

ANNUAL REPORT 2009/2010



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

* The QPC Board is reviewing the Constitution and the wording of the Vision and Mission Statements are still to be confirmed by a General Meeting.

Chairperson's Report

Introduction

The Quaker Peace Centre motto is "Peace is a group effort". We are thus pleased that our staff has managed to weld themselves into a closely knit team that supports the work across the different projects.

The need

Our work is in some of Cape Town's poorest areas. We aim to help improve and support local people to choose non-violent community responses to their problems. Working mostly in schools provides an institutional channel to reinforce these choices with both teachers and learners, and works to our staff's strengths.

Our Response

The coordination of our work is shown in the way that all the projects contribute to training of teachers, and/or learners in the Peace Clubs, under the auspices of the Non-Violent Schools Campaign. This coordination of efforts increases the impact of the projects within the target schools, and also assists in developing connections between the various schools.

People

We welcome a new project leader for the Alternatives to Violence Project, Stan Jarvis, an experienced teacher who previously ran a Peace Club at his school. He also leads the AVP programme in sections of a local prison.

Our staff is small, but highly skilled and motivated. Their work load is high and very varied - from developing new projects to basic administration. That staff keep up such a high standard in multiple fields is highly commendable. Our manager, Martin Struthmann, is particularly required to multi-task.

Financial

Much of our funds are given untied by British and other Quaker sources. This has allowed the Quaker Peace Centre to interconnect and modify the various projects. Alan and Janet Quilley have fundraised for us for many years through the Wensleydale and Swaledale Area Quaker Meeting. We give heartfelt thanks to them and to all our other donors for their efforts and their perceptive comments.

Our income has been less than our expenses, however, in part because of the improving rand. If fundraising remains at the present level, we have reserves for about one and a half to two years.

Future

Staff and Board are reviewing further options to extend QPC's work.

Fundraising: We are approaching more funders. We have planned to incorporate a formal system of Monitoring and Evaluation (M&E) in our work, a developing trend in

NPO work. It is an expensive exercise, but fortunately our volunteer, Lebohang Tsiu has worked very hard to develop a M&E plan which will be a component of the funding proposals we have developed in this year.

Board: We hope to broaden the Board base to include people from the communities where we work.

I am confident that the work done by QPC is effective and important. I hope we can find adequate support for the work both in the new Board and in obtaining new funding.

Julie Suberg, *Chairperson*

Needs which Exist 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” (Mail and Guardian of 21 August 2009, quoting Barbara Holtmann of the Council for Scientific and Industrial Research).

Official crime statistics give some idea of the problem. These generally indicate steadily reducing crime levels over the years but the absolute (reported) numbers of “contact” and “property related” crimes are staggering. (Source: SA Police Service annual report for 2007-8).

Contact Crime			Comment
	Number in the year	Crimes per hour	
Murder	18,487	2.1	Usually people known to each other
Rape (9 months data)	36,190	5.5	Ditto
Attempted murder	18,795	2.1	Ditto
Assault – grievous bodily harm	210,104	24.0	Ditto
Common assault	198,049	22.6	ditto
Indecent assault (9 months data)	6,763	1.0	
Robbery – aggravated	118,312	13.5	66% are street robberies
Common robbery	64,985	7.4	
Contact Related Crime			
Arson	7,396	0.8	
Malicious damage to property	136,968	15.6	
Property Related crime			
Residential burglary	237,853	27.2	
Non residential burglary	62,995	7.2	
Motor theft	80,226	9.2	
Theft from motor	111,661	12.7	
Stock theft	28,778	3.3	

These are the reported figures. 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 figures 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. It is also a land of extreme inequality. Its Gini Coefficient has risen to 0.77 where a value of 1 indicates total inequality).

Population – Western Cape

Between 4.9 and 5.3 million people live in the Western Cape. Two thirds of these live in Cape Town. One third are less than 18 years old. Migration from the Eastern Cape is the chief cause of rapid population growth in Cape Town which averages 2.1% per annum, i.e. about 75,000 new people each year. Cape Town is short of at least 250,000 houses. Some 20% of people live in shacks.

Family groups – nuclear or extended - are increasingly headed by women. 1% of the households are headed by children under 19 years of age.

Poverty

Effectively, 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.”

33.5% of the economically active are unemployed – increasingly the young and even the more educated.

Government grants form a very important part of the income for poor households.

There are 12.4 million recipients of personal SA government grants (3 million in 2000).

- Old age - R940/month (ages 60-63+)
- Disability - R940/month (includes effects of HIV/AIDS)
- Children - R220/month (up to 15 years old)

Childcare

40% of women admit to using a stick or belt to beat children under 3 years. Most physically abused children needing hospital care are under five years. More than half are boys. Three in every thousand are removed from their families by the courts.

Education

45-52% of learners starting school at grade 1 reach Grade 12 (matric). The rest drop out. 23% of children have been harmed or threatened while at school.

Children (in and out of school) are subject to violence. A recent survey established that 15.3% of children had been victims of some form of violence while at school or immediately outside the school gates. This is in addition to the more usual bullying and teasing in school. Only 23% say that they feel safe at school. The world standard is 47%. Girls are particularly at risk. Some 60% of secondary schools report learner-on-teacher violence ranging from verbal to sexual assault. At the very least this violence distracts from and affects academic performance.

Crime

42% of the South African prison population is under 25 years.

Drug-related crime (alcohol, dagga, tik) is increasing rapidly with 5,000 recorded incidents in 2001, rising to 25,000 in 2006. 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 alcohol abuse.

We have more than 190,000 police but less than 12,000 social workers. 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

80% of the users of tik are under 21. Some 20% of young women (ages 20-30) 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.

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 Non-Violent Schools Campaign and AVP. Diversity is focused on perceptions and prejudices – racial, gender, etc. 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.

Sources:

- Mo Ibrahim Index, www.moibrahimfoundation.org.
- Institute for Security Studies (ISS), www.issafrica.org.
- National Institute for Crime Prevention and the Rehabilitation of Offenders (NICRO), www.nicro.org.za.
- Medical Research Council (MRC), www.mrc.ac.za.
- Gun Free South Africa (GFSA), www.gunfree.org.za.
- Google. Violence in South Africa.
- Mail & Guardian, 27 August 2009.
- South African Institute of Race Relations (SAIRR), 5 February 2001, www.sairr.org.za.

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.

Statistical Summary of Interventions

Project	Workshop types	Number of work-shops	Women	Men	Total participants
Alternatives to Violence Project (AVP)	AVP Schools Teachers				
	• Basic	2	26	16	42
	• Advanced	2	20	13	33
	• Training for Facilitators	2	8	5	13
	<i>Learners</i>				
	• Basic	3	50	20	70
	AVP Community Open workshop	1	8	8	16
	AVP Correctional Services: Pollsmoor Medium A Wardens				
	• Basic	1	8	10	18
	<i>Inmates</i>				
	• Basic	16		251	251
	• Advanced	10		152	152
	• Follow-up	9		133	133
	<i>Medium B</i>				
	• Basic	6		132	132
	• Advanced	9		178	178
	• Follow-up	5		73	73
	<i>Medium B 5</i>				
	• Basic	2		38	38
	• Advanced	1		16	16
	• Follow-up	1		10	10
	<i>Female Centre</i>				
	• Basic	10	162		162
	• Advanced	6	110		110
	• Follow-up	3	33		33

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Diversity	<ul style="list-style-type: none"> • The Further Adventure of Carmen and Thando 	1	35	25	60
Non-Violent Schools	<ul style="list-style-type: none"> • Camp - 3 days 	2	84	66	150
	<ul style="list-style-type: none"> • Positive Discipline for Teachers Lavender Hill 	2	7	16	23
	<ul style="list-style-type: none"> • Positive Discipline for Teachers for Teachers Zerilda Park 	1	17	3	20
	<ul style="list-style-type: none"> • Schools Good Practice Indaba 	1	71	69	140
	<ul style="list-style-type: none"> • Train of Trainers for Teachers 	8	34	11	45
	<ul style="list-style-type: none"> • Basic Counselling Skills for Teachers 	1	15	6	21
	<ul style="list-style-type: none"> • Basic Counselling Skills for Learners 	3	74	30	104
	<ul style="list-style-type: none"> • Advanced Counselling Learners and Teachers 	1	14	3	17
	<ul style="list-style-type: none"> • CPUT – Behaviour Management lectures 	12	74	52	126
Young Women in Leadership	<ul style="list-style-type: none"> • Recruitment 	1	63		63
	<ul style="list-style-type: none"> • Monitoring 	4	40		40
	<ul style="list-style-type: none"> • Needs Assessment 	4	124		124
	<ul style="list-style-type: none"> • Awareness of Women's Issues part 1 	8	100		100

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	• Awareness of Women's Issues part 2	10	100		100
	• Awareness of Women's Issues part 3	7	100		100
	• Awareness of Women's Rights part 1	4	96		96
	• Awareness of Women's Rights part 2	4	96		96
	• Awareness of Women's Rights part 3	5	60		60
	• Healing Workshop	5	98		98
	• Leadership Skills	3	38		38
	• Advocacy & Lobby Workshop	2	30		30
	• Sharing of Experiences by 2 schools	1	25	2	27
	• Totals	178	1,820	1,338	3,158

Please Note: Individual workshop length varies considerably. For instance, some workshops took place over 3 days while others were 2 hours in duration.

Non-Violent Schools

Non-Violent Schools Campaign

The Non-Violent Schools Campaign aims to significantly reduce the levels of violence in participating schools.

Schools are as safe as the communities in which they are situated. In South Africa most schools are still surrounded by communities in which violence occurs on a daily basis. The message that violence is normal is reinforced by the media and often by the learners' own families. Security infrastructure at schools - fencing, steel gates and policemen on school property - does not reach the core of the problem.

It is universally accepted that the arts provide a creative and safe space for expressing complex emotions and practicing life skills needed by learners. By the year 2000, specialised arts and sports teacher posts had been removed from state schools by the Western Cape Education Department (WCED) and learners were left with little opportunity to get rid of excess physical and emotional energy by playing sport or engaging in a creative activity. As most state schools in South Africa are unable to afford to pay for their own art, dance, drama or music teacher, most South African learners have no access to the arts and experience high levels of frustration, with an inevitable increase in incidents of violence at schools.

In response to this situation, the project addresses the whole school culture including classroom management - with a particular focus on developing creative, non-violent curriculum material - to establish an ongoing framework for teachers to maintain a culture of non-violence at school.

Since 2008, the Non-Violent Schools Campaign has gone from strength to strength. In December 2009, we signed a memorandum of understanding with Metropole South Education District (MSED) of the Western Cape Education Department (WCED). We agreed to roll out the campaign in their district in 2010 and they would pay for our services.

What the Non-Violent Schools Campaign does

In our Training of Trainers programme to which the other QPC projects also contribute, currently 31 teachers from 18 schools attend the training of trainers in peace education on one Saturday a month over a period of 14 months. Teachers are trained to teach the values of non-violence across the curriculum. The programme includes a module on counselling by Paul Cassidy of South African Resources and Counselling (SARC) and Access to Resources and Counselling (ARC) in the United Kingdom. For every 4 hours of training teachers get 1 credit. Teachers may receive a Certificate in Training as a Peace Educator after obtaining 20 credits. 30 credits will allow them to receive a Certificate of Excellence in Peace Education. Participation in 2 Non-Violent Schools Camps, 2 Non-Violent Schools Indabas, and the Basic Counselling Skills module is compulsory for obtaining a Certificate. Further requirements for being part of the Non-Violent Schools Campaign are establishing a peace club at the school they work in, organising events and

activities for regular peace club meetings and forming peace cells with neighbouring schools. Teachers may obtain 6 credits towards their certificates by participating in AVP. The Education Department recognises the Certificates for promotion.

QPC assists to establish and maintain these peace clubs and also supports one of our teachers to compile and edit our bi-annual peace buddies newsletter. Membership of the peace clubs varies from school to school and can be anything from 30 – 100 members. Peace buddies meet regularly to discuss, debate, play games and socialise. This gives them a sense of belonging and pride in themselves as custodians of peace.

We ran the annual 3-day non-violent schools camp for 60 peace buddies and 27 teachers at Mooihawens in Betty's Bay. We believe that the message of non-violence must be taught across the curriculum and learners must be reminded of the values of non-violence on a daily basis. This year the learners were tasked with designing their ultimate lesson for the life orientation curriculum. Although the curriculum is sound, we wanted to see what teenagers really want to learn about and whether they thought that learning about values was relevant to them. They took to the task with enthusiasm and their lessons were full of ideas about morals and values, healthy relationships and career guidance. These lessons will be posted on the WCED website.

Over the last 3 years we have discovered that it is attendance at the camp that has had the most meaningful impact on the lives of the participants. Each year learners long to return and both teachers and learners, with whom we have worked for 3 years have shown marked growth in terms of confidence, self-esteem, ability to communicate and success of the peace clubs.

The response from the learners remains encouraging:

The peace buddies have defined and helped me to find myself in so many ways...I am not afraid of being judged.

I am a lonely guy and I have never liked the idea of being alive...now I see that I have a lot to live for...things have changed, I am earning respect from everyone and even the bullies don't bother me any more.

Many of the peace buddies have difficult lives and they need to know that it is possible to change one's set of circumstances; they need to have hope for a better future. The experiences they have in the campaign, at the camp and indaba give them an opportunity to be treated as special and with respect and this has proved to be life-changing for some of the buddies. Since 2008, we have seen how peace buddies have found their voices and overcome the threat from bullies. Learners who suffered and were victimised during the 2008 xenophobic attacks speak of how the peace clubs became structures that provided them with opportunities to belong, to get to know other learners and be known; thus enabling them to fit in and no longer feel like trespassers in their own schools.

The campaign has managed to reduce the levels of violence at some schools and it has built the self-confidence of many of the peace buddies. Many more peace buddies now see themselves as activists who believe they can change the world they live in.

The transition from violence to peace is a slow process and while we have made huge strides at, and inroads into, 17 schools, we still have a long way to go. We need to find the way to retain those whom we already have in the campaign and yet still have room for growth.

Future plans

We have identified bullying, by both teachers and learners, as the core of much of the violence taking place in our schools. In order to address this we will assist teachers and peace buddies to run anti-bullying campaigns as part of the peace club activities at their schools. Currently the participating schools are designing anti-bullying posters with slogans which will be submitted to us. Twelve of the most appealing posters will be selected and made into a calendar for distribution to our participating schools. The WCED in the south metropole has agreed to fund this project.

At future camps learners will design and make posters for their schools. As new learners attend the camps each year we hope to spread the anti-bullying poster campaign to as many as 58 schools in the next 3 years. We will also focus specifically on the creative arts; learners will use drama to depict scenes of violence that affect their lives and role play ways in which the violence can be averted or responded to non-violently. The emphasis on the arts is a crucial aspect of the Non-Violent Schools Campaign as all the arts provide learners with vehicles to deal with their feelings of anger and frustration. Drama and indeed all the arts bring about order from confusion. The expression of negative feelings through the medium of dance, music, visual art or drama obviates the desire to act them out in violent anti-social ways. Once the feelings are exposed, they can be discussed and channeled into non-violent forms of expression and behaviour. Very few learners these days are given the opportunity to express and discuss their feelings, fears or needs.

The lessons on non-violence that the teachers have designed will be published and distributed to all the participating schools in 2011.

The campaign was featured in the 2010 Climate Change Diary with a 3-page spread in the August section. We have been invited to feature our work again in the 2011 edition.

Other elements of the Non-Violent Schools Campaign work

The campaign has grown out of years of work in and with schools and other training organisations. Overall project activities include:-

Cape Peninsula University of Technology (CPUT)

The Behaviour Management programme at CPUT gives student teachers the tools and understanding to manage discipline in the classroom without use of corporal punishment. This has been illegal since 1996 though still in frequent use by teachers. This programme

has run since 2003 and has trained 402 student teachers at CPUT. The behaviour management module forms a compulsory part of the second-year professional studies programme. The training has been very successful and is highly regarded, but the number of students trained at CPUT is small and other training institutions have not yet included this type of module in their curriculum. Thus QPC provides the students of CPUT with the only opportunity to do this training in the Western Cape.

Working Group on Positive Discipline (WGPD)

A conference with faith-based groups was held in July to establish what these groups can do to promote positive parenting skills in their communities.

Advocacy and Lobbying

NVSC presents its work regularly at public forums such as:

A presentation on “Behaviour Management in a Non-Violent School” to the WCED Behaviour Management conference on 15 May 2010 and also in 2009, facilitation at a Principals’ Conference on 22 May 2010 on relationship building in schools.

Awards

The project leader was awarded the White Ribbon Award in January 2010 from the Women Demand Dignity Foundation in recognition for the work done to improve the lives of women and children in the community. There were a total of 10 awards in South Africa and the project leader was interviewed on national radio with one other recipient, political analyst Justice Malala and Jane Raphaely, Co-Founder of the *Women Demand Dignity Foundation*.

Diversity

The Diversity Project aims to overcome the ongoing and persistent racial prejudice and xenophobia that bedevils our society.

Despite its progressive Constitution, it has never been squarely acknowledged that anyone brought up in South Africa with its painful history, would be subject to racial feeling to a greater or lesser extent, as racism has been woven into the very fabric of our society. We take as our starting point that what is not acknowledged cannot be changed, and that overcoming ingrained racism must be an ongoing commitment and practice.

The Diversity Project began in 2005, eleven years after the advent of democracy, as a response to the race-related killing of a learner at a high school on the Cape Flats. The project started as a pilot series of workshops with both Grade 6 learners and teachers at the Kairos Primary School in Delft, a mixed-race township some 20 minutes outside Cape Town, where the struggle for scarce resources inevitably takes on a racial character.

By 2008, the invaluable experience and knowledge gained from the pilot workshops in the Delft primary schools was put to creative use: recognising that discussion of racial

issues remains a painful and uncomfortable experience for most South Africans, it was decided to create a story as a way of capturing attention and focussing on issues which are otherwise very hard to talk about – or indeed – even to think about.

What the Diversity Project does

Our principal tool to encourage thinking and discussion about issues that are too often denied or thrust out of sight, is thus our audio drama series which features the same two main characters, Carmen and Thando, who live in Delft. There are now three 45-minute audio dramas in the series.

The drama series forms part of the Training of Trainers programme under the auspices of our Non-Violent Schools Campaign, whereby some 30 teachers from different schools are trained as peace educators once a month on a Saturday over a period of 14 months. They are given workshop notes and questions to assist them to guide discussions after their learners have listened to the CDs. This is happening both in regular school classes and in the peace clubs which teachers who volunteer for the training are required to set up in their schools.

Teachers and learners alike have responded very positively to the dramas, which have succeeded in creating a safe space for frank discussion where difficult issues can be held up to the light of consciousness. At one school, a teacher offered the first drama to Grade 12 learners, only to find that Grade 11 learners were also demanding it and Grade 10 learners had made themselves pirate copies of the CD! We have found that using a story, with characters with whom the audience can identify, is an effective way of bypassing the emotional barriers engendered by discussion of uncomfortable topics.

The first drama, entitled “Carmen and Thando” is the story of a relationship developing between a mixed-race girl, and an adolescent black boy living in a “transit camp”. The couple have to grapple with and confront racial prejudice in order to develop a relationship in face of the struggle for scarce resources, like housing, which divide their communities.

In 2009, the second drama in the series of three was recorded. This one, “The Further Adventures of Carmen and Thando” focussed on corruption and its connection to xenophobia, following the horrific outbreak of violence against black foreigners in 2008. These are some comments from teacher on the first two CDs in the series:

This second chapter to Carmen and Thando was eagerly awaited by myself and I believe my learners will be just as excited to hear what happens next. I am really enjoying the drama because the issues that are highlighted are very close to home and very real. The learners are enjoying the drama because it is set in Cape Town; the language and problems are all very real, and some of them have experienced these problems personally and they are very vocal during the discussions.

As a teacher in Delft I can associate myself with the story being told. This story can really help teachers and learners at schools with diverse communities to strengthen

relationships and show other communities that all of us can live and work together in this Rainbow Nation.

This year in June 2010, the third drama in the series was recorded. “To Be a Man”, featuring Carmen and Thando again, looks at issues of bullying and coercion around sex, traditional circumcision and what it might mean to be a man in today’s fast-changing South Africa. So far it has been aired at meetings of the Young Women in Leadership Project where it has been received with keen interest. Our hope is that the CD will help learners to question and come to their own conclusion about gender roles which often appear fixed and immutable.

The three CDs, together with workshop notes and questions for teachers, will be packaged as a new form of diversity manual.

Download

All three of the “Carmen and Thando” audio dramas can be downloaded from the QPC website at:

www.quaker.org/capetown/carmen-and-thando.mp3

www.quaker.org/capetown/carmen-and-thando2.mp3

www.quaker.org/capetown/to-be-a-man.mp3

Future plans

In 2011, we will interview teachers from the Non-Violent Schools Campaign Training of Trainers programme on their own experience of racial prejudice and how they did, or did not, overcome it. This will be used to produce a radio documentary which will be used as part of the Training of Trainers material. In this way insights and learnings from our various workshops will be captured, crystallised and fed back into the learning cycle

In 2012, we will set up a community radio broadcast with some of our peace club learners discussing their own experiences of diversity.

We will also be interviewing young women in our Young Women in Leadership Project about their experiences and their desires. For many young women, one of the most problematic and difficult areas of their lives is the perceived clash between traditional culture, in which women are often subservient, and the constitutional rights to which all are entitled. Disagreements are often ascribed to “not respecting our culture “

In 2013, we will begin training interested peace club learners on how to write a radio play themselves. The best of the radio plays will be recorded and fed back into the Non-Violent Schools Campaign Training of Trainers programme. We believe this will promote the learners’ self esteem as well as developing the skills to express themselves.

We will also start work on a film script based on the Carmen and Thando audio plays with the intention of seeking funding to make a film for TV.

Young Women in Leadership

The Young Women in Leadership Project aims to build resilience and leadership skills in young women and 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 aims at raising awareness of issues affecting women and the rights they have. In the Young Women in Leadership Project, young women address issues affecting them, create a public voice, work for change and improved relationships with their caregivers.

The project started in October 2006 with pilot workshops in two high schools in Delft attended by girls from the ages of 15 to 18 years, both African and Coloured, where issues such as teenage pregnancy, HIV/AIDS and their rights as citizens were discussed.

The pilot workshops were followed by the establishment of the Young Women's Forum. Forum meetings took place once a month and quickly gained an enthusiastic and committed following. In June 2008, young women from the Forum organised a march in Delft to raise awareness about teenage pregnancy and alcohol abuse, which was joined by community members.

Young men, in terms of the concept of masculinity current in our society, tend to assert power over women and generally feel compelled to suppress their own feelings of vulnerability in order to appear "real men". There is obviously a pressing need for a young men's programme to address these problems in the context of a rapidly changing society where women are entitled to the same constitutional rights as men. For this reason, we will be including young men in the last three months of our training programme.

In January 2009 it was decided to launch the Young Women in Leadership Project which would recruit members through the peace clubs at high schools organised under the auspices of QPC's Non-Violent Schools Campaign.

What the Young Women in Leadership Project does

As from July 2009, we have worked in high schools in Maitland, Heideveld, Kensington, Philippi and Mitchell's Plan. We have trained 25 young women from each school between the ages of 15 to 19 years old. These workshops focused on different topics, including a needs assessment and life skills, where participants were able to identify and acknowledge their own dreams and fears, and awareness of women's issues and women's rights. Young women were able to identify issues affecting them at school and in the community and what their rights as women were. One of the workshops which has been very effective is the healing workshop. This workshop gives young women a safe space to talk about the problems they have experienced in their lives as young people. They were able to erase their pain and anger and learn positive way to cope with life as young

woman. 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 to three hours once per week in each school.

After attending these workshops, young women members from Heideveld High School facilitated an awareness of women's rights workshop for community members in Guguletu. Young Women in Leadership members also took part in the programme of 16 days of activism on 10 December 2009 at Guguletu Sport Complex. Tania Mbalo and Phiwe Sophe delivered a message to other young women and shared their experiences of the programme.

Feedback from the participants during a workshop at Maitland High School:

Young women were also interested to know whether there can be a law that gives people the right to choose whether a person should follow traditions or not. They would like to get TV adverts that advertise that people, especially young girls, should not be forced to do traditional activities. Some of the issues that they were focusing on are those events or traditional ceremonies where young women have to dance half naked in front of the audience, as they feel that it creates sexual desires.

Future plans

As from July 2010, the programme will focus on recruiting young women through the peace clubs at high schools in four areas per year, comprising some 90 participants. Each group of some 20 to 25 young women meets after school for two hours a week. A needs assessment for each group is conducted initially to establish the issues that each group wishes to address. These would generally include awareness of women's rights, healing of trauma, building self esteem, leadership skills and advocacy and lobbying.

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

In December 2010, we will run a 3-day camp for 90 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.

There will be four Young Women in Leadership Forums per year where young women and their caregivers can meet and discuss issues.

It is envisaged that the young men's groups will deal with gender issues, stereotypes and power relations in addition to the self esteem and communication issues. We will work with only 11 young men from the four areas.

As from May 2011, we will run joint workshops for young women and young men which will deal with gender stereotypes, role models, forgiveness, self expression and appreciation.

There will also be a 2-day indaba (which is a Xhosa word meaning gathering or meeting) held in March 2011, to which the young women, parents and caregivers will be invited to discuss their experience and best practice. It is envisaged that an indaba will be held annually.

Alternatives to Violence Project (AVP)

The Alternatives to Violence Project (AVP) is an international movement made up of volunteers who are committed to reducing the levels of violence between people in society. AVP originated in Greenhaven prison in New York in 1975. The main goal of AVP is to reduce violence at selected institutions such as schools and prisons.

In these institutions, which often mirror the marginalised, crime-infested communities from which many of the inmates come, violence, or the potential for violence, is most concentrated.

The Alternatives to Violence Project (AVP) is a training programme enabling participants to deal with violent or potentially violent situations in new and creative ways. The programme uses a set of three levels of workshops: Basic, Advanced, and the Training for Facilitators, which are 20 hours each in duration. The progression in the levels of the AVP workshops is designed for increasing levels of skill development. Participants have the opportunity to complete the series and become AVP facilitators themselves. Throughout the 3-day workshops participants build skills for solving conflicts without violence, analyse the effect of injustice on their lives and the lives of others, and work on taking action for positive, non-violent personal and social change.

At the beginning of 2009, the Quaker Peace Centre took over delivering AVP to one section in the Pollsmoor Correctional Facility from Phaphama Initiatives, and delivery quickly spread to other sections. In addition, since August 2009, AVP has been introduced to schools in the Non-Violent Schools Campaign, and, since July 2010, in places of safety for youth in conflict with the law.

How the Alternatives to Violence Project takes place

Schools

Teachers in the Non-Violent Schools Campaign who are training to become peace educators complete the AVP training so that they will have the necessary skills and confidence to run their own AVP workshops for learners who are members of the Peace Clubs under the auspices of the Non-Violent Schools Campaign.

The first group of extremely dedicated teachers completed their Basic AVP in October 2009 and then completed their Advanced AVP workshop during the stressful year-end exams and marking time in Mid-November. Teachers from the following schools took part in these workshops: Aloe High, Aloe Junior High, Lentegour High (all in Mitchell's Plain), St. Andrew's Further Education Training College (Elsies River), Khulani High (Langa), Maitland High (Maitland), Heideveld High (on the border of Heideveld and Nyanga and Crossroads), and Oude Molen Technical High (Pinelands). A visiting Professor in Juvenile Justice, Elisabeth Biser, also attended the first Basic workshop, and was so impressed that she postponed her return to the USA and flew down from Johannesburg specially in order to complete the AVP Advanced workshop as well. Unfortunately she could not stay to be trained as a facilitator, as it could only take place in February of 2010. She expressed a keen desire to link up with AVP in the USA and also to meet with Quakers in the USA.

During mid-February 2010, the Cape Town AVP community was blessed to have Judy Connors from Phaphama Initiatives in Johannesburg in Cape Town to train the first group of teachers to become facilitators in AVP. She was ably assisted by Nokuthula Mbete, project leader of the Young Women in Leadership Project, and Kumbirai Muzhanye, an AVP stalwart from Zimbabwe.

Eight of these 14 newly-qualified facilitators then also sacrificed their March 2010 Easter Holidays to attend an AVP Gathering, held at QPC. The aim of the gathering was to sharpen their skills of conducting role plays in the AVP workshops. Nokuthula Mbete, Kumbirai Muzhanye and Suzanne Bessem, a skilled and experienced facilitator from the Netherlands, took them through their paces.

In March 2010, the second group of teachers signed up for the Basic AVP workshop. This time an agreement was struck between the QPC and the WCED, Metropole South, through the dedicated efforts of Avril Knott-Craig, project leader of the Non-Violent Schools Campaign, and Glen van Harte, Curriculum Manager of the WCED. Training of the teachers took place at their Head offices in Mitchell's Plain, and the Education Department (Metropole South Education District) paid for the training of teachers in their district. Schools represented were once again teachers from Aloe and Aloe Junior High in Mitchell's Plain, Glendale High (Mitchell's Plain), Intsebenziswano High (Philippi), Zusikhanyo High (Nyanga), Sithembele Matiso High (Guguletu) and Leiden High (Delft). Kumbirai Muzhanye led a team comprising of Suzanne Bessem (the Netherlands), Philomène Luyindula (the Democratic Republic of Congo) and the project leader, Stanford Jarvis, taking these teachers through the Basic and Advanced levels.

The 3 levels of training were concluded in August 2010 when a refreshing Corlette Lesotho from Phaphama Initiatives was invited to be part of a facilitation team, admirably led by Nokuthula Mbete, and included Kumbirai Muzhanye and Stanford Jarvis.

To date two groups of teachers have completed the Training for Facilitators.

Peace Clubs

One of the newly-qualified AVP trainers, Gerald Rippenaar, a teacher at St. Andrew's Further Education Training College in Elsies River organized a camp for his Peace Club learners during March of 2010, and facilitated his first AVP workshop for his learners, with the assistance of QPC. It was held at Bienne Donne, Groot Drakenstein, a picturesque place between Paarl and Franschoek. Gerald's Peace Club has subsequently blossomed – they established a Peace Garden, hosted Paul Cassidy of the UK, and are currently empowering their young women leaders under the auspices of Nokuthula Mbete.

Heideveld High Peace Club followed suit with organizing an AVP Basic workshop for their learners at the school. Three of their newly qualified trainers, Marlene Douries, Jacky January, and Michelle Buis facilitated the workshop with the assistance of QPC.

Gloria Pikaan, another teacher trained as AVP facilitator, then facilitated a workshop at her school, Aloe Junior High, also with QPC's assistance.

Learners and teachers alike referred to increased levels of confidence in themselves and in dealing with others, increased self-esteem, better communication skills, improved ways of communicating feelings, more skills in dealing with conflict, developing more respect for others and for self, and learning the value of reflection.

Correctional Facilities

AVP currently offers training to inmates in the Adult Male, Female, and Youth sections of the Pollsmoor Correctional Facility in Cape Town. On average 15 inmates in each of three sections are trained in AVP Basic and Advanced levels per month. In the last week of the month each section meets for a one day follow-up workshop. The Parole Board attaches great weight to completion of AVP before granting parole. The Case Management System slots AVP into individually tailored rehabilitation programmes which prisoners need to follow before they can be given parole or released early. A report is written on each of the participants for social workers at Pollsmoor.

AVP is very well received at Pollsmoor, especially in the youth section, where wardens and social workers enthusiastically and actively support it. Warden Joy January regularly participates in the workshops, and is currently assisting the QPC facilitator to facilitate the workshops. The prison head of Pollsmoor Correctional Facility Medium A, the Juvenile section, Mr. Jacobs, and senior members of staff, Mr Martin and Mr Malgas, are also always drumming up support for AVP, and are constantly motivating members of staff to get trained in AVP. As a result, June 2010 saw a total of 15 eager members of staff conclude the very first Basic AVP workshop in their section.

The project is currently training wardens in the youth section so that they can train inmates.

Mr Jacobs and Mr Malgas report a drastic reduction in reported incidents of violence, which they ascribe to AVP. They also claim that AVP is bringing about a change in

prison culture – in the way the youth approach one another and in their general behaviour. ‘AVP’ inmates are readily given positions of leaderships in the various structures and committees they run in prison.

Places of Safety

The project has also recently begun training teachers, social workers and caregivers in places of safety for youth in conflict with the law. Some of these places of safety are holding centres for youth who have been arrested and are awaiting trial others are for children who have been removed from homes by court order. AVP helps them to deal with conflict in a non-violent way. Andrew Williams, the Head of Education at Bonnytoun, for boys, invited his staff and the staff of Tenterden, also for boys in Wynberg, and the staff of Huis Vredelus, for girls, in Elsie's River, to the first AVP Basic workshop held in July. Andrew Williams is instrumental in driving the need to have his whole staff trained as facilitators. QPC will support the staff to train the young offenders in their care.

Future Plans

In future we will focus on training trainers so that so that AVP can be sustained in the institutions where QPC works.

We will train teachers, social workers and care-givers at other places of safety. Once the staffs are trained, QPC will assist and support them to deliver Basic AVP to young offenders in their care.

We plan to train those student teachers from Cape Peninsula University of Technology (CPUT), who volunteer, in Basic, Advanced and Training for Facilitators so that they graduate with necessary skills to do AVP with their learners.

The focus in prisons will continue be on training warders up to Training for Facilitators level to add to their correctional work, which is part of their job in the Department of Correctional Services. QPC will support in the roll out of AVP with the inmates.

The roll out of AVP will continue in more schools.

Conclusion

Since 2009, approximately 25 teachers have completed the Basic, Advanced and Training for Facilitators courses. These teachers are spread over 12 schools throughout the Peninsula. Six of them, with the assistance of QPC, have already trained some 60 learners in Basic AVP. The teachers will ultimately become custodians of the project.

On average, we train 500 inmates in the prison per year. To date 19 wardens and some social workers have been trained.

The places of safety will be key interventions. Young people in conflict with the law will be exposed to AVP before they go to court giving them more options than just prison.

Teachers, learners, wardens and prisoners alike have all responded with great enthusiasm and commitment to the training, and we are continually approached with requests for further training.

Quaker Peace Centre

(registration number 011-709 NPO)

Abridged financial statements for the year ended June 30, 2010

Balance Sheet

Figures in Rand	2010	2009
Assets		
Non-Current Assets		
Other financial assets	75,000	75,000
Current assets		
Trade and other receivables	33,981	16,718
Cash and cash equivalents	1,615,720	2,059,304
	1,649,701	2,076,022
Total Assets	1,724,701	2,151,022
Equity and Liabilities		
Equity		
Retained income	1,441,213	1,917,121
Liabilities		
Current liabilities		
Trade and other payables	32,881	35,931
Provisions	250,607	197,970
	283,488	233,901
Total Equity and Liabilities	1,724,701	2,151,022

Detailed operating expenses

Figures in Rand	2010	2009
Operating expenses		
Accommodation	16,620	7,040
Accounting fees	27,070	21,346
Auditor's remuneration	24,000	42,000
Bank charges	12,936	11,097
Cleaning	8,947	7,172
Computer expenses	37,147	8,135
Consulting and professional fees	9,990	24,503
Consumables	17,471	41,014
Employee costs	1,033,902	902,335
Fixed assets expensed	-	12,171

QPC Annual Report 2009-10

Hire	4,834	5,636
Insurance	20,275	20,701
Lease rentals on operating lease	15,758	18,697
Legal expenses	-	3,677
Magazines, books and periodicals	-	18
Postage	794	1,639
Printing and stationery	35,022	29,173
Refreshments	110,604	56,038
Repairs and maintenance	12,700	5,954
Resource development	17,947	-
Reversal of payroll taxes – amnesty granted	-	70,687
Security	10,423	10,015
Staff welfare	7,434	1,123
Subscriptions	2,990	2,353
Telephone and fax	35,700	33,221
Transport – clients	15,139	10,270
Travel – staff	64,519	40,450
	1,542,222	1,245,091

Details of donations and grants

Figures in Rand	2010	2009
Donor's details		
Entraide Protestante Suisse	-	113,144
Wensleydale and Swaledale Area Quaker Meeting Fundraising Committee	539,208	729,810
Quaker Peace and Service Aotearoa / New Zealand	21,173	23,026
Quaker Hulpfond, The Netherlands	8,204	10,209
Quäker-Hilfe, Germany	91,710	64,204
Zurich Quaker Group	3,567	7,664
Switzerland Yearly Meeting	10,730	11,038
Community Chest of the Western Cape	13,500	4,500
City of Cape Town	-	15,000
Department of Social Development, Western Cape	204,980	203,887
Western Cape Education Department	11,091	-
Other Meetings, UK	9,205	3,239
Other donations and grants	9,708	12,641
	923,076	1,198,362

Funding Partners 2009/2010

Programme / Fund	Funder
Non-Violent Schools	Western Cape Education Department Cape Peninsula University of Technology
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	Department of Social Development, Western Cape Community Chest of the Western Cape Quaker Hulpfond, The Netherlands Switzerland Yearly Meeting Wensleydale & Swaledale Area Quaker Meeting, UK [<i>Committee for Fundraising among British and Irish Quakers</i>] Zurich Quaker Group

QPC Board Members 2009/2010

Julie Suberg (Chair)	
Jennifer Stern (Vice Chair)	
Michael Williams (Secretary)	
John Broom CA (SA) (Treasurer)	
Natalie Jaynes	Appointed 19 November 2009
Martin Struthmann (ex officio)	
Avril Knott-Craig (staff representative)	
David Anthony Marshall	Resigned 15 May 2010
Rowland Dale	Resigned 27 October 2010
June Metrowich	Resigned 19 November 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 2009/2010

Alternatives to Violence Project

Quäker-Hilfe Kurz-Mitteilungen, no. 142, December 2009, 'Das Quäker-Friedenszentrum in Kapstadt: Projekt Alternativen zur Gewalt in Südafrika', by Angela Chilvers.

Diversity

Cape Times, 12 April 2010, 'Malema's antics distract from ANC failures', by Athalie Crawford.

Cape Times, 14 June 2010, 'We can take on the bullies and win', by Athalie Crawford.

New Routes, 1/2010, 'Counting the costs of our descent: Xenophobia in South Africa today', by Athalie Crawford.

Non-Violent Schools

Cape Argus, 12 August 2009, 'Working to break the cycle of violence in our schools and the wider community', by Avril Knott-Craig.

Cape Times, 27 August 2009, 'Cape Flats pupils taught to deal with violence', by Aziz Hartley.

Mitchell's Plain People's Post, 15 September 2009, 'Working for peace'.

Plainsman, 9 September 2009, 'Pupils to become 'custodians of peace' at their schools', by Verna van Diemen.

Quäker-Hilfe Kurz-Mitteilungen, no. 142, December 2009, 'Südafrika: Gewaltfreie Schule', by Angela Chilvers.

Sunday Times (United Kingdom), 6 September 2009, 'Rape and murder stalk South African schools', by Dan McDougall.

The Friend, vol. 167, no. 30, 24 July 2009, 'South African students learn nonviolence skills at camp', by Oliver Robertson.

wced news, issue 3, March 2010, 'WCED and Quaker Peace Centre'.

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, 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 shift to realign its work to the challenges facing South Africa then, and in this process the following priorities were identified:

- 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 Quakers 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 of solving conflict, is a major problem in South Africa.

The human, psychological and economic costs are enormous both to the direct victims and to the whole community paying for physical “security” behind gates, wire, 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 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 this 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: qpc@qpc.org.za
Web: www.quaker.org/capetown

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

Visit our Website: www.quaker.org/capetown