

# Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups



Love is a pre-condition for Learning and Development

## PEACE BUILDING TRAINING

February 2018

Venue: Chestnut Clinic, Belhar



*Figure 1: Young men joined the Peace Building Course!*

Facilitator: Anita Marshall

Report: **Anita Marshall**

Date: **5<sup>th</sup> March 2018**

**Induction:** Attendees were told about the length of the programme, intention and requirement for commitment for the duration of the basic training. **25** people indicated a commitment to participating in the Community Systems Strengthening initiative, with the intention of developing Peace Building initiatives in the community. The facilitator requested permission to take photographs for use in the reports on the training. Permission was granted by participants.

**Gender:** 4 young men joined the Community Systems Strengthening project and 21 women, mainly under 25 years. 3 people were more matured.



*Figure 2: Peace Building – new recruits.*

## **1. Peace Building Day 1 Agenda**

### **Community Entry**

Mr. Kenneth Kelley, chairman of the Belhar Community Health Forum (BCHF) invited all participants. The purpose of Community Systems Strengthening initiative and process to date was explained by both the Chairman of the Belhar health committee and the CSS facilitator.

Using the manual, we clarified purpose of consulting the community members on entry as;

- Gather factual information
- Ensure a participatory process
- Get community buy-in.
- Agree on need for intervention and practical aspects e.g. dates and venue.

## Understanding Monitoring & Evaluation

Using the manual, participants were taken through a range of exercises, in groups, to assist with developing an understanding of the purpose for monitoring and evaluation. Participants, had to translate some of the M&E phrases from the manual into Afrikaans, to make sure that they understood the definitions in the book. The purpose for understanding M&E terminology was clarified.

**Baseline Assessment:** Example of a baseline assessment was done in groups using the Project Management baseline assessment tool.

## 2. Peace Building Day 2 Agenda

### Peace Building Baseline Assessment

In groups participants went through a comprehensive list to identify what Peace Building services exists in their community.

### BASELINE ASSESSMENT

#### Peace Building Activities in the Neighbourhood

Most of the organisations assessed themselves as having none of the services in the baseline assessment. Some people disagreed and pointed out the local library activities and church activities, when asked for more details.

#### Group 1. Banana

Activity	0	1	2	3
Recruit & screen young people	0			
Ensure child participation	0			
Caregiver and family support	0			
Community ownership	0			
Environment	0			
Protection	0			
Coping skills	0			
Self-esteem building	0			
Develop resilience	0			
Conflict analysis	0			
Self-expression	0			
Communicate on skills and relationship building	0			
Gender education	0			
Listening	0			
Emotional intelligence	0			
Interaction with peers	0			
Sense of belonging	0			
Access to schools				3
Life skills	0			
Peace Building activities	0			
The ability to dream	0			
Access to pocket money	0			

Access to economic development	0			
Family income	0			
Access to police protection	0			
Destructive activities	0			
Create a human rights culture	0			
Children participate in advocacy	0			
Leadership skills	0			
	0			

Group 2: Strawberries

Activity	0	1	2	3
Recruit & screen young people			✓	
Ensure child participation			✓	
Caregiver and family support				✓
Community ownership				✓
Environment		✓		
Protection	✓			
Coping skills				✓
Self-esteem building		✓		
Develop resilience		✓		
Conflict analysis	✓			
Self-expression		✓		
Communicate on skills and relationship building		✓		
Gender education				✓
Listening	✓			
Emotional intelligence		✓		
Interaction with peers	✓			
Sense of belonging		✓		
Access to schools				✓
Life skills		✓		
Peace Building activities		✓		
The ability to dream		✓		
Access to pocket money		✓		
Access to economic development		✓		
Family income		✓		
Access to police protection		✓		
Destructive activities		✓		
Create a human rights culture		✓		
Children participate in advocacy		✓		
Leadership skills		✓		

Group 3: Peach

Activity	0	1	2	3
Recruit & screen young people	0			

Ensure child participation	0			
Caregiver and family support		✓		
Community ownership	0			
Environment	0			
Protection	0			
Coping skills	0			
Self-esteem building	0			
Develop resilience	0			
Conflict analysis	0			
Self-expression	0			
Communicate on skills and relationship building	0			
Gender education	0			
Listening	0			
Emotional intelligence	0			
Interaction with peers	0			
Sense of belonging	0			
Access to schools		✓		
Life skills	0			
Peace Building activities	0			
The ability to dream	0			
Access to pocket money	0			
Access to economic development	0			
Family income	0			
Access to police protection	0			
Destructive activities	0			
Create a human rights culture	0			
Children participate in advocacy	0			
Leadership skills	0			

Group 4: Apple

Activity	0	1	2	3
Recruit & screen young people				✓
Ensure child participation			✓	
Caregiver and family support				✓
Community ownership			✓	
Environment		✓		
Protection	✓			
Coping skills		✓		
Self-esteem building	✓			
Develop resilience	✓			
Conflict analysis	✓			
Self-expression	✓			
Communicate on skills and relationship building			✓	
Gender education			✓	
Listening				✓
Emotional intelligence	✓			

Interaction with peers				✓
Sense of belonging				✓
Access to schools			✓	
Life skills				✓
Peace Building activities				✓
The ability to dream				✓
Access to pocket money				✓
Access to economic development				✓
Family income			✓	
Access to police protection				✓
Destructive activities	✓			
Create a human rights culture			✓	
Children participate in advocacy		✓		
Leadership skills		✓		

Group 5: Mango

Activity	0	1	2	3
Recruit & screen young people			✓	
Ensure child participation			✓	
Caregiver and family support	✓			
Community ownership				✓
Environment				✓
Protection				
Coping skills		✓		
Self-esteem building			✓	
Develop resilience				
Conflict analysis	✓			
Self-expression	✓			
Communicate on skills and relationship building	✓			
Gender education	✓			
Listening	✓			
Emotional intelligence	✓			
Interaction with peers				✓
Sense of belonging				✓
Access to schools	✓			
Life skills	✓			
Peace Building activities	✓			
The ability to dream	✓			
Access to pocket money	✓			
Access to economic development	✓			
Family income	✓			
Access to police protection	✓			
Destructive activities	✓			
Create a human rights culture	✓			
Children participate in advocacy	✓			
Leadership skills	✓			

The facilitator provided feedback, that in resource-poor environments, the tendency seems to be to fight each other for access to the few opportunities that are available and that the community systems strengthening intention, is to rather focus on collaboration, considering the level of need in resource poor communities.

It was emphasised that it refers to collaboration between individuals, existing community based organisations and collaboration with other stakeholders who may have access to resources. The Belhar health committee was identified as the community organisation that brought the initiative to Belhar. Mr. Kelly, chairman of the Belhar health committee spoke briefly to the participants about the role of the health committee and follow-up support.



*Figure 3: Chairman of Belhar health committee addressing participants*

Child abuse training was used to discuss violence prevention and in the process some aspects of sexuality was touched on. There was a request to have a more comprehensive workshop on sex and sexuality. Although this is built into the Lifeskills training, which is the next stage for Peace Builders, the facilitator accommodated the request with a **4<sup>th</sup> day to discuss aspects of child development, sex and sexuality education.**

#### **Peace Building Day 3 Agenda: Responses to Conflict**

- Conflict Resolution
- Responding to violence (Understanding child abuse)
- Anatomy of a conflict (Untenable situation, trigger, outcome)

#### **Icebreaker**

**Character bombardment.** Participants formed a 'safe circle'. Each person got a chance to sit up front and everyone sitting in the circle had to find something positive to say to the person in the chair. It started out slowly but after a while became easier.

#### **Causes of Conflict.**

In groups participants were asked what the causes of conflict were in our country. The following responses were provided in a plenary;

- Prejudice based on skin colour, hair texture, age, sexuality, neighbourhood.

The participants were then divided into groups and were asked to conduct an **external scan** of their environment, to identify causes of conflict in their neighbourhood. Groups presented the following information;

#### **Group 1**

- Lack of leader who really care about the safety of the people.
- People care more about material things than human lives.
- LACK: Lack of education, programmes, work, lack of loyalty and love for each other.
- Elders should be teaching the young to occupy their minds
- No love for self, or others.

#### **Group 2**

**Drugs:** Merchants recruit unemployed people. Merchants have turf wars.

**Poverty:** The pressures of poverty lead to theft, robbery, joining a gang.

**Jealousy:** When one person owns, the others are jealous. When one person has a better job, others resent it.

**Alcohol:** Alcohol abuse leads to a super temper.

**Oppression:** Racism



*Figure 4: Groupwork*

#### **Group 3**

**Anger:** Many people have anger because nothing in their life goes right. They have a short fuse.

**Lies:** People create vicious lies about each other and spread it as if it is truth. It leads to fights.

**Drugs:** Too much drug in our neighbourhood.

**Wine:** Too many alcohol problems.

**Gossip:** People tear each other down with gossip.

**Manipulation:** People smile to your face but make sure you have enemies.

**Adultery:** High levels lead to domestic violence.

**Poverty:** Too much poverty.

**Cheat:** Similar to manipulation. People cheat each other all the time.

**Steal:** Theft is common leading to fights.

**Jealousy:** People do not want to see each other progress. They will go out of their way to break you.

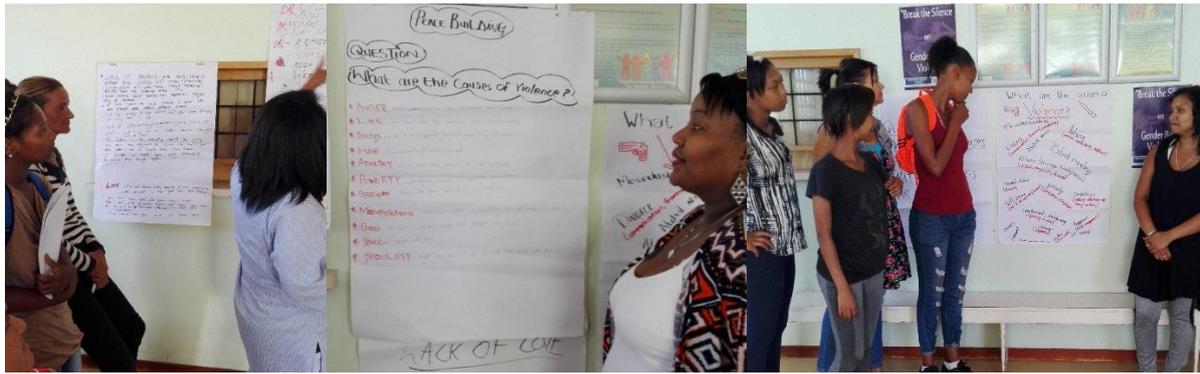


Figure 5: Participants reflect on Causes of Conflict

#### Group 4

- Violence and misunderstanding
- Divorce – communication, financial, undermining
- Alcohol abuse
- Jealousy and blackmailing
- Abuse, abusive background (verbal, physical, financial)
- Sexual abuse
- Poverty (gangsterism, druglords)
- Neglect (seeking attention by using violence)
- Emotional abandoning
- Aggressive (anger management)
- Criticism (judgemental)
- Racism (disrespect, bullies)
- Self-centred (everyone looking out for their own interest)

#### Group 5

- ARMOEDE – Diefstal, roof, inbraak, benedeled –als is ‘n afskoms van armoede.
- Jaloesie
- Ongeletterdheid
- Werkloosheid
- Self respek
- Te kort aan ‘education’ ‘onderwys’
- bedwelmheid
- alkoholisme

Dryf tot familie geweld.

As part of training on organisational development processes, participants were asked to conduct an **internal scan**, self-reflect on how they contribute toward violence in their own environment, e.g. home or family. This was done in a group circle with pledges of confidentiality, that nothing shared in the circle, can be shared outside this context.



Figure 6: 'Safe Circles' were established for self-reflection.

## VISIONING

Participants were asked to develop vision of **what was needed to bring about Peace** in their neighbourhood.

### Group 1.

**Address drug outlets.** Form a group of community leaders and youth centres to (a) go to the police and request assistance (b) visit the drug outlets in the form of a protest march including community and religious leaders, and have many children participate in the march as an advocacy method that our children need to be protected.

### Group 2.

**Werks geleenthede.** There are often opportunities for jobs but the connected people and people from outside the community get the work. This group will identify those families most in need and lobby for the most needy to get available jobs.

### Group 3

**More recreational facilities.** Young people get into trouble because they have nothing constructive to do and their parents do not have money for such. Start activities to develop better emotional intelligence amongst young people, with this training. Lobby local government for more sports and recreation facilities. Lobby for a better transport system (no taxi drivers). Turn crime hotspots e.g. field into an Olympic swimming pool. Create NPO to be more visible with services e.g. counselling. Advocate for a college close to the community and an old age home. More visible policing in flats, shops and schools (crime hot spots).

### Group 4

**More facilities.** For all age groups.

**Education:** Start sex education to prevent teenage pregnancy and HIV. Home Respect, teaching peace building, starting in our homes.

**Mobile policing:** e.g. Friday nights in hotspots. Start skills training (werks geleenthede). Leadership should be chosen by the community.

**Greater Accountability from public servants:** Work with one another. Teach children to respect, start with yourself.

### **Conclusion.**

As most of these participants were not recruited by the health committee (they were to a large extent people who approached the facilitator at Chestnut clinic based on word of mouth about the CSS project), the facilitator asked the Chairman of the health committee to identify natural leaders in the group. Two men and two women were identified. Each leader now had to select their own team that they felt could work toward peace building and display the actions of peace builders in the community. All participants were selected to go through to the advanced Lifeskills training to follow.

### **EVALUATION**

To get feedback on the value of the training participants responded to the following questions;

#### **1. What has been gained from this training course?**

*"I've gained a lot because basically I have learned a lot about peace building."*

*"I learned many things including the importance of peace building on proper education on prejudice."*

*"Lots of knowledge – knowledge about everyday living."*

*"I learn a lot on this course."*

*"I have learned how to make our community a peace and safe environment for all of the neighbourhood."*

*"This training has helped me understand what conflict is about and how it can be dealt with."*

*"To become a peace builder in my community and help bring about a positive change."*

*"I have learned a lot on how life really can be and how to treat people in a certain way and how to stop violence."*

*"I have learned how to hold the peace in my community and how to talk to my children about sex."*

*"Ek het dit baie genie ten ek sal bly wees om weer saam met hulle te werk."*

*"More indepth knowledge about peace building and community development."*

*"We as the team of peace building learned a lot about the peace building training course. Especially the young people that were interested in joining the training class."*

*"To become a peace builder. How to handle conflict."*

*"I have learned a lot of the different situations and how to handle the different situations of other people."*

*"I have learned a lot of different situations, how to handle it and how to solve problems."*

*"Understanding the causes of conflict e.g. prejudice. How to analyse conflict, ways to manage conflict and resolve it."*

*"I have learned a lot out of this training. It made me see things in a new way."*

#### **2. Has the conflict resolution information been helpful? YES. NO. Explain.**

*"Yes, because to have conflict with one another can be solved with a solution."*

*"Yes, it allows you to resolve problematic situations effortlessly."*

*"Yes. It has been very informative. Help me with issues in my household and community."*

*"Yes, now we can go into our community and help others."*

*Yes it has been very tramful and learn a lot of new skills."*

*"Yes, it helped me as a parent to know how to deal with my own personal situation that I am currently in."*

*"Yes, because now I myself understand how I can resolve it without fighting."*

*"Yes, it helped me get more solutions to conflict and prevent conflict from happening."*

*"Yes, it teaches me how to be helpful to others and not disrespectful."*

*"It has opened my eyes and made me see everything that I don't see in the beginning."*

*"Yes. Dit het baie gehelp ek sal weer dit wil doen en hou daarvan om saam met hulle te werk."*

*"Yes, the people was helpful."*

*"Yes, because it teaches us how to manage our anger and help others."*

*"Yes, the conflict resolution has been helpful because now we know how to resolve conflict and how to stop it. The conflict resolution also showed us how to avoid conflict."*

*"Yes, because now we know how to deal with conflict."*

*"Yes, because of the information we can go out into the community and help other people in the community."*

*"Yes, now I know how to address difficult situations, and to be helpful in the community."*

*"Yes, it gave me confidence to approach it and peace of mind how to resolve conflict."*

*"Yes, because now I can go out and help talk to people in the community."*

**3. Has the Peace Building information been helpful? YES. NO. Explain.**

*"Yes, because many of us can help one another in the community."*

*"Yes, it has taught me the importance of communicating with community members."*

*"Yes. Its helped to keep the peace in our community."*

*"Yes, we can help people."*

*"Yes."*

*"Yes, I have learned a lot of educational things that I was not aware of."*

*"Yes it helped me understand more of myself, which I didn't knew I had in me."*

*"Yes, being part of the peace building training has made me help others seek for peace, not in themselves but also in their households."*

*"Yes, peace building has an impact on our youth so we as peace builders can help our youth choosing the right path."*

*"I have learned more and now I see my community in a different way."*

*"Ons het gepraat oor ons area wat so gevaarlik is want ons het nie mense om vir ons te beskerm nie. On sweet nie of ons in die huis moet bly nie."*

*"Yes! To find myself."*

*"Yes."*

*"Yes, our community needs peace in a time such as this."*

*""Yes the pece building information guided us. I showed us how to communicate with others that struggle and help those that is in need of help."*

*"Yes, I learned a lot and what I can do to make our community better."*

*"Yes, because we have learned about our community and what happens around us."*

*"Yes. If you were a person with a short temper, peace building helps you to be more calm handling your problem."*

*"Yes, it gave me a vision on how I actually want our community to live in peace."*

*"Yes, now I know to bring peace in the community and enter in my home."*

#### **4. Has the basic counselling information been useful? YES. NO. Explain.**

*"Yes, because you can help little children and even big people to speak about their problems."*

*"Yes, it assists with the identification of psychological issues and how to address them."*

*"Yes, it was very informative, about the household especially."*

*"Yes, it teach us new things."*

*"Yes, we learn a lot of other courses."*

*"Yes, it taught me how to deal with my own people."*

*"Yes, because it taught me more of the world out there and how human beings react."*

*"Yes. It is not everyday that one can be taught more about counselling and it made me more passionate of talking to others."*

*"Yes, the basic counselling has given me a lot of information on how things really should be in our neighbourhood."*

*"The basic information on counselling can make a big difference in my community." "ja. Wat moet ons maak as on iets oorkom ons kan niks maak nie ons moet ons monde hou ons kan niks se nie."*

*"Find yourself. Stand out to be yourself. Where I see myself in 5 years monitoring and evaluating."*

*"Yes! To get your inner strength back. What you are made of."*

*"Yes."*

*"Yes, so many people go through so much trauma and there is so much little resources and help when it comes to building our lives again."*

*"Ye, the basic counselling was useful because it taught us a lot about peace building."*

*"Yes, it has given me a better vision of what can be done in our community with peace building."*

*"Yes, because now I have become a leader and I have to be a responsible leader to my team and go out and help the community."*

*"Yes, I can go out and share with others."*

*"Yes, I have more insight on how to deal with counselling."*

*"Yes, it help me with lots of things I did not understand."*

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

*"I liked the peace building session."*

*"I liked the various ice-breaking techniques. I did not like choosing a group on my own."*

*"All the learning experiences."*

*"Learning things I never knew."*

*"I like the most the teamwork I like a lot."*

*"The way to handle my own children like child protection training manual."*

*"The session where we discussed sex and sexuality."*

*"What I liked was the warmth in the room, people not judging each other."*

*"I enjoy when Anita told us what to teach our children. It make me wiser."*

*I like most how to talk to your children about sex."*

*"On sweet nie wat om te doen nie."*

*"Yes, now I can deal with sort conflict out based on anger."*  
*"Circle talk. Group work."*  
*"The way the people explain themselves."*  
*""Working in groups. Learning to respect other people's feelings."*  
*"The group work activities."*  
*"The group sessions."*  
*"Learning of how to talk to children of sex and sexuality."*  
*"The teaching and the way we were trained."*  
*"The information and knowledge we gained and how to apply it in reality."*  
*"I like the way we as people work together."*

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

*"I think good manners and respect towards each other."*  
*"Methods on how to change what has already been taught and enlighten community members."*  
*"There are enough topics to cover."*  
*"Nothing."*  
*"I think there should be more teamwork."*  
*"HIV, alertness. How to deal with people with silliness."*  
*"Nothing because it has everything it needs to learn peace building."*  
*""Talking more about values and self-control."*  
*"This is exactly what we needed."*  
*"No"*  
*"First aid. To work under pressure."*  
*"Teach the students about boundaries."*  
*"I think we must do more practical work."*  
*"Practical."*  
*"Nothing."*  
*"Just need physical training or shadowing of realistic situations."*  
*"I think the training is right, nothing needs to be added."*

**7. Is the material useful?**

*"Yes."*  
*"Yes."*  
*"Yes"*  
*"Yes"*  
*"Oh, very, yes."*  
*"Yes, especially for our neighbourhood."*  
*"Yes, it is very useful because you can make a huge positive impact in your community."*  
*"Yes."*  
*"Yes"*  
*"Yes"*  
*"Yes, the material was very useful."*  
*"Yes, it is very."*  
*"Yes"*

*"Yes it is helpful."*

*"Yes."*

*"Yes"*

*"Yes"*

*"Yes"*

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

*"I will use it to guide children on the right path."*

*"Assist with creating a culture of peace in the community by helping all those that need to be helped."*

*"I will use it daily. To keep the peace in my household and community."*

*"To help other people of what I learn in the peace building group."*

*"I will put it to use amongst our future generation, so that you can bring up an educated child as a growing into an adult."*

*"I will be approaching people in the community differently. I will be helping where I can. At last I will be making the environment a more safe environment for our future children."*

*By talking to others about peace building and how it can benefit your lifestyle."*

*"I will form a group of people walking around learning them what I learned."*

*"Now we can make our own place a better place for ourselves and for our children too."*

*"Stand out. Doing inner and basic task. Questioning myself."*

*"I see the people work very hard."*

*"To build up persons, firmly, communities, teaching them the basics."*

*"I will practice the training I did at peace building, in my community to stop conflict."*

*"To go out and help in the community with all the facts I was taught in this sessions."*

*"I will used what I have learned in the community to create a culture of peace by helping others."*

*"A better understanding when you get in contact with any kind of people."*

*"I will analyse any situation, find a way to manage the situation and find the trigger then try to resolve it with a positive and fair outcome."*

*"To help people in the community."*

#### **9. What could be done better?**

*"I think everyone in the community should stand together as one to protect our children."*

*"Nothing. The teacher was awesome!"*

*"Ideas can be done individually."*

*"I think there could be more that would be done better there are many ways."*

*"How to handle a very cruel earth by putting police mobile up in the community 24 hours."*

*"Then everybody could be secure and safe."*

*"Absolutely nothing. The peace building training contains every aspect of our neighbourhood."*

*"More group work to bring people closer."*

*"There could have been more classes."*

*"We could raise our children in a better way o that they can carry on with peacebuilding."*

*"Unity with a heart and soul."*

*"The safety of the children in the community."*

*"Spend a little more time on sexual abuse."*

*"To learn more about the peace building."*

*"More information."*

*"Nothing. The teacher did a very good job."*

*"Create more jobs."*

*"Maybe videos of an actual team building team in action."*

*"If we stand as one things can be better."*