

# Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups



Love is a pre-condition for Learning and Development



## PEACE BUILDING TRAINING MANUAL

COMMUNITY SYSTEMS  
STRENGTHENING PROJECT



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The contents of this publication is the work of the  
**Community Systems Strengthening Partnership**  
It can no way be taken to reflect the views of the European Union.



Curriculum Developed by: **Anita Marshall, Director, Training for Transition**  
For the Community Systems Strengthening Model

In partnership with

**The Learning Network Project**

Health and Human Rights Programme

University of Cape Town

Department of Public Health and Family Medicine

Head of Department: **Professor Leslie London**

Tel: [021 406 6488](tel:0214066488)

Fax: [086 403 0582](tel:0864030582)

Email: [leslie.london@uct.ac.za](mailto:leslie.london@uct.ac.za)

Design and Lay-out: Anita Marshall

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# Community Systems Strengthening Partnership



Women on Farms Project



The Learning Network, University of Cape Town's School of Public Health.

# BASELINE ASSESSMENT

**Who:** Name: \_\_\_\_\_

**What:** Name of Organisation: \_\_\_\_\_

**Where:** Place: \_\_\_\_\_

**When:** Date of Assessment: \_\_\_\_\_

## SCORING RESULTS

Baseline	1 Year Assessment
No. of 0s = No. of 1s = No of 2s = No of 3s =	No. of 0s = No. of 1s = No of 2s = No of 3s =
List: Areas of strength	
List: Areas of weakness	
Overall assessment	

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# Peace-building Baseline Assessment

Activity	Rating 0	Start-up Rating 1	Intermediate Rating 2	Ideal Rating 3
<b>Recruit and Screen young people</b>	Intervention needed but service not yet provided	THE ORGANISATION is aware of multiple needs but has no formal system for addressing these.	* Staff assesses children's individual needs through referral. * THE ORGANISATION has had a family meeting to assess the child's needs.	* A standard, formal assessment process exists and THE ORGANISATION uses this for evaluation and follow-through. * Results are documented and monitored. * THE ORGANISATION has a formal agreement with the family/caregiver regarding the support that the child will receive.
<b>Ensure Child Participation</b>	Children are service recipients	THE ORGANISATION determines programme activities and young people are asked to lead from time to time such as in a game or song.	* THE ORGANISATION gets input at programmatic level from the young people affected by community violence. * Children are involved in programme implementation.	* Young people are involved in all aspects of programs related to them. * Major decisions are made with input from young people. * Young people are supported to lead programs relevant to them.
Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Caregiver and family support</b>	Children are not assessed.	* THE ORGANISATION does have informal activities for family and caregivers and meets with family if the need arises. * Young people receive services with no formal agreement with the family.	* THE ORGANISATION has formal, regular meetings and activities that inform and support the family or caregiver with violence prevention initiatives.	* THE ORGANISATION provides ongoing family support. * These interventions are monitored and documented. * THE ORGANISATION provides a service to the young people in the context of the family.
<b>Community Ownership</b>	None exists	* THE ORGANISATION determines violence intervention programs for community members. * Community members are involved in executing activities at a delivery level.	* THE ORGANISATION solicits community input at a program planning level. * Community members drive programme implementation. * Major decisions are made by THE ORGANISATION.	* Major decisions are made by community members with input by THE ORGANISATION. * THE ORGANISATION plays a mentoring role but community owns the project.
Physical				
Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Environment</b>	This is not THE ORGANISATIO	THE ORGANISATION	THE ORGANISATION has activities which	* THE ORGANISATION facilitates a process with community members

	N's area of intervention.	facilitates a process with community workers and children for occasional environment clean-up activities.	introduces children and community members to environmental 'hot spots' that contribute to a lack of safety.	to liaise with police and local government for the creation of safe, stimulating places for children to play, swim and have recreational activities. * THE ORGANISATION supports community initiatives and activities that lead to safety for all in that environment.
<b>Activity</b>	<b>Rating 0</b>	<b>Rating 1</b>	<b>Rating 2</b>	<b>Rating 3</b>
<b>Protection</b>	Service needed but not provided	* THE ORGANISATION is aware of young people's rights and they are taught to protect themselves.	* THE ORGANISATION supports the child and the family in reporting abuse. * THE ORGANISATION has a child protection policy. * THE ORGANISATION reports abuse and has a system for follow-up to ensure the safety of all children in their programs.	* THE ORGANISATION trains community members as community support structure for child protection. * THE ORGANISATION has a good relationship with the police and social workers to ensure reported abuse will be addressed and the family will get the follow-up and support that they deserve in order to interrupt the abuse. * THE ORGANISATION is involved in community awareness- raising, through public events hosted by trained community members. * Young people have confidence that they will receive formal support if they report abuse to THE ORGANISATION staff.
<b>Emotional</b>				
<b>Activity</b>	<b>Rating 0</b>	<b>Rating 1</b>	<b>Rating 2</b>	<b>Rating 3</b>
* <b>Coping Skills</b> * <b>Self-esteem building</b> * <b>Develop Resilience</b>	THE ORGANISATION recognises a need but does not provide a service	* THE ORGANISATION staff treat all young people with respect and require them to do the same. * THE ORGANISATION has self-esteem building activities, but there is no structured intervention for individual children.	* THE ORGANISATION provides self-esteem building opportunities for young people through formal group sessions and individual work.	* THE ORGANISATION has regular formal meetings with the family to provide feedback on emotional needs of young people and to identify opportunities for showing love and developing a positive self-concept and the role of the family in this. * THE ORGANISATION trains community members to understand the need to treat young people with respect, create opportunities for them to succeed and to praise children in order to build up their self-esteem. * THE ORGANISATION monitors and documents these family interventions and evaluates and documents changes and impact and areas for further improvement.



<b>Conflict Analysis</b>	THE ORGANISATION recognises a need but does not provide a service	The Organisation facilitates mediation so that concerned parties hear each other.	The Organisation facilitates mediation and documents the process as part of advocacy for a service.	The Organisation provides life-skills training that helps young people to understand the causes of conflict and alternate options for conflict resolution. The Organisation hosts activities that support peaceful arbitration.
<b>Resolving conflict</b>	THE ORGANISATION recognises a need but does not provide a service	The Organisation intervenes in conflicts and reprimands offenders and hold them accountable.	The Organisation facilitates conflict resolution and helps individuals to understand the psychological reasons and consequences of behaviour	* The Organisation facilitates conflict resolution. * The Organisation facilitates therapeutic intervention for affected parties. * The Organisation supports the affected parties towards peaceful resolutions.
<b>Self-expression</b>	No service provided	THE ORGANISATION is aware and staff assist young people by creating opportunities for self-expression, opinions and ideas.	THE ORGANISATION has activities that allow for self expression within a safe environment with trained community members.	* Formal opportunities for self-expression are included in life-skills program that young people attend regularly. * THE ORGANISATION facilitates a safe process where young people get an opportunity to express their fears, ideas, emotions and anxieties, within a family setting. * This process is monitored and documented.

**Social**

Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Communication Skills and relationship building</b>	Need identified but service not provided.	* THE ORGANISATION includes skills building in informal activities. * Children are informed of alternate communication methods when poor skills are displayed. * THE ORGANISATION staff encourage children to build good relationships through informal workshops.	* THE ORGANISATION has regular activities that help children build communication skills in a formal life-skills program. * Staff model effective communication. * THE ORGANISATION provides activities that assist children with relationship building.	* THE ORGANISATION gets the family and community involved in effective communication. * Trained counsellors run programs that focuses on building communication skills and forming new and positive relationships. * Individual children with poor communication skills are monitored for improvement, acknowledged for progress and receive positive reinforcement for improved communication and improved relationships.
<b>Gender Education</b>	Need identified but service not provided.	* THE ORGANISATION includes gender education in informal activities.	* THE ORGANISATION includes ongoing, gender education in formal activities. * THE	* THE ORGANISATION has regular gender activities that help children consciousness in a formal life-skills program. * Staff model effective communication regarding gender

			ORGANISATION staff support children to build good relationships through informal workshops.	sensitivity. * THE ORGANISATION provides activities that assist children with relationship building.
<b>Listening Skills</b>	THE ORGANISATION recognises a need but does not provide a service	Young people get told to listen to their elders.	The Organisation includes listening skills in life-skills activities.	* Adults in The Organisation demonstrate good listening skills. * Listening to others are included in life-skills curriculum. * The Organisation works with relevant adults in the family and the environment to develop a sound theoretical understanding the importance of listening and the skill of hearing.
<b>Emotional Intelligence</b>	THE ORGANISATION recognises a need but does not provide a service	Emotional intelligence is demonstrated by ORGANISATION staff.	Life-skills activities to develop emotional intelligence is conducted by The Organisation.	* Relevant adults are trained to understand and recognise emotional intelligence. * Formal assessment activities are included in life-skills programme. * Young people are assisted with understanding emotional intelligence, opportunities for self-assessment and supported with appropriate choices.
<b>Interaction with peers</b>	THE ORGANISATION has no intervention strategy.	THE ORGANISATION staff encourages and facilitate peer interaction.	THE ORGANISATION has a regular program and various intervention strategies that encourage young people to interact with peers through formal programs.	* THE ORGANISATION has a range of intervention strategies including sport, dance, drama, educational programmes, outings and debates that encourage peer interaction. * THE ORGANISATION encourages family to create opportunities for safe peer interaction. * Programs and individuals are monitored and evaluated to see the impact and identify areas for improvement.
Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Sense of belonging</b>	Service needed but not provided	THE ORGANISATION staff ensures that all children are participating actively.	THE ORGANISATION introduces opportunities for developing a sense of belonging through activities.	* THE ORGANISATION facilitates conversations and events that ensure that children experience a sense of belonging in The Organisation, family, community and country. * THE ORGANISATION counsellors are trained to intervene in family and work with caregivers to ensure a healthy sense of belonging.
<b>Cognitive</b>				
Activity	Rating 0	Rating 1	Rating 2	Rating 3

<b>Access to school</b>	Service not provided	THE ORGANISATION recognises the need and assists children on an individual basis as the need arises.	<ul style="list-style-type: none"> <li>* THE ORGANISATION conducts an assessment at family level and offers material support e.g. books or a private space to do homework to keep children in school.</li> <li>* THE ORGANISATION provides training to educators and community counsellors on the special needs of children exposed to high levels of violence and conflict and who are simultaneously victims of severe institutional and economic neglect.</li> </ul>	<ul style="list-style-type: none"> <li>* THE ORGANISATION keeps a register of each child with age, gender, grade and school attendance data.</li> <li>* THE ORGANISATION has a formal relationship with the school to identify 'at risk' children.</li> <li>* THE ORGANISATION meets with the family regularly to communicate the child's needs in relation to staying in school and the support that THE ORGANISATION is offering.</li> <li>* THE ORGANISATION liaises with the school in relation to school fees, books and equipment to alleviate the economic burden on the family.</li> <li>* A formal after-school homework support program exists.</li> <li>* Attendance is monitored and children are given adult support and follow-up activities are planned when the need is identified.</li> <li>* THE ORGANISATION provides access to resources such as computers for homework support.</li> </ul>
<b>Life-skills</b>	Service not provided	THE ORGANISATION staff and volunteers run informal life-skills workshops.	THE ORGANISATION has a regular, formal life-skills programme that covers a range of topics identified by The Organisation.	<ul style="list-style-type: none"> <li>* THE ORGANISATION has a consistent program and a life-skills curriculum with topics identified by children and THE ORGANISATION staff and community members.</li> <li>* THE ORGANISATION encourages family and community involvement in life-skills education program.</li> <li>* THE ORGANISATION provides access to resources such as computers, games, sports equipment.</li> <li>* Programs are monitored and evaluated to see the impact and identify needs of children.</li> </ul>
<b>Peace Building activities</b>	No services exist	The Organisation is aware that these services are needed but feels powerless to address them.	The Organisation takes children on excursions or hosts diversion programmes as alternate activities.	<ul style="list-style-type: none"> <li>* Peace-building activities are defined.</li> <li>* Children are consulted regarding the kind of activities that they would like to participate in and The Organisation facilitates these constructive activities.</li> <li>* Programs are monitored and evaluated to see the impact and identify needs of children.</li> </ul>

<b>The ability to dream</b>				
Economic				
Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Access to pocket-money</b>	Service needed but not provided.	THE ORGANISATION provides children with occasional opportunities to earn pocket money by washing staff cars etc.	* THE ORGANISATION facilitates opportunities for children to plan income-generating projects. * THE ORGANISATION provides formal training on budgeting and planning with families and communities.	THE ORGANISATION networks with other organisations and facilitates opportunities for children to plan regular money-making events on weekends, in which they get access to the profits. THE ORGANISATION encourages children to budget and save. THE ORGANISATION facilitates family and community meetings to discuss income generating projects. THE ORGANISATION facilitates meetings with The City, local government or national agency as required to increase income generating opportunities in the neighbourhood.
<b>Access to economic development</b>	Service needed but not provided	THE ORGANISATION refers young people for long-term opportunities.	THE ORGANISATION pro-actively seeks financial support & resources for children with long-term career planning goals.	* THE ORGANISATION meets with family to share child's long-term vision and the family support needed. * THE ORGANISATION assists children with long-term planning.
<b>Family Income</b>	Service needed but not provided	THE ORGANISATION uses community radio and local news to generate and share information on work opportunities.	THE ORGANISATION trains community members so they can access local government funding for grants or start-up initiatives.	* THE ORGANISATION documents unemployment and income levels and shares at national and local government platforms and every advocacy opportunity to raise awareness and seek intervention. * The Organisation works closely with local government and other relevant stakeholders to facilitate access to opportunity. * The Organisation provides related training and support.
System				
Activity	Rating 0	Rating 1	Rating 2	Rating 3
<b>Access to police protection</b>	Service needed but not provided	THE ORGANISATION supports children to report crimes committed against them, if needed.	THE ORGANISATION has a relationship with police and social welfare and supports children to report crimes and has a formal follow-up process.	* THE ORGANISATION documents police response and has a formal advocacy campaign. * THE ORGANISATION documents referrals to social development and conducts follow-up for monitoring and evaluation purposes. The Organisation facilitates protection strategies, if needed.

<b>Interrupting destructive activities</b>	Service needed but not provided	THE ORGANISATION networks with other agencies seeking to reduce destructive practices.	THE ORGANISATION creates educational opportunities to make children more conscious of the end-result, as a prevention tool.	* THE ORGANISATION works with other crime prevention agencies and provides diversion activities to create other options. * Children are engaged in a positive manner to provide guidance and intervention.
<b>Create a Human Rights Culture</b>	Service needed but not provided	The Organisation refers to relevant organisations	THE ORGANISATION pro-actively includes human rights education and the expectation of living in an environment free of violence in all its educational interventions.	* THE ORGANISATION identifies crime hot-spots and works with local government to make the area safer e.g. street lights, transform an open field into a park with police security. * THE ORGANISATION serves as a national advocacy body highlighting the lack of safety, non compliance with MDG and police corruption, as required. *
<b>Children Participate in Advocacy</b>	Service needed but not provided	THE ORGANISATION ensures community understanding of advocacy activities and involvement in child protection.	THE ORGANISATION documents human rights violations and reports at national and international advocacy opportunities.	THE ORGANISATION supports children to tell their stories and make recommendations to national and local government for urgent intervention in breaking gang monopoly, destructive activities and drug usage.
<b>Leadership Skills</b>	THE ORGANISATION recognises a need but does not provide a service	The Organisation directs children to attend leadership workshops	Leadership skills is built into the Life-skills programme	Identified young people, to attend a formal, accredited leadership course.

Specific Objective 2: **Train a cadre of Peace Builders.**

Activities	Outputs	Indicators	Outcome
1. Identify and recruit young men and women from health committees and other CBOs as Peace Builders.	A cadre of young, community-based agents for change.	# of young people attending life-skills workshops.	Young people engaged in peace-building activities.
2. Recruit male role-models to mentor young men and female role-models to mentor young women.	Outreach programmes with varied alternate and opportunity-creating activities.	# of young people involved in Peace Building activities.  # of innovative, recreational and opportunity creating activities in the community.	Young people engaged in productive and constructive activities
3. Training-of-trainers course on gender, power and violence reduction.	Skilled, community-based gender educators	# of Peace Builders trained on the links between gender inequality and gender violence.  Reduction of incidences of violence against women.  Young people whose sexual orientation differs are not abused and isolated.	Increased consciousness of human rights values and inter-personal respect.

## Learning Objectives: Participants will be able to

- Define Peace
- Understand the causes of conflict
- Reflect on different conflict resolution options
- Understand how prejudice feeds into conflict
- Analyse conflict
- Develop constructive activities
- Understand Prevention education
- Have alternate conflict resolution skills
- Provide trauma counselling
- Develop safety strategies
- Develop peace-building activities
- Develop community safety strategies

### Activity 1

#### Defining Peace

30 minutes

**Purpose:** Develop a common understanding of a state of peace.

**Method:** Individual work.

**Procedure:** Facilitator creates a calm and reflective atmosphere and each person is asked to reflect on a moment or period in their life, when they were truly peaceful. The facilitator probes further with questions like; “*What created the sense of peace.*” The responses of a number of participants are used to develop a general understanding of a ‘state of peace.’

**Reflection:** Participants are asked to generate the consequences of a peaceful environment. Facilitator writes up these responses

### Activity 2

#### Reflecting on the context required in order for peace to exist

1 hour

**Purpose:** Participants define a context that would be a pre-cursor to peace.

**Method:** In pairs. Facilitator provides sufficient paints, paper etc. for creative activity.

**Procedure:** Participants draw up a list family, economic, environmental, resource and other elements that have to be in place for the creation of a peaceful environment.

Participants are then given sufficient time to draw a ‘picture of peace’. It could be a peaceful environment or their own ideas and symbols of what peace means.

### Activity 3

#### Understanding the Origins of Conflict

30 minutes

**Purpose:** Participants develop an understanding of the root causes of conflict.

**Method:** Group work.

**Procedure:** Participants and facilitator take turns reading the following passage:

### ***Coping with Violence – Vaughan Bowie***

*A turning point in my life came one day on a train in the suburbs of Tokyo in the middle of a drowsy spring afternoon. The old car clanking and rattling over the rails was comparatively empty – a few housewives with their kids in tow, some old folks out shopping, a couple of duty bartenders studying the racing forms. I gazed absently at the drab houses and dusty hedgerows.*

*At one station the doors opened and, suddenly, the quiet afternoon was shattered by a man yelling violent, obscene, incomprehensible curses. Just as the door closed, the man, still yelling, staggered into our car. He was big, drunk and dirty, dressed in laborers' clothing. His bulging eyes were demonic, neon red. His hair was crusted with filth. Screaming, he swung at the first person he saw, a woman holding a baby. The blow glanced off her shoulder, sending her spinning into the laps of an elderly couple. It was a miracle that the baby was unharmed.*

*The terrified couple jumped up and scrambled toward the other end of the car. The labourer aimed a kick at the retreating back of the old lady but he missed and she scuttled to safety. This so enraged the drunk that he grabbed the metal pole in the centre of the car and tried to wrench it out of its stanchion. I could see that one of his hands was cut and bleeding. The train lurched ahead, the passengers frozen with fear.*

*I stood up. At the time I was young, in pretty good shape, was six feet tall and weighed 225 pounds. I'd been putting in a solid eight hours of Aikido training every day for the past three years and I thought I was tough. The trouble was, my martial skill was untested in actual combat. As a student of Aikido, I was not allowed to fight.*

*My teacher, the founder of Aikido, taught us each morning that the art was devoted to peace. 'Aikido', he said again and again, is the art of reconciliation. 'Whoever has the mind to fight has broken his connection with the universe. If you try to dominate other people, you are already defeated. We study how to resolve conflict, not to start it.'*

*I listened to his words. I tried hard. I wanted to stop fighting. I have even gone so far as to cross the street to avoid the chimpira, the pinball punks who lounge around the train stations. They'd have been happy to test my martial ability. My forbearance exalted me. I felt tough and holy. In my heart of hearts I was dying to be a hero. I wanted a chance, an absolutely legitimate opportunity whereby I might save the innocent by destroying the guilty.*

*'This is it!' I said to myself as I got to my feet. 'This slob, this animal is mean and drunk and violent. People are in danger. If I don't do something fast, someone will probably get hurt.'*

*Hanging on lightly to the commuter strap overhead, I gave him a slow look of disgust and dismissal – every bit of nastiness I could summon up. I planned to take this turkey apart, but he had to be the one to move first. I wanted him mad, because the madder he got, the more certain my victory. I pursed my lips and blew him a sneering, insolent kiss that hit him like a slap in the face. 'All right', he hollered, 'You gonna get a lesson.' He gathered himself for a rush at me. He would never know what hit him.*

*A split second before he moved, someone shouted 'Hey!' It was ear splitting. I remember being struck by the strangely joyous lilting quality of it, as though you and a friend had been searching for something and suddenly stumbled upon it. 'Hey!'*



*I wheeled to my left, the drunk spun to his right. We both stared down at the little old Japanese. He must have been well into his seventies. He took no notice of me but beamed delightedly at the laborer, as though he had a most important, most welcome secret to share.*

*'C'mere,' the old man said in an easy vernacular, beckoning to the drunk. 'C'mere and talk to me.' He waved his hand lightly. The big man followed, as if on a string. He planted his feet belligerently in front of the old man, towering threateningly over him. 'Talk to you!' he roared over the clanking of the wheels. 'Why the hell should I talk to you?'*

*The old man continued to beam at the labourer. There was no trace of fear or resentment in him. 'Watch'a been drinking?' he asked lightly, his eyes sparkling with interest*

*'I been drinking sake and it's none of your goddamn business!' Flecks of spittle spattered the old man.*

*'Oh that's wonderful,' the old man said with delight. 'I love sake too. Every night, me and my wife, she is seventy-two, you know, we warm up a little bottle of sake and take it out to the garden, and we sit on the old wooden bench that my grandfather's first student made for him. We watch the sun go down and we look to see how the persimmon tree is doing, and we worry whether it will recover from those ice-storms we had last winter. Persimmons do not do well after ice storms, although I must say ours had done rather better than expected, especially when you consider the poor quality of the soil. Still it is most gratifying to watch when we take our sake and go out to enjoy the evening – even when it rains!' He looked up at the labourer, eyes twinkling, happy to share his delightful information.*

*As he struggled to follow the intricacies of the old man's conversation, the drunk's face began to soften. His fists slowly unclenched. 'Yeah,' he said, 'I love persimmons too...' his voice trailed off. 'Yes,' said the old man, 'and I'm sure that you have a wonderful wife.' 'No,' replied the labourer. 'My wife died.' He hung his head. Very gently, swaying with the motion of the train, the big man began to sob. 'I don't got no wife, I got no job. I don't got no money. I don't got nowhere to go.' Tears rippled through his body. Above the baggage rack a four-color ad trumpeted the virtues of suburban luxury living.*

*Standing there in my well-scrubbed youthful innocence, my make-this-world-safe-for-democracy righteousness, I suddenly felt dirtier than the drunk was. As I got off the train I turned back for one last look. The labourer was sprawled like a sack on the seat, his head in the old man's lap. The old man looked down on him all compassion and delight, one hand softly stroking the filthy matted head.*

### Reflection

1. What is the moral of this story?
2. What stopped the conflict?
3. Participants are asked to share an incident when they were truly angry. Facilitator helps to unpack the root cause of the anger, by probing with this question; *"If, in that moment, you had been sad rather than angry, what would you be sad about?"*
4. Facilitator writes up the responses, identifying the root causes of anger. They would include words that reflect an understanding of empathy such as; lack of understanding, fear, lack of opportunity, unfairness.
5. Participants are encouraged to reflect on *"What is the fear"* in future conflicts, so that the root cause can be made conscious to all parties involved in the conflict.

## Activity 4

### Causes of Conflict

1 hour

**Purpose:** To identify the causes of our conflicts.

**Method:** Group work.

**Procedure:** Participants share different conflicts experienced in their own neighbourhood. These are written up and in another column, the source of these conflicts are generated.

**Reflection:** Using the various stories generated above, participants are asked to rate themselves, in terms of their conflict resolution style, in that moment. Facilitator explains that different situations, requires different conflict resolution styles. Examples are generated.

### Conflict Modalities. Identify Yourself.

#### 1. Roll over



#### 2. Smasher



#### 3. Negotiator



#### 4. Collaboration



1. Submission.
2. Fighting as the only option. (Confrontation, using force).
3. Compromise (work together)
4. Collaboration (Builder, resolve a problem).

**Reflection:** Reflect on the following statement and discuss. Generate examples.

*"Conflict is not always a bad thing. Conflict is sometimes necessary to bring about change. How we address conflict is what matters."*

In pairs, generate examples of the following;

Causes of conflict in;

- a) Families
- b) Relationships
- c) Adults and children
- d) Ethnic groups
- e) At work

### Guidelines for addressing a conflict.

**Listen** to the other party.

**Be open** to hearing.

Be **fair**.

Be **clear**.

Keep **cool**.

Recognize when **you** need **time out**.

Recognize when you need **mediation**.

Recognize when you need to **walk away**.

**Never resort to violence.**

Reflect on the nature of the conflict and rate it in the following ways:

Mild (1)            serious (2)            very mild (3)            very serious (4)

Not worth bothering about (5)

## Activity 5

### Recognising the 'isms'

30 minutes

**Purpose:** Recognise how prejudice in South Africa, contributes to conflict.

**Method:** Brainstorm.

**Procedure:** Facilitator writes up the following statement and participants are asked generate examples of different types of prejudice. *"Prejudice is a belief or an opinion that influences the way we feel about other people."*

Examples:

- Judge people on basis of skin color, gender, age, ability, disability.
- Judge people based on what you have heard.
- Believe that you are superior to or entitled to more than others.

### Role-play

Participants are divided into groups and each group gets a scenario to act out.

**Group 1 & 2:** A man coming home from work and food is burned (role-play wife scenario)

**Group 3 & 4:** A woman and her children (different ethnic group) come looking for food and a place to sleep.

1. Brainstorm: Repercussions of gender and ethnic conflict.

**Stages of Healing:**

1. Denial
2. Anger
3. Remorse
4. Negotiation
5. Recovery: *revival, recuperation, mending, healing improvement*

## Activity 6

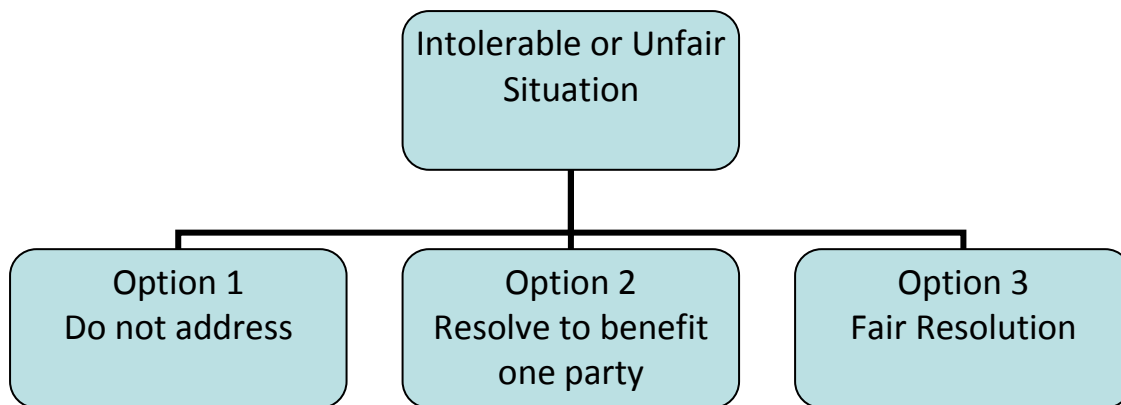
### Conflict Analysis

30 minutes

**Purpose:** Address the theory of the stages that lead to conflict.

**Method:** Plenary.

**Procedure:** Facilitator identifies the different stages that lead to the development of a conflict.



#### Group Work:

- In groups each group reviews a conflict.
- Write up the stages that led to the conflict
- Identify the trigger.
- Discuss at what point the situation should have been addressed.
- What would have prevented this conflict?

This activity can be done as a drawing of e.g. an onion. With the situation at the core and the different layers of the onion reflecting the different stages of the conflict escalation. Use your own imagination.

#### Review Lessons on Conflict Escalation

### Activity 7

#### Reflect on social causes of conflict

30 minutes

**Purpose:** Identify the main causes of conflict in the environment.

**Method:** Group work.

**Procedure:** List the following in columns and share in plenary. Facilitator identifies common causes of conflict.

#### Group Work:

**Group 1:** Write up the major causes of conflict in this community.

- Identify factors contributing to each conflict.

**Group 2:** Describe incidences of social injustice.

- Describe the human right that is being violated.

**Group 3:** Identify unfair or intolerable practices in the neighbourhood.

- List what can be done to interrupt it and the stakeholders required to do so.

Think of ways to manage the conflict so that everyone has some of their needs met. Where criminal behaviour is not being addressed by the relevant government officials, this is an advocacy issue.

Identify the **advocacy** issues related to the following rights

- The right to dignity
- The right to safety a safe environment
- The right to health

#### Recognising the different stages of Healing:

1. Denial
2. Anger
3. Remorse

4. Negotiation
5. Recovery: *revival, recuperation, mending, healing improvement*

Review

### Activity 8

**What is Peace Building?**

**2 hours**

**Purpose: To find constructive opportunities.**

**Method:** Group work.

**Procedure:** Facilitator identifies a range of diversion opportunities.

#### Presentations:

The facilitator invites community based 'schools' to present their area of training or development e.g.

- A music teacher
- Boxing trainer
- Accredited Life Skills School.

Peace-builders reflect on children that can be linked and ways of sharing this information.

### Activity 9

**Constructive Social Experiences**

**2 hours**

**Purpose: To identify Positive Social Interactions.**

**Method:** Group work.

**Procedure:** Peace builders generate ideas for constructive social activities.

#### Group work:

Group 1:

- Activity that will develop young people's sense of belonging.

Group 2:

- Activity that will foster gender education.

Group 3:

- Activity that will encourage a love of nature and care for animals.

Group 4:

- Activities that will lead to income generation.

Peace-builders present their activity, share what is needed to set it in motion and develop an activity plan.

### Activity 10

**Access to School**

**2 hours**

**Purpose: To identify children that need intervention.**

**Method:** Group work.

**Procedure:** Peace builders work on approaches to intervention.

#### Group work:

Group 1:

- Approaches to working with schools to identify 'at risk' children, to keep them in school and family intervention if required.

Group 2:

- Approaches to intervention with 'recently dropped out' and family intervention if required.

Group 3:

- Facilitate pathways to post-school learning and family intervention if required.

Group 4:

- Facilitate pathways to learning a trade or a practical skill that will support income generation.

Peace-builders present their activities in plenary and the facilitator generates ideas for changing ideas to a community service.

## Activity 11

**Reduction of Gender Violence**

**6 hours**

**Purpose:** To understand severe nature of the problem.

**Method:** Plenary.

**Procedure:** A workshop on Gender Education.

**Recognise and understand Child Abuse**

**30 minutes**

- **In groups** participants write up the different kinds of abuse and come up with a definition.

**The facilitator** then writes up a definition and using the work generated by the groups, generates the different, acknowledged, forms of abuse. Definition should be similar to: The intentional harm caused to a child by omission or commission. A child till the age of 18.

**Categories of abuse**

1. Physical Abuse
2. Emotional Abuse
3. Neglect
4. Child Labour
5. Structural abuse
6. Child Trafficking
7. Sexual Abuse

### Other kinds of abuse

- **Shaking baby syndrome:** shaking the child can cause brain damage. This is apparent when the child starts vomiting or becomes tired. The child then needs to be taken for a scan
- **Foetal alcohol syndrome:** Children are born with this due to excessive use of alcohol by the pregnant mom.
- **Munchausen by proxy:** Parents who make their children ill for attention.

These are potential warning signs and should be observed and assessed with care and could lead to further investigation.

### Physical abuse:

- Injuries or bruises at various stages of healing.
- Excuses for injuries. Explanation does not match injury.
- Refusal or an unwillingness to discuss them.
- Withdrawal from physical contact.
- Inappropriately covering up eyes, arms or legs
- Consistent reluctance to go home.
- Running away from home
- Distrust of adults.
- Self-destructive tendencies.
- Bullying or overt aggression toward other children.
- Too passive and compliant.
- Adults show signs of aggression toward t

### Plenary: Discuss Corporal Punishment

30 minutes

- Participants indicate whether they were beaten as children.
- Debate in plenary, alternatives to hitting.
- Facilitator asks participants to discuss alternative forms of discipline.

### Points to Ponder

- ✓ Corporal punishment is illegal.
- ✓ The use of physical force with the intent of inflicting bodily pain, **was** a very common form of discipline.
- ✓ Many of us were spanked as children.
- ✓ Corporal punishment sends the message to children that physical force is an appropriate response to problems or opposition.
- ✓ Some adults still argue about the level of force when hitting children.
- ✓ What a child learns from being hit is that the use of violence can be condoned under certain circumstances.

### Indicators: The child;

- Avoids physical contact with others.
- Is apprehensive when other children cry.
- Wears clothing to purposely conceal injury, such as long sleeves in hot weather.
- Refuses to undress for sport or for required physical exams at school.
- Give inconsistent versions about occurrences of injuries.
- Seems frightened of parents.
- Is often late/absent from school.
- Comes to school early and seems reluctant to go home afterwards.
- Has difficulty getting along with others.
- Plays aggressively and often hurts peers.
- Complains of pain upon movement or contact.
- Has a history of running away from home.

**Plenary: Recognising Accidental from non-accidental Injury. 30 minutes**

- if adult and child tell a different story (interview adult and child separately)
- Children who are wary (scared) of adults (especially significant adults such as the father or step-mother).
- Violent shaking (e.g. a baby with little other symptoms except vomiting and disorientation). Doctors are able to identify by looking into the retina of the eye or a scan.
- Sometimes accidental injuries are caused as a result of neglect.
- When we are able to verify that the information that we received is factual.
- Cigarette burns: these are normally in less obvious places such as under the feet or on the inside of the arm where it can be hidden by a long t-shirt or sweater.

If stages of **bruising** are inconsistent with the story told.

Stages of healing	Day 1-3	Day 3-5	Day 5-7	Day 7 onward
Colour	blue	red	green	yellow

Compare the stage of healing, with the story provided of how the injury was incurred, in order to recognize accidental from non-accidental abuse.

When community health committee members encounter children who present with different stages of bruising or consistently different injuries, this is always a reason for further investigation or reporting to the relevant government official e.g. police office or social worker.

A broken bone: A clean fracture would indicate one hard, sharp blow whilst splinters around the fracture could indicate a fall or tumble.

**Emotional Abuse**

Emotional child abuse involves behavior that interferes with a child’s mental health or social development.

- constant criticism
- ignoring a child
- insulting, belittling, swearing, name-calling, comparing child to a bad role-model.
- Favouritism
- Minimizing achievements
- Invasion of privacy
- Black-mailing and bribing
- Emotional abuse is sometimes covert rather than overt (e.g. parents who are mostly depressed or unhappy. Parents constantly fighting. Not actively interacting with a child. Spending more quality time with the favoured child.
- Emotional abandonment.

One website calls it “*the systematic tearing down of another human being.*” Such abuse can range from verbal insults to acts of terror, and it’s almost always a factor in the other three categories of abuse. While emotional abuse by itself doesn’t involve the infliction of physical



pain or inappropriate physical contact, it can have more long-lasting negative psychological effects than either physical abuse or sexual abuse.

**Emotional abuse can come not only from adults but from other children:** Family and siblings are often responsible for emotional abuse.

Neighbourhood or schoolyard **bullies** or peers in schools that permit a culture of social ostracism.

The signs of emotional child abuse include **apathy, depression, and hostility**. If it happens at school, the child may be **reluctant to go to school** and develop or fake a physical complaint.

## Neglect

Deliberate with-holding of basic needs.

- Food, shelter, education, health care, basic clothing
- Love and affection
- Not developing obvious skills
- Not attending to health needs e.g. ongoing headaches or toothache.
- Not providing proper discipline.
- Leaving a child unattended for long periods of time
- Not providing age-appropriate developmental resources for development e.g. paint, books, musical instruments. (parental or institutional).
- More concerned with partner(s) than with child(ren).

Neglect is often about those aspects of child care that has to do with physical protection of the child. Withholding basic health-care like taking a child to the doctor for an ear-ache or a toothache could be classified as neglect.

If children are not getting proper nutrition that provides their body with the best defense system, such as eating a balance of carrots, pumpkin, fruits, green vegetables, calcium and protein, it could qualify as neglect, depending on whether it relates to poverty or deliberate with-holding. Children are dependent on adults to guide them in healthy eating choices. Lots of vitamin C will prevent colds.

Ensuring that children drink sufficient clean water is a priority. Care-givers and parents need to oversee these, until it becomes a habit for the child to drink a glass or two of fresh water in the morning, afternoon and at night. Water flushes the system.

The basics of hygiene training from a young age would also fall under this category. This teaching includes simple practices like;

- Washing the whole body once daily.
- Keeping underwear and top garments clean.
- Brushing teeth daily
- Washing all fruits and vegetables before eating them.
- Washing hands after using the toilet.
- Washing hands before eating.

- Using only previously boiled water to prepare food or drinks for young children.
- Keeping bed linen and blankets clean.
- Keeping all surfaces where food is prepared hygienic and clean.
- Teaching children not to bite off the same apple, drink out of the same bottle or share lip-ice or an ice-cream. This provides for an easy transfer of germs.

Remember that neglect includes both the emotional and physical needs of the child. Many of the aspects related to child protection in general, would therefore also be regarded as neglect in the different areas of abuse that follows.

#### **Behavioural signs for the above include;**

- Shyness or passivity.
- Extreme changes in behavioral patterns.
- Poor interpersonal relationships or a lack of self-confidence.
- Clinginess, withdrawal or aggressiveness.
- Regressing to infantile behavior such as bedwetting, thumb sucking or excessive crying.
- Recurrent nightmares, disturbed sleep patterns, or a sudden fear of the dark.
- Depression
- Low self-esteem.
- Flinching away or ducking from emotion or people moving towards them.
- Eating disorders or loss of appetite.
- Self-mutilation such as "cutting," biting oneself or pulling out hair.
- Unusual habits like rocking, sucking cloth.

### **Child Labour**

Deliberate with-holding of basic needs.

- exploitation of children
- developmentally or age inappropriate work
- forced labour
- children doing adult work
- forced to leave school to take adult responsibility
- young girls taking adult chores in household with no time to play or for self.

### **Structural Abuse**

Deliberate with-holding of basic needs.

- Institutions
- The state
- Legislation
- Schools, OVC institutions, Welfare institutions
- Withholding food to make people politically compliant
- Food scarcity: governments need to plan (failure to do so should call for emergency measures to facilitate periods of scarcity and lack).
- Poverty humiliates, degrades and breaks down self-esteem.

## Sexual Abuse

Who are the Abusers?

30 minutes

**Purpose:** To develop an understanding of power and powerlessness.

**Method:** Buzz session and Brainstorm.

**Procedure:** Participants are asked to take a partner and tell them about a child sexual abuse story that they encountered in the community, in childhood or read about. In plenary, participants are asked to respond to the question; *"In your stories, who were the abuser?"* This is done so that participants generate a list of names based on reality rather than on perception.

The facilitator using the list generated by participants will point out that it is generally a crime where unequal power relations are exploited but it is also a crime of opportunity.

Concerned adults should be in a position to recognise the opportunities that lead to child molestation and interrupt these.

### Indicators

- Talking about having a secret.
- Unexplained fear of a particular person.
- Unusual knowledge of sexual matters.
- Acting much younger or older than chronological age.
- Frequent lying, or a fall in grades at school.
- Aggression
- Running away from home
- Age inappropriate sexual behaviour
- Frequent masturbation
- Aggressive behaviour
- Fear of a particular person in the family or overtly sexual attitudes and comments
- Possessiveness by male relative toward a child
- Regressing to infantile behavior such as bedwetting, thumb sucking or excessive crying.
- Recurrent nightmares, disturbed sleep patterns, or a sudden fear of the dark.
- Talking about having a secret.

Some of these symptoms of child abuse can be normal manifestations of play and activity. Other symptoms could be the result of a traumatic event that is not necessarily abuse, like divorce, or are signs of a physical disease such as depression. They are definitely "red flag" symptoms of abuse.

Any of the above behavioral signs are cause for concern to a parent, teacher, or caregiver. A good first move is to open and nurture trusting lines of communication. Increase the time spent with the child, and increase the attention given to the child. Show more interest in their lives, and ask more questions. Assure them of your unqualified love and support, and

make sure they know that you want them to feel happy and confident. Make sure they know that no matter what has happened, - you will always love them.

Increase your contact with their teachers, counselors, and peers. Find out more about their activities, the people they spend time with, and the families of their friends.

Many people fear that reporting child abuse or neglect will destroy a family. The truth, however, is that getting help can protect children from further harm and assist the family in facing and overcoming its problems.

### Myths and Facts about child sexual abuse

Myth	Fact
Strangers are normally perpetrators	Most abuse committed by someone known to the child
Children are seductive	Adults are always responsible for abusing children
Men cannot control their libido	Men can
Men who were abused re-abuse	Stats indicate that more women are sexually abused and do not re-abuse
'sick' men sexually abuse	Sexual abuse is abuse of power
The child consented to sex	A child under 18 cannot consent to sex. It remains a crime committed by an adult.
Girls are weak	Child sexual abuse is based on abuse of power through grooming, coercion or force (rape).
Children 'hide' information	Children are socialized to respect their elders and obey those in authority. Abuse instills shame and often time the abuser has threatened or made the child take responsibility for what occurred.

## Gender Socialisation

15 minutes

**Purpose:** To recognise how parents can contribute to unequal gender socialisation.

**Method:** Brainstorm.

**Procedure:** Ask participants to call out the different messages that we bombard our children with, toys we buy or chores that we give, based on gender and the facilitator writes it up under two columns titled 'Girls' and 'Boys'.

## Adult Intervention in Child Abuse

In addition to reporting suspected child abuse when you learn about it, you can intervene effectively if you encounter a parent or caregiver abusing or about to abuse a child by striking the child or screaming at the child. *"Can I hold the baby for you?"*

It's a matter of offering on-the-spot help rather than scolding or threatening to call authorities. If you yourself are overwhelmed by child-care responsibilities, frustrated by a

baby who won't stop crying, or in danger of harming your children, you can reach out for help. Pick up the phone and call someone who can help.

Stress that the abuse was not the child's fault.

### **Education is still the best form of Prevention**

It is not possible to be with your children 24 hours a day. In terms of education, you can support organizations and programs that work with the public to encourage and teach good parenting skills and provide help for parents at risk of abusing their children. Such programs include;

- parent education programs
- emergency services and referral
- home-based visits
- family resource centers
- parent support groups
- mental health services

You can also teach your children how to deal with bullies and how to identify, fend off, and report attempts at sexual abuse. And you can learn how to monitor your children's Internet use for signs of potential sexual abuse.

### **Review**

1. Write up six different forms of abuse and provide a definition of child abuse.
2. When evaluating child sexual abuse, what is the dynamic that makes it possible for this type of abuse to occur and name three things we can do to address it.
3. Generate a list of other examples of power dynamics in society and discuss the potential for abuse.

In conclusion, remind participants that where unequal relations exist, abuse of power is always a possibility.

**Generate a list of unequal power relations.**

**5 minutes**

This activity is concluded by pointing out that wherever there are unequal power relations, abuse of power can occur. We then look at early socialization and sex education to examine how empowered our children really are.

### **Responding to Trauma**

**15 minutes**

**Purpose:** To Develop an Understanding of the conditions required for a confidential disclosure

**Method:** Experiential Learning.

**Procedure:** The facilitator assures the participants of confidentiality. Participants are asked to move far apart from each other. Participants are each given a pen and piece of paper and

asked to write down their most treasured secret. Once the activity is completed the participants are told that they can tear up the secret and the facilitator collects the bits and pieces and demonstrates that it is thrown-away, in a bin, all mixed up. Participants are then asked to share under what conditions they would share this secret and the facilitator will write up the responses.

### Your immediate response

- Find a quiet place to talk
- Listen to the child.
- Believe the child and tell them that.
- Console the child to alleviate immediate fears
- Ask the child what he/she thinks should happen
- Tell the child what you are able to do
- If it merely requires family intervention, arrange to visit the mother without disclosing what the child has said
- If it requires legal intervention, report it to the police or a social worker
- If it will help the child to cope. say that the abuser has a problem
- Say that you will do your best to protect and support the child
- If necessary, seek medical help and contact the police or social services
- If your child has told another adult, such as a teacher or school nurse, contact them. Their advice may make it easier to help your child.
- Determine if this incident may affect how your child reacts at school. It may be advisable to liaise with your child's teacher, school nurse or head.
- Have a trusted referral list close by.

### Guidelines for Responding to Disclosures

15 minutes

- **Purpose:** Learning to Listen
- **Method:** In pairs.
- **Procedure:** With a partners, talk about a child abuse case that you are aware of for approximately 5 minutes. The other person has to listen without interruption, with attention, paying close attention to body language and facial expression. After 5 minutes swap places. The facilitator manages time. After the second person has spoken, share the experience of what it felt like to listen without interruption.

### Counselling Guidelines

1. Ensure confidentiality.
2. Safe, private venue
3. When a situation requires disclosure, inform the child about what needs to happen.
4. Be aware of your body language.
5. Have sufficient tools e.g. dolls (sexual abuse), drawing equipment, toys.
6. Don't be afraid of silence.
7. No leading questions.
8. Open ended questions
9. Show empathy
10. Let the child know that it is not his/her fault.

11. Don't make promises that you cannot keep.
12. Empathy not sympathy

## **Counselling**

This section looks at counselling orphans and other vulnerable children.

Key points about counselling children and young people are:

1. The basic principles of counselling are the same as for counselling an adult.
2. Counselling may be provided to children and young people **individually** or as part of **family counselling**. Common situations where children and young people need counselling include;  
a) HIV testing, b) disclosure of HIV test results, c) death or illness of a family member and e) [sexual abuse](#) f) community violence.
3. Counselling a child requires a relationship to be established between the child and the counsellor. This is called 'joining'. Methods to do this depend on the age of the child.
4. Counselling children and young people requires skills in talking and listening to children and young people.
5. There are many tools which can be used to help the 'joining' process (communicate) with children and young people. These include drawing, telling stories, play and drama.

## **Principles of Counselling**

Counselling aims to help people cope better with situations they are facing. This is true for counselling children and young people too. This involves helping the child to cope with their emotions and feelings and to help them make positive choices and decisions. Doing this involves:

- Establishing a relationship with the child
- Helping the child tell their story
- Listening carefully
- Providing correct information
- Helping the child make informed decisions
- Helping the child recognize and build on their strengths
- Helping the child develop a positive attitude to life

It does not involve:

- Making decisions for the child
- Judging, interrogating, blaming, preaching, lecturing or arguing
- Making promises that you cannot keep
- Imposing beliefs on a child

## **Types of Counselling**

**One-to-one:** Counselling may be provided to children and young people as individuals. This is called one-to-one counselling.

**Family:** Counselling may also be provided to a child as part of a family. This family counselling is a form of group counselling.

**Group Counselling:** Group counselling happens when a group of people, who have gone through a similar experience, or have similar issues, are brought together to address the problem through a group counselling session.

### Particular Situations in which a Child may need Counselling

Situations in which a child may need counselling include:

- When [HIV testing](#) of a child is being considered.
- When deciding who to tell about the result of an HIV test. Telling someone else the result of a test is called "disclosure". This happens particularly when an adult has had a positive HIV test. The adult needs to decide if they are going to tell their children the result. If they do so, they need to decide how best to do this.
- When someone close to the child is dying or has died.
- When it is suspected or known that a child has suffered [sexual abuse](#).
- In cases of community or family trauma or disturbance.

### Other Issues

Adults providing counselling for children and young people need to be aware of their own feelings towards issues which might come up in counselling a child. In addition, they should be aware of their own beliefs or culture, tradition, religion and gender. They should avoid imposing these on the child. These should be made clear to the child in a way appropriate for their age. In many cases, counselling may reveal issues which require action. The counsellor may need to act on behalf of the child on some of these issues. This is a form of [local advocacy](#) .International HIV/AIDS Alliance; FHI Family Health International <http://www.aidsalliance.org/sw2403.asp>

## Activity 12

**Community Safety**

**2 hours**

**Purpose:** Develop a safety strategy.

**Method:** Group work.

**Procedure:** Groups identify high risk opportunities for sexual violence and come up with creative solutions identifying relevant stake holders e.g. police in interrupting drug sales, local government to put in street lights near open field, a safe person to call on the Peace Building team, when in a volatile situation etc.

**The facilitator** then writes up a range of creative solutions. Peace builders, in groups look at realistic action steps to put these peace building activities in motion.



## EVALUATION

### OUTCOME

1. To get feedback on the value of the training.
2. To establish whether training met the need of participants.
3. To establish possible content of follow-up workshops or training.

1. Write up what has been gained from this training course?

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2. Has the Conflict Resolution information been helpful? YES NO. Explain.

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3. Has the Peace-building information been helpful? YES NO. Explain.

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4. Has the basic Counseling Information been useful? YES. NO. Explain.

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5. What did you like the most? The least?

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6. What else should be included in the training? Any other comments?

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7. Is the material useful?

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8. How will you use this learning in your work/community?

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9. What could be done better:

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**Alignment with NDoSD Request for a Model for Supporting Community Based Organisations:**  
CONSULTATIVE ROUNDTABLE DISCUSSIONS WITH NATIONAL NPO AND RELATED STRUCTURES ON  
THE REVIEW OF THE WHITE PAPER ON SOCIAL WELFARE (of 1997)

Proposals for NPO National Directorate

**NPOs and CBOs**

- I) NPOs needs to be on CIPRO data base.
- II) Government sets point system for capacitation.
- III) Mentoring role of big organisations: identify NPOs that can play a support role to CBOs.
- IV) Independent affiliates; subject to NPO standards. NPO develops a matrix that outlines services provided and creates levels for assessment.
- V) CBOs to be renamed as social service practitioners; Have the ability to identify the service being provided (Health and Education enjoys better status than Social Development because they are providing services).
- VI) Service provide for prevention and early intervention.
- VII) Eliminates poverty and addresses progressive realisation of rights.

**National NPO Directorate**

- I) Mapping services according to need – national exercise. Developmental route covering the full range of deprivation, responding to different contexts.
- II) Acknowledgement of diversity and inclusion
- III) Development of a data base
- IV) Development of a new model in re-structuring and service innovation
- V) Decentralisation of NPO registration – provincial competency
- VI) New Welfare Act. New funding flow to CBOs and NPOs.
- VII) Review of White paper – leading to legislation
- VIII) Develop a well-constructed proposal to treasury, regarding funding for the sector (NPOs and CBOs doing 'welfare' work. Cost implications of recommendations.
- IX) 'Social Services' to act as overarching definition
- X) Redress and transformation in relation to apartheid consequences still need to be built into budgeting and policy formulation. We are still the apartheid generation and poor communities are carrying the burden of social dysfunction.

**Addresses White paper Challenges:**

- 1. Creation of self-sufficiency!
- 2. Opportunities for growth.
- 3. Policies should push the most vulnerable and the poorest of the poor out of deprivation or helplessness to dignity.
- 4. Model can be replicated in any area of need or sector.

## About Training for Transition

TFT has an overall vision to contribute towards the scale-up and scale-out of quality service delivery for vulnerable communities. It provides capacity development, training, mentoring and training material to organisations that serve the needs of vulnerable communities.

As such, TFT has key strategic objectives which include:

- To provide higher level training on Project Planning, Project Management, Financial Management, Monitoring and Evaluation strategies for long-term sustainability and independence.
- To train adults to understand how to meet the developmental and safety needs of children living in under-resourced communities.
- To support children with life-skills to progress beyond limiting conditions.
- To network with other organisations with similar objectives.
- To mentor identified community-based activists for this training.

### **Mission**

The mission of TFT is to technically assist community-based organisations to access quality training, relevant material, access peer networks, mentoring, coaching and develop systems for information sharing.

In the three years of the program, TFT intends to champion the creation, management and coordination of a standard of learning, sharing and problem-solving.

TFT experienced independent consultants who function at a high level of independence, with areas of specialty in either gender education, child protection, poverty alleviation or specific health areas, will ensure program sustainability and continuity of learning, using documented knowledge on 'Best Practice'; provides support to challenge scale-up and deliver high-quality interventions.

### **Partnership**

In the Community Systems Strengthening initiative, the TFT primary partnership is with the Cape Metro Health Forum health committee members, Women on Farms and UCT's School of Public Health and its role is that of a development partner, in the form technical training and mentoring of developmental processes and content training for four programme areas namely; child protection, peace building, access to food and nutrition and health education.

TFT provides curriculum development, training, documentation of process, dissemination of learning and mentoring within a comprehensive monitoring and evaluation framework.

TFT, over the implementation period will continue to focus on developing strong partnerships with government and other service providers – to share material and resource development and to share learning. All TFT products, when complete, will be open-source.

### **Program goal**

TFT's program goal is to create, manage, support and bring to scale a local, integrated model of service delivery to address the needs of under-resourced communities; It includes documentation of processes and sharing lessons learnt.

It also aims to influence the development of high quality, need-led training material and effective support systems. The intention is to disseminate shared learning to influence positive practice in under-resourced communities.

March 1999 – February 2000  
Youth Empowerment &  
Poverty Alleviation Projects

# Training for Transition



**Transition:** A gradual psychological process through which individuals and groups reorient themselves so that they can function and find meaning in a changed situation.

## Annual Report

106 Mount Royal, York Road, Rosebank, 7700, Cape Town, South Africa.  
Tel: 27 21 686 7966 Fax: 27 21 685 5795 Email: [trainam@iafrica.com](mailto:trainam@iafrica.com)

### Projects

**Ocean View**  
Wega Close  
Oak Cellars Bldg  
783 5796

**Imizamo Yethu**  
Off Barry Road  
Hout Bay  
790 8391

**Atlantis**  
Dollies Bldings  
Mark Road  
572 0291

**Kraaifontein**  
Multi Purpose Centre  
Wallacedene  
082 7044 189

Contact: Anita Marshall

[Trainingftransition@gmail.com](mailto:Trainingftransition@gmail.com)

+27 71 245 9927