themselves that it does not happen in their community or that they are not perpetrators of family violence.



A great deal of research has been conducted into the causes and consequences of child abuse as a form of family violence. One of the primary contributors seems to be that child abuse is passed on from one generation to another. It has been shown that perpetrators of child abuse were often themselves victims of child abuse. Due to the high levels of child abuse in South Africa it is clear that we need to make a drastic intervention to ensure that young people do not continue to perpetrate this particular form of violence on their own families when they become parents.

A further danger is that children often imitate their parents' behaviour, and may not be able to distinguish that violence is wrong if it has been around them in their home from their earliest days. They assume that violence is the way in which all people deal with problems, and become perpetrators of violence, without understanding that society at large believes this is wrong.

Many young people, although they may not suffer from violence themselves, are often secondary victims of violence in their homes as a result of violence between their parents. Many young people will often blame themselves that their mother was beaten up. In addition, many young people are not aware that the law has been significantly amended with the aim of protecting vulnerable people in the home. The Prevention of Family and Domestic Violence Act of 1999 tries to address this problem which is facing us so acutely.



aims of the session

- To identify the different places where conflict can take place in young people's lives.
- To discuss violence in the home.
- To identify strategies to deal with violence in the home.

activity



1. Welcome all. Link the session on feelings to this session, which will start to confront the violence that we encounter on a daily basis. Participants should begin to understand that different kinds of violence might need different approaches in order to reach solutions. Explain that this session will begin our focus on the different places where we may encounter violence, in order to come up with some options for dealing with it. (3 min)

hint

It is important to stress that we may not be able to solve all the violence we encounter in our lives overnight, but that we can begin to address it in small ways in order to start building a non-violent society.

2. Brainstorm a list of all the places where young people may encounter violence. This list should include the home, the neighbourhood, the school, and places where they socialise (the mall or parties). (5 min)
3. Break into groups of five and ask each group to discuss and report back on the following questions: (10 min)

▲ What kind of violence can happen in the home?

▲ Who is responsible for violence that happens in the home?

▲ What effect does violence in the home have on the family and/or the household?

4. Take a report from each group (10 min)
5. Give a short input on how participants need to know that family violence is often kept a secret because of feelings of shame and embarrassment, or because of threats received from perpetrators. Explain that the law has changed as well as society's attitudes towards child abuse. There are people and structures that can assist young people to deal with issues of trauma related to violence in the home. Also explain that the rest of the session will deal with how we can begin to address this problem. (5 min)

6. Ask them to talk to the person sitting next to them. They should answer the following questions: (7 min)

▲ What advice would you give to a young person experiencing violence in the home?

▲ What should they do?

▲ Where should they go?

7. Write up a short brainstorm list from their discussions. Put the number for Childline on the board (0800 055 5555) and explain that they can call that number if they need help. (3 min)

hint

Walk around between the groups to ensure they are focusing on the right questions but be careful not to be too intrusive. This is a difficult topic for young people to talk about freely in the presence of adults.

hint

Do some research before the class and find out if there are any organisations in your community that deal with young people and violence. Get the names and numbers if possible and add these numbers to the Childline number.



young people do not talk about violence in the home very easily

Contents and information notes for the trainer/educator

It would assist if you as an educator know a little about the Prevention of Family and Domestic Violence Act. You can get a copy from your local police station - you could even ask the station commander if they could send someone to the school to explain the Act to all your educators, and how it can assist young people to deal with violence at home.

One of the difficulties is that young people do not talk about violence in the home very easily and so as caretakers we need to ensure that we can build relationships of trust that can assist us to help them in addressing the problems that they may encounter.

The following are possible signs of child abuse:

- changes in behaviour
- anxiety
- wariness
- not playing freely
- school becomes a sanctuary



The people who abuse young people are often the people that are closest to them and most responsible for their safety, often parents or other members of the family. This presents a big problem as trust in adults usually rests with these people. Once there is violence in the home it is very difficult to restore trust in adults for young people who have suffered at the hands of these same adults.

Some contributing factors that can worsen the situation of violence are high levels of drug and alcohol dependency, often related to stress. Adults who feel insecure and have their own personal problems often take it out on the young people around them. Another factor is a lack of parenting skills. For example, the frustration of being a teenage mother has been known to contribute to levels of abuse in South Africa.

It is very important when you are facilitating this discussion that you do not use judgmental words or ever imply that the violence the young people experience in their daily lives at home is their fault. For many young people this may be the first time they will discuss violence in the home and it may be quite difficult for them to realise that the situations they are experiencing are not "normal".



Violence in the community

aims of the session

- To discuss violence in the community
- To talk about and understand gangs
- To discuss strategies to cope with threats from gangs

Many South Africans live in fear of becoming victims of crime and violence. In a society where there are such enormous disparities between rich and poor, high levels of unemployment, a recent history of political instability and a transition to a new political order, and an education system in disarray, it is not unexpected that violence has become a way of life.

South Africa has one of the highest rates of violent crime in the world. It is not an uncommon experience for young children to witness assaults, stabbings, and shootings, especially in townships where the unemployment rate is sky high. Many perpetrators are young people who have dropped out of the education system, cannot find a job, want money and

material goods, and are, more often than not, armed. Drug related crime is on the increase and in many townships gangs reign by means of terror. In an attempt to cope with these frightening circum-

stances many young people join gangs and a life of crime; depression, aggression, alcohol and drug abuse, and sexual recklessness become the norm. It is in this context that we need to address violence in the community.



hint

While the learners are in their groups, move between the groups to ensure that they are sticking to the task at hand. If they need any assistance, help them. When you are dividing the groups you may want to divide them into groups that they will feel comfortable with as it will make discussion easier. You shouldn't find it surprising if some participants are reluctant to talk about flashpoints of violence – many young people feel that they cannot trust anyone and that they may be compromising their own safety and that of their families.

activity

1. Link this session with the previous one, explaining the logic of moving from violence in the home to violence in the broader community. Statistics tell us that most young South Africans will experience violence, either in their homes or in their communities, and very often in both. In South Africa domestic and community violence are closely linked, as both are rooted in similar societal chaos and disintegration. This session will therefore deal with violence in the community, with a particular focus on gangs. (5 min).
2. Break the class into groups of five. Give each group a large piece of newsprint and some koki's. Ask them to draw a rough map of their neighbourhood and to tell each other what parts of their neighbourhood present danger to young people, the nature of the danger, and what groups or individuals are involved in causing the danger. They should then clearly mark the flashpoints of violence in their neighbourhood on the map. (15 min)
3. Ask one person from each group to report back on their discussions. Record the main points on flipchart or on the board. (10 min)
4. Ask the whole class to suggest strategies of dealing with situations of danger in their communities. Participants should discuss the dangers that they face in their communities and design strategies to assist each other in coping with these dangers. Summarise this discussion. (10 min)

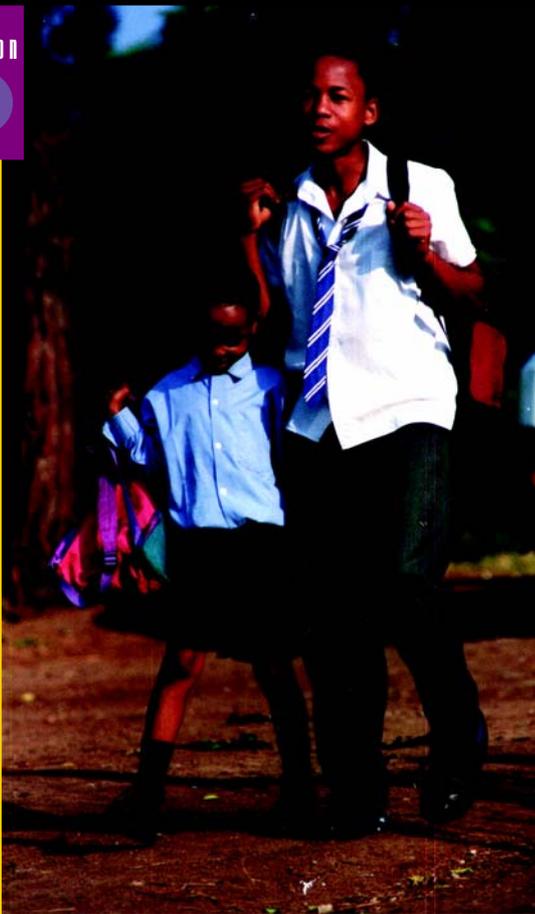
Contents and information notes for the trainer/educator

It is important to understand gangs and how they operate when talking about violence in communities, as many communities are paralysed by threats made by gangs and the violent effects of inter-gang rivalry.

Youth gangs are not only prolific in South African townships, but indeed in many cities throughout the world. Why are gangs formed?

- Adolescence all over the world is a time of huge change. Many teenagers, especially boys, experiment with power and aggressive behaviour in order to establish their independence from their parents and find their identity.
- Since ancient times adolescents have been initiated into adulthood by means of certain rituals, for example the Amakweta in the Eastern Cape.
- Today few of those rituals exist in the urban environment, and elders in the community no longer play the role of wise teachers and mentors.
- The cultural and recreational structures that could offer young people alternatives to these traditional rituals are largely non-existent in South African townships.
- Gangs offer young boys a way in which to express themselves in the absence of these coming-of-age rituals. They give the boys a tangible identity which is otherwise missing.
- The effects of poverty and apartheid, in particular the destruction of family life, create a situation in which gangs flourish.
- Street and youth gangs have their roots in prison gangs – their symbols, codes of conduct and structures are drawn from prison gangs.
- Gang members are exposed to and participate in high levels of violent activity.
- Street gangs are often involved in organised crime activities such as theft, drugs, prostitution and gambling.
- Battles are central to gang life. Battle generally happens when two or more gangs fight over turf, women or goods.
- Gang members do dangerous things as it makes the gang admire them. Peer admiration is the highest accolade.
- Being seen and identified in gang fights is of particular importance in two respects: firstly it builds a reputation as a warrior, and secondly it is important to be marked by rival gangs as a dangerous and ruthless enemy.
- When a gang member dies in action and is buried, guns, cars, drink and festivity contribute to celebrate the event.





Kinds of violence experienced in communities:

The answers that you are likely to get will range from mugging to shootings to rape. In most instances perpetrators will be part of some kind of organised group, either in the form of gangs or ad-hoc criminal groups.

Strategies for dealing with violence:

The answers that you are likely to get include:

- Move in large groups together - it is easier to be victimised if you are alone.
- Report suspicious incidents to the police.
- Learn conflict resolution skills.
- Talk to people you trust. Often violence is perpetuated because communities do not stand together.
- Isolate criminals through community initiatives.
- Join your local CPF or encourage your parents to join such structures.

Talk to people you trust. Often violence is perpetuated because communities do not stand together

V Violence in schools

It is a tragedy that many South African schools do not offer young people a safe haven where teaching and learning can take place despite turbulence in the broader community. Instead the problems of society today – violence, conflict, crime, drugs and sexual abuse, among others, have found fertile breeding ground in schools. The culture of learning is, in many places, empty of meaning. But there are ways in which many schools are starting to re-establish themselves



as valuable resources to the community. There are ways of dealing with criminal and violent behaviour at school, and making schools safe.

aims of the session

- To discuss violence in schools
- To discuss strategies to stop violence in schools

A safe school is one that is free from violence and crime. It has a plan to deal with and to prevent violence and crime. A safe school is a school that is owned and used by the community and in this way acts as a stepping stone for building safer communities. It fosters democratic management and has systems that enable educators, learners and parents to respond effectively to crises, tragedies and threats of violence and crime. It provides ongoing

skills training for the school community in how to deal with crime and violence at school. A safe school is a school that aims to prevent violence and crime from becoming a problem.

activity

1. Remind participants that they have been dealing with violence in different places; in the last session they discussed violence in the community. This session will deal with violence in schools as one critical sector of our community. You have to ensure that the learners are made aware that this discussion will not have any repercussions for them as learners at their school. The purpose of the session is to begin to understand what violence is taking place in schools, why it is happening, and how to go about addressing it. (5 min)

hint

It is important to note that power relations play a significant part in these discussions and to remain aware of the dynamics between different participants.



You could also make this a marked assignment to ensure that participants, and to stimulate debate on the subject.

activity continued...



2. A prepared map of the school should be put up in the classroom. The map should include all the different areas of the school, including play areas as well as the external environment

hint

The more comprehensive the map of the school and its immediate surroundings, the better it will assist in ensuring that places of danger such as shebeens etc are also covered in the discussions. It is also important to understand that the school forms a part of the immediate community in which it is located.

immediately surrounding the school. Each participant should be given two pieces of paper and a pen. On each piece of paper they should write down one type of violence that occurs at school and say what type of violence it is. (Refer them to the previous session where different types of violence were discussed.) (10 min)

3. Collect all the pieces of paper and mark on the map of the school where violence takes place and what form it takes. Once all possible areas have been identified participants should identify their own priority areas putting a tick next to a violent activity that is on the school map. The areas that have the most ticks next to them will be the priority areas of violence that should be addressed. (10 min)

It is important to protect the identity of individuals who may raise controversial issues, for example rapes by teachers or by fellow learners. It is therefore important that the participants' notes are transferred on to the map by an independent facilitator. It is also important not to interfere when the priority areas are identified, in order that participants are free to speak their minds.

4. Choose the three areas that received the most votes. Divide the class into three groups, one on each area identified. Ask each group to suggest two activities that learners could do to try to stop that particular form of violence from taking place at the school. Explain that they will report back but that they only have one minute each to report back. (10 min)
5. Each group reports back on their ideas. As homework, the group should design a poster that indicates what the violent act is that they would like to address and the solutions that they have provided. They can also make more suggestions on the poster. They should bring it to class when they come for the next session. (4 min)
6. Close this session by stating that it is important for the whole school to engage in this discussion, and that this session was only a small step in the bigger struggle to build safe schools. (1 min)

hint

Make sure that the same individuals do not dominate the discussion as it is often the quiet learners who may have good ideas to contribute. Also ask them to appoint one person to report back to the class.

Contents and information notes for the trainer/educator

Please find enclosed in the training pack a manual on Safe Schools that you can use to start a bigger project on building safe schools. It also contains valuable information on the causes and factors contributing to unsafe schools.

Sexual violence

Sexual violence has reached epidemic proportions in South Africa. It is estimated that one rape occurs every 26 seconds. Many of these rapes go unreported because victims are afraid of their rapists, and have no faith that the criminal justice system will help them find justice.



Rape is sex without consent, whether it takes the form of forced genital contact or penetration. However, rape is only one form of sexual abuse. Sexual

harassment – where people are made to feel vulnerable, under pressure, or humiliated because of remarks or actions taken against them on the basis of their gender - is also classified as sexual abuse. We are all entitled to live free from fear and have the right to sexual and bodily integrity. Sexual harassment is often openly condoned in many environments and it is important to make the connection between the emotional damage of sexual harassment and the more obvious damage of rape or physical sexual abuse.

It is important to draw the parallels between political oppression and the oppression of sexual abuse. Until our society is free of abuse against its weaker members – notably children but also women – we cannot claim to be living in a free and democratic society.

aims of the session

- To discuss sexual violence
- To challenge the myths that exist about sexual violence
- To provide resources and information to find help for victims of sexual violence

activity

1. In this session the focus is moving from violence in the community and in schools to violence experienced on a personal level. Sexual violence against young people has taken on frightening proportions, particularly in South Africa that has one of the highest statistics of sexual violence in the world. The challenge for participants is to understand what is meant by sexual violence, to realise how often that that is seen as “normal” interaction could in fact be classified as sexual abuse, and to think about how they can begin to change the situation on a personal level. (2 min)



hint

The stories you provide should include the rape of old women, children and men, as well as someone from their peer group age. You should also find stories of sexual harassment. These stories can often be found in women's magazines and usually relate to situations in the office or at universities. It is important that the stories allow for some room for debate as to whether the incident is sexual harassment or not.

activity continued...

2. Divide the class into groups of five or six. Each group should be given examples of rape and sexual harassment from newspapers or magazines. Each group should compile a definition of sexual violence from the stories. Group members should also draw up a list of the feelings that they experienced while reading the stories. The group definition and feelings should be written on flipchart paper and stuck on the wall. (15 min)
3. Discuss the definitions that the groups came up with and add or challenge some of the areas that may be problematic. When discussing their feelings you should ensure that participants get the message that it is appropriate to be outraged in response to stories such as these. (5 min)

4. Put a prepared poster up with the following statements:

"Rape is a sexual act"

"Girls who wear short skirts and drink deserve to be raped"

"When a girl says no she means yes"

"If men buy women drinks they are entitled to have sex"

"It's okay for boys to touch girls' breasts and bums whenever they want - they are only joking."

Ask the class if they agree or disagree with these statements and why. Relate this discussion back to the previous discussion and encourage participants to make the connection between statements like these and manifestations of sexual harassment and abuse. (10 min)

5. At this point you need to make a strong input that clarifies that sexual violence is not primarily about sex but rather about power

relationships, and goes against the constitution and the norms of a healthy society. You should also point out that legislation is changing and it is now possible to convict those who are guilty of these crimes. (5 min)

6. You should conclude this session by handing out pamphlets with the resource numbers



This discussion could get quite heated and learners may make statements that make you uncomfortable. It is important to allow the discussion to run free for a little while but you should also make a strong intervention if necessary. While the class is debating the issues you should make notes on the differences in the responses from the girls and the boys in the class.

activity continued...

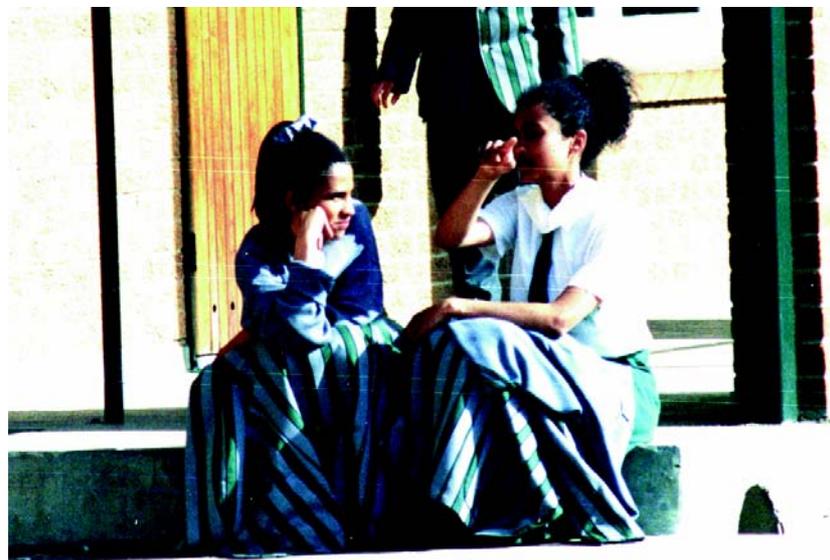
- provided in the teachers' notes. If this is not possible you should write the numbers up on a poster that should always be stuck up in your classroom so that they are available to students who might themselves be victims of sexual violence, or who know people who have been victims of sexual violence. In particular you should encourage the learners to discuss amongst themselves what kind of coping strategies they can employ to prevent them from becoming victims of sexual violence. Ensure that students know that you are available to assist them if necessary by listening in the strictest confidence. (3 min)

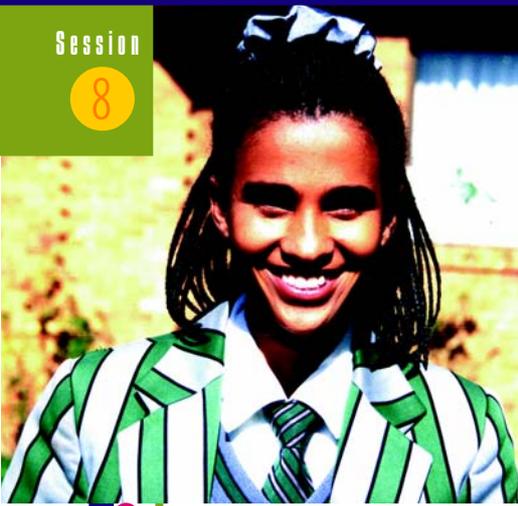
Contents and information notes for the trainer/educator

In this session it is of particular importance to make a strong statement about how unacceptable sexual violence is. While most people would agree that other forms of violence are unacceptable, sexual violence, in particular against women, is often regarded as the norm. You may find that even in your group boys might make derogatory and crude comments about girls. They need to understand that this is harmful behaviour and must learn to make the connection between these thoughtless comments and other more obviously damaging forms of abuse.

You must bear in mind that statistically it is likely that some of the participants in the session will have been sexually abused or raped. They may not want to talk about their experiences and may still be dealing with a mixture of feelings of anger, guilt and fear. You need to be particularly sensitive to this possibility. If you see that some learners are reluctant to participate you may need to talk to them after the session and possibly suggest counselling. You also need to make your group understand that it is possible to lay charges against perpetrators of sexual abuse. This can be a difficult route to follow but can go a long way towards ensuring that these kinds of crimes happen less and less frequently.

You must bear in mind that statistically it is likely that some of the participants in the session will have been sexually abused or raped.





myths and *misconceptions*

There are a number of common myths and misconceptions about rape in particular that need to be debunked. You may have the opportunity

to bring some of these into your lesson.

Nice girls don't get raped.

Wrong – any woman or girl-child can be raped.

Women cannot be raped by their husbands.

Wrong – a woman has the right to say no to sex with her husband.

Girls say no when they really mean yes.

Wrong – no means no.

Rape is only committed by strangers.

Wrong – more than half of rape victims know their attackers.

Rape is a crime of passion. Men cannot help that they have strong sexual urges.

Wrong – rape is a violent crime, committed by men who like to humiliate and terrify people.

Girls who dress sexy are asking to be raped.

Wrong – nothing that you wear causes rape. Rape is never your fault.

If she didn't scream or fight it wasn't rape.

Wrong – women in a rape situation are often paralysed with fear, or they are in real danger of being seriously injured or killed.

no
means
no

There are a number of places young people can go to if they are victims of sexual violence:

CSVR Trauma Clinic	(011) 4035102
People Opposing Women Abuse (POWA)	(011) 642 4345
NISAA Women's Institute	(011) 854 5804
Rape Crisis Centres (countrywide)	(012) 801 0210 X 2127

Self-inflicted

violence

There is a high suicide rate among young South Africans; another manifestation of a society where poverty, crime and violence and unemployment are rife.

Many of our young people face great difficulties in contemplating or planning their future. Although this difficulty is not unique to young people in this country, factors such as the extremely high prevalence of HIV/Aids as well as the prevalence of violent crime have a significant impact in lowering the time horizons for young South Africans. But suicide is not the only way in which people can inflict violence upon themselves. There are many other, less obvious ways of expressing feelings of despair, loneliness and anger. These include abuse of alcohol and drugs, forcing oneself to diet or to vomit, eating excessively to the point of obesity, self-inflicted physical injury, fighting with friends or strangers, and getting involved in dangerous criminal activity that is likely to lead to incarceration, injury or death.

It is very important to get to the causes of self-inflicted violence, as addressing these causes will go some way towards addressing broader societal violence. If we can develop a nation of young people who have their self-esteem intact, many other problems will be addressed in the process.

1. Introduce this session by explaining that the aim is to begin to focus on

aims of the session

- To discuss violence that people perpetrate against themselves
- To understand various forms of self-inflicted violence
- To provide information and help for victims of substance abuse and suicide candidates.

activity

● the personal, and to examine the role that violence plays on an individual level. (1 min)

2. Divide the class into groups of five and ask the following question:

● What kinds of violence do people commit against themselves?

Also ask them to categorise their answers into physical acts of violence, mental acts of violence and economic acts of violence. (10 min)

Remind the class of the first three sessions in which they discussed what violence is, the

hint causes and consequences of violence, and how violence operates on different levels.

activity continued...

3. Take a report from each group and as they are reporting write up their answers under the different categories of violence, i.e. physical, mental and economic. (10 min)

4. Put prepared cards up on the wall of the classroom. Each card should list a possible reason for why people inflict violence on themselves. (These can be accessed from the teacher's notes.) Ask the class which of the statements they agree with and why. Ask them which ones they do not agree with and why. Also ask them for any additions. (14 min)

5. Make a brief presentation on the strategies that young people can employ to try to address the problems that they are experiencing. See the teachers' notes for information to assist you in making this input. Also point out that friends play an important role in ensuring that young people can

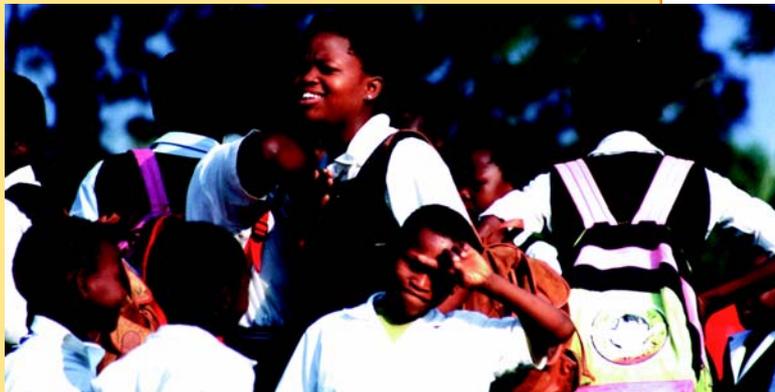
hint

Although it is not your role to deal with participants' problems in class, you need to ensure that you are creating an environment where people feel safe. If individuals do raise issues of a sensitive nature you should make arrangements to see them after class. You need to have names and numbers for referral at hand.

hint

You need to ensure that the young people leave the class feeling that you are a person who can be a resource to them if they are in trouble.

overcome their problems. Conclude by stating that self-esteem is critical to deal with self-inflicted violence, and give the class some ideas on how to boost self-esteem. Make sure that you put up the Childline Helpline in a prominent place. (5 min)



This session requires some thought and discussion on the topic of self-esteem, as low self-esteem is undoubtedly linked to acts of self-mutilation or abuse. Self-es-

Content and information notes for the trainer/educator

Teen is the way we feel about ourselves. Our biggest challenge is to remember that we are special, worthy and loveable, however difficult our life may feel at times.

Self-esteem is shaped by a variety of social forces in the environment in which young people find themselves. The process of growing up is neither simple nor straightforward, it is often ambiguous and frequently unfair. But if the dilemmas and contradictions of their everyday experience are affirmed as legitimate, and if they can find a way of developing appropriate social and psychological skills to deal more critically and confidently with this issue, young people can navigate their way through this complex process with greater self-awareness.

When we have high self-esteem we experience certain

feelings while low self-esteem is associated with other feelings. When our self-esteem is low we may feel:

- | | | |
|-------------------|------------------|---------------------------|
| uptight | depressed | critical |
| insecure | guilty | afraid of emotions |
| antisocial | worried | victimised |

These are all feelings that may lead to violence against oneself or others.

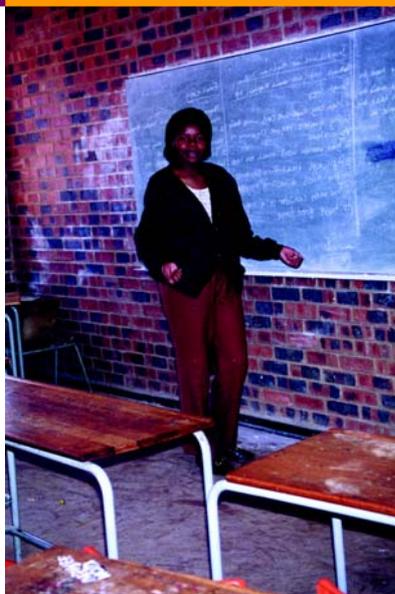
If you get a sense that participants in the group are harbouring particularly low feelings about themselves and are victims or potential victims of anorexia, drug abuse or even suicide, you should speak to them after the class and try to refer them to counselling. Once again it is of the utmost importance that these individuals are handled with care and sensitivity.

Places that offer help:

Lifeline (011) 728 1347 / 0800 117

- 007
- CSVR Trauma Clinic (011) 403 5102
- Sowetan Crisis Line (011) 473 2505
- 702 Helpline (011) 884 8448

Seeking alternatives



We have now devoted nine sessions to examining violence in South African society. In as far as space has allowed, we have looked at causes of violence, different kinds of violence, consequences of violence, and violence in different contexts. We have also looked at conflict management as one way of dealing with violence as it is happening, before it becomes explosive, and in some instances we have looked at possible solutions to violence. In the next two sessions the group needs to pursue solutions and alternatives to violence, and come up with a number of strategies to combat the damage that violence has done to our country and its people. While poverty and disparity are likely to remain with us for the foreseeable future, a shift in mindset, and concerted effort and energy put into eradicating violence, may well make a difference to the lives of people currently living in fear.

activity

1. Do a recap of the last nine weeks. Remind participants that we have been trying to understand where violence takes place around us, and why it takes place. The purpose of the next two sessions is to work together to find different ways of addressing violence with the aim of building a peaceful society. (5 min)
2. Divide the class into four groups. Give each group a different situation:
 - ▲ An incident of violence in the home
 - ▲ An incident of violent rape
 - ▲ An incident of violence in school
 - ▲ An incident of gang-related violence in the community

Each group must identify different *non-violent* strategies to respond to the incident of violence. (20 min)

aims of the session

- 🔥 To get participants to develop strategies to deal with violence in their own lives, homes, schools, and communities.
- 🔥 To enable learners to see themselves as agents of change in their homes, schools and communities
- 🔥 To make young people realise that they are key to a society free from violence
- 🔥 To form support networks amongst learners
- 🔥 To make young people aware of available support structures and resources to deal with violence.

activity continued...

Ask the group to think about the following questions in the course of their discussion:

- ▲ What strategies can I as an individual follow to address that violent situation?
- ▲ How can I encourage my friends to do something about the situation?
- ▲ How can I encourage my family to do something about the situation?
- ▲ What can my friends and family do?
- ▲ What kinds of things can a community do to protect itself from violence?
- ▲ What role can young people play in dealing with violence?

hint

If there is a disagreement in the group, tell them to flag the issue. They should not necessarily try to resolve everything in this session, as they will be continuing to work out strategies and solutions during the course of the week.

3. Each group needs to do a brief report. (8 min)
4. Explain that the next session will build on this one and that each group is going to be given a task. Staying in the same groups, and with the same issue, they must in the coming week work out a far more in-depth set of strategies to deal with that particular issue. They must move from a particular incident (i.e. a beating in the home) to the broader issue (domestic violence). They must do an analysis of the factors that lead to the different types of violence (domestic, sexual, school, community / gang) and look at strategies for long term solutions and alternatives. They must present their findings to the class at the next session. Each group will be allowed 7 minutes for their report. All group members must have some active part to play in the presentation. Encourage them to enhance their presentation with drawing, song, drama, etc.



It
of

Allow time for questions on the format and content of the presentations. Make sure that each group is clear about their subject matter. (7 min)

is important that you emphasise the point that to reverse thousands of years violence operating within our society will take energy, effort and many steps in the

hint

Make sure that the incidents you select will provide for good discussion, Don't be afraid to introduce some controversy, for instance using the example of a father who violently beats his son for smoking dagga and failing all his subjects. Where possible, use examples of incidents that really happened and that the group will be familiar with.

Seeking alternatives: presentation

This session is the consolidation of the work done in previous sessions and in the preceding week. Four groups have been working on four

different presentations.

1. Do a recap of the last ten weeks. Remind participants that we have been trying to understand where violence takes place around

aims of the session

- To get participants to do a critical analysis of a particular area of violence, and to prepare a well considered and carefully argued strategy to deal with this area of violence
- To come up with workable alternatives and solutions to real problems.

- us, and why it takes place. The purpose of this session is to find different ways of addressing violence with the aim of building a peaceful society. (2 min)
2. The four groups do their presentations. It must be emphasised that all members of the group have some role to play. At the end of each presentation you should allow a couple of minutes for questions of clarification and general discussion. (36 min)
3. Wrap the discussion and set the tasks for the next session. Hand out the evaluation forms to be returned

- at the beginning of the next session.

As the course is drawing to an end it is important to make sure that any loose

hint

You need to keep strict time, as it is easy for the first groups to run over time and leave the last groups with less time than they need. There should be space from other participants to make additions or suggestions at the end of each presentation. Try not to let the groups get possessive about their presentations, but encourage them to be open to new ideas. You will have to act as referee if there is a dispute.

activity

Contents and information notes for the trainer/educator

Aends are being tied up. You should also look carefully at the individuals in the class to make sure that they do not leave the course with bottled up feelings of anger or frustration. Violence is a very hard thing to talk about, especially for those who have experienced trauma. If necessary, speak to those individuals alone and make sure that they have access to some form of counselling. Conversely, it is sometimes those who talk loudest and most, and who seem most confident, who have issues to deal with. You need to be very aware that the discussion in class can easily spill over into participants' personal lives.

Violence
is a very
hard thing
to talk
about,
especially
for those
who have
experienced
trauma





Assessment

aims

of the session

-  To do an assessment of the course as a whole
-  To get ideas from participants on how the course could be changed or improved
-  To find out whether the course has changed the way in which participants think about and respond to violence in their lives.

This is your last session of the Alternatives to Violence course and an opportunity to tie up any loose ends or outstanding issues and questions. Although the bulk of the session is designed to get feedback from participants on the usefulness of the course as a whole, you should leave some space to talk about issues that may arise.

The assessment will be partly written, partly verbal, and will be done individually as well as in groups. An evaluation form was handed out at the previous session – make sure you get all these evaluations back.

activity

1. Group assessment (15 min)

In small groups (2 – 4 people), talk about the following situation:

A gang has been causing a lot of trouble in your community. Most people in the community are too scared of the gang to do anything about them. Now some of the gang members have moved into your school. They are disrupting classes and a teacher was even held at gunpoint. It is getting close to exams and you are worried that you will not be able to study and prepare effectively. It is your task to come up with a strategy to deal with this situation. You can pretend to be a student, a teacher, or even the principal or a parent from the community.

hint

If students run out of time on this one you must assess whether it is possible for them to take the assignment home. If you are unlikely to see the class again soon it may be preferable to insist that they hand the drawing or essay in, even if it is incomplete. Stress to the class that the important part of this task is to express their feelings about the situation; then, if time allows, work out a plan of action.



A safe school is one that is free from violence and crime. It has a plan to deal with and to prevent violence and crime. A safe school is a school that is owned and used by the community and in this way acts as a stepping stone for building safer communities.

Conflict

Conflict management and violence prevention lie at the heart of a healthy society. It is the responsibility of government as well as all citizens to ensure that in as far as possible situations of potential violence are addressed and resolved. Conflict management skills offer groups and individuals an alternative to violent expressions of conflict.

hint

The groups do not have to report their strategies to the class. However, you as the facilitator need to make sure that you spend some time listening to each pair. This should give you some indication whether they have the ability to put into practice what they learnt on the course, and also tell you whether there are individuals who are still privately battling

2. Individual assessment (20 min)

Write a one-page essay or draw a picture about your feelings about the following situation, and what you would do about it:

Your little sister of eight has been raped. She has told you who the rapist is but because he is a respected family member she is afraid and doesn't want you to tell anyone.

3. Closure (5 min)

As you will be saying good bye to this group, pick one or two ideas or incidents from the course as a whole that you want the group to leave with. These should preferably be positive unless there was something that fundamentally affected the group and needs reinforcement. Stress that there are always people and places to contact in times of trouble and leave the group with some of these contacts. Remind them that all the good ideas that came out of the course need to be followed up and make some concrete suggestions in this regard.

Evaluation form

Understanding Violence Sessions in the Classroom

 How have your perceptions of violence changed over the past 11 sessions?

 Do you feel that these sessions have helped you to understand violence in South Africa in a more positive way? Why?

 What was the most helpful or most valuable learning for you in these sessions?

 Which aspect of the last 11 sessions do you believe should be left out?

 Is there anything in this course that should be done differently? If so, what recommendations would you like to make?

 How did the facilitator assist you in a positive way?

 What could the facilitator do differently the next time they run this course?

contacts and resources

South African Human Rights Commission (SAHRC)

Conducts investigations into schools where rights are not respected.

Private Bag 2700, Houghton
Johannesburg, 2041

Tel: (011) 484-8300/(021) 426-2277
Fax: (011) 484-1360/(021) 426-2875

Centre for Conflict Resolution (CCR)

Peace education in schools. Conflict management and dispute resolution services.

University of Cape Town
Rondebosch, 7701

Tel: (021) 422-2512
Fax: (021) 422-2622
e-mail: mailbox@ccr.uct.ac.za

Centre for the Study of Violence and Reconciliation (CSVr)

Safe Schools Programme and building a culture of human rights in schools.

P0 Box 30778
Braamfontein, 2017

Tel: (011)403-5650
Fax: (011)339-6785
e-mail: info@csvr.org.za

Community Dispute Resolution Trust (CDRT)

Conflict resolution training and interventions in schools, promotes culture of tolerance in schools.

P0 Box 31332
Braamfontein, 2017

Tel: (011) 403-8280
Fax: (011)403-1391
e-mail: cdrphb@iafnca.com

Family Life Centre Education for Loving Programme

Provides adolescents with relationship skills.

1 Cardigan Road
Parkwood, 2193

Tel: (011)788-4784

Independent Mediation Service of South Africa (IMSSA)

Conflict management and dispute resolution services.

P0 Box 91082
Auckland Park, 2000

Tel: (011)482-2390/(021) 22-1016
Fax: (011) 726-2540/(021) 22-1030
e-mail: mturpin@iafrica.com

Independent Project Trust

Mediation and reconciliation training in schools which includes skills for making schools places of safety.

1802 Old Mutual Centre
303 West Street
Durban, 4001

Tel: (031) 305-8422
Fax: (031) 305-8420
e-mail: iptuet@wn.apc.org

National Institute for Crime Prevention and Reintegration of Offenders (NICRO)

Conducts programmes diverting young people from criminal activities.

National Office
P0 Box 10005,
Caledon Square
7905

Tel: (021) 461-7253
Fax: (021) 461-5093
e-mail: nicro@wn.apc.org

Eastern Cape

Tel: (041)54-2611/2
Fax: (041) 54-2656

Free State

Tel: (051) 477-6678
Fax: (051) 477-6694

Gauteng

Tel: (011) 837-0320/1
Fax: (011)837-0010

Northern Cape

Tel: (0531) 81-1715/81
Fax: (0531)81-1715

North West

Tel: (0142) 29-280
Fax: (0142) 29-273

Quaker Peace Centre

Peace education in schools.

3 Rye Road
Mowbray, 7700

Tel: (021) 685-7800
Fax: (021) 686-8167
e-mail: qpc@wn.apc.org

Vuleka Trust

Conflict resolution in schools.

P 0 Box 88
Botha's Hill, 3660
Tel: (031) 777-1363

Fax: (031) 777-1080
e-mail: vuleka@dbn.lia.net

Wilgerspruit Fellowship Centre

Conflict resolution training in schools

P 0 Box 81
Roodepoort, 1725

Tel: (011)768-1310
Fax: (011) 768-6086
E.mail: letsema@wfc.org.za

1. Aids	Aids info line (toll free)	0800012322
2. Child abuse	Child Emergency Service	0800123321
	Child Line Counselors	0800055555
3. Domestic violence	Life Line	
	Johannesburg	(011) 728 1347
	East London	(0403) 618 2256
	Cape Town	(021) 934 4822
	Durban	(031) 303 1344
	Nelspruit	(031) 755 3606
4. FAMSA	Klerksdorp	(018) 462 7838
	Welkom	(057) 357 2746
5. Substance abuse	Johannesburg	(011) 883 2057
6. Trauma counselling	SANCA National	(011) 725 5810
	Centre for the Study of Violence and Reconciliation - Trauma Clinic	(011) 403 5102

Schools can contact the Centre for the Study of Violence and Reconciliation for information, advice and training requests.

(011) 403 5650



**Building Safe Schools is a Centre for the
Study of Violence and Reconciliation
initiative to build a safer future.**

This book is one of a series of booklets on
Building Safe Schools

A CSVR Youth Department Product

**Centre for the Study of Violence and
Reconciliation**

PO Box 30778

Braamfontein, 2017

Tel: (011) 403 5650

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Website <http://.www.wits.ac.za/csvr>