

PREVENT
violence
IN SCHOOLS



Learners **taking action**

FACILITATOR & MENTOR GUIDE



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

For use with the **Learner book**



CSTL
CENTRE FOR SKILLS TRAINING AND LEARNING
SOUTH AFRICA

ACKNOWLEDGEMENTS

ISBN: 978-0-9922031-6-0

The programme **Prevent violence in schools** is part of a wider initiative, Safer South Africa for Women and Children, launched in 2012 by Save the Children South Africa, the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), in partnership with the Department of Basic Education and funded by DfiD. Prevent violence in schools focuses on enabling and supporting learners to take action to prevent violence in their own schools.

Prevent violence in schools falls within the overarching framework of the **Care and Support for Teaching and Learning (CSTL) Programme**. CSTL offers a comprehensive, coordinated, multi-sectoral response to addressing barriers to learning and development for learners and educators. Its goal is to realise the education rights of all children through schools becoming inclusive centres of learning, care and support. The DBE has identified ten priority intervention areas in which there must be delivery with respect to care and support activities across all South African schools. These priorities respond to the legal and developmental policy and legislative mandate placed on the DBE and have been shown to be effective at securing inclusion and addressing the barriers currently facing many vulnerable learners and groups of marginalised children. The ten priority areas are: A Rights-based and Socially Inclusive and Cohesive School; Nutritional Support; Health Promotion; Infrastructure, Water and Sanitation; Social Welfare Services; Psychosocial Support; Safety and Protection; Curriculum Support; Co-curricular Support and Material Support.

The programme materials were developed by writers from Save the Children South Africa and MIET Africa in partnership with DBE and UNICEF. Content development was informed by a workshop with learners held in the Free State during 2014, and the materials were reviewed at various stages of development by a review team drawn from all the partner organisations. This material will be further field tested with district officials from 86 districts and thereafter finalised. Please send all comments and suggestions to the Department of Basic Education, Private Bag X895, Pretoria, 0001.

Programme materials include two publications:

- Prevent violence in schools. Learners taking action. Learner book
- Prevent violence in schools. Learners taking action. Facilitator and mentor guide

Materials review team: Dululu Hlatshaneni (DBE); Nokuthula Prusent (UNICEF); Gilles Virgili and Solly Matile (Save the Children); Jan van Zyl and Maureen King (MIET Africa)

MIET Africa materials development and production team: Jane Jackson (main writer); Shirley Moon (main editor); Beverley Dyason; Daniela McCullough

Illustrations: A. Valentim Junior

Design and layout: sarahscottdesign

Published by MIET Africa

www.miet.co.za

The DBE acknowledges the generous support of UNICEF for funding the development of the materials and programme implementation.



PREVENT violence IN SCHOOLS

FACILITATOR & MENTOR GUIDE

CONTENTS



Acronyms	5
Glossary	5
Introduction	6
1. Background: Violence in our schools and communities	6
What does this mean for learners in our schools?	6
Laws on sexual abuse of children, and the meaning of 'consent'	7
2. What is the Prevent violence in schools programme?	9
Programme structure	9
3. Learner participation is crucial	11
Which learners will participate in the workshop and lead action at school?	11
4. What are the roles of the facilitator and the mentor?	12
Dealing with sensitive topics	12
Part 1: facilitating the workshop	14
1. The purpose of the workshop	14
2. Workshop materials	14
3. Facilitating the workshop	15
Working with a co-facilitator	15
Tips for facilitating sessions	16
Dealing with sensitive topics in workshops	17
Workshop planning checklist	18
Workshop resource checklist	19
Workshop structure, objectives and summary	20
Structure for delivering the workshop modules	22
Module 1: Introduction to Prevent violence in schools	23
Module 2: Understanding violence	25
Module 3: Gender-based violence	27
Module 4: Analysing violence	31
Module 5: Reporting violence	34
Module 6: My school, my reality	36
Module 7: Taking action	38
Conclusion: The way forward	42

CONTENTS

Part 2: mentoring school safety teams	43
1. What is the mentoring programme in prevent violence in schools?	43
What is mentoring?	43
What does this mentoring programme aim to achieve?	43
Who will mentor learners in the programme?	43
What are the mentors required to do?	44
2. Mentoring in a youth-led action programme	44
What are the advantages of a mentoring programme?	44
What role and approach does the mentor take in this kind of programme?	44
What challenges will your learners face?	45
What kinds of mentoring are generally needed in a school action programme?	46
What qualities should mentors have?	46
What sort of relationship should mentors have with learners?	47
How should mentoring sessions be structured?	49
How long should mentoring continue?	49
What if mentors need support?	50
3. Managing the mentoring programme	51
Become familiar with the workshop content and experience	51
Get to know your learners	51
Provide site-based support at schools	52
Plan your mentoring	52
Develop networks and partnerships	52
Ensure activities are conducted efficiently and in good time	53
Track learner progress and report on the action programme	54
4. Mentoring learners through the action steps	55
The nine action steps: the 'deliverables' of the programme	55
Dealing with ongoing mentoring concerns	56
Collecting evidence of learners' progress	57
Supporting step 1: Get the support of the principal and a teacher champion	58
Supporting step 7: Implement violence-prevention activities	58
Supporting step 8: Report on achievements	59
Supporting step 9: Plan a new round of action	59
References	60
Appendix 1: Timetable for a three-day workshop programme	61
Appendix 2: Mentoring record	63
Appendix 3: Summary of Child Justice Act 2008	64



ARV	Antiretroviral	NSSF	National School Safety Framework
CBO	Community-Based Organisation	SACE	South African Council of Educators
DBE	Department of Basic Education	SAPS	South African Police Service
FBO	Faith-Based Organisation	SGB	School Governing Body
GBV	Gender-Based Violence	UNFPA	United Nations Population Fund
MAP	Morning-After Pill	UNICEF	United Nations Children's Fund
NGO	Non-Governmental Organisation	VEP	Victim Empowerment Programme

GLOSSARY

Gender	Ideas about how men and women should behave and what roles and responsibilities they should take in life
Gender stereotypes	Fixed ideas about how men/boys and women/girls behave. Such stereotypes are not true
Learners' Code of Conduct	A document that sets out what behaviour is acceptable and not acceptable in the school
Mentor	An experienced person who advises and supports you over a period of time
Morning-After Pill (MAP)	An emergency contraceptive pill that may prevent pregnancy if taken as soon as possible, and within 72 hours (3 days) after sex
Perpetrator	A person who does something bad/wrong/illegal, e.g. uses violence against someone
Post-exposure prophylaxis (PEP)	A treatment that is used after sexual abuse to reduce the risk of HIV infection. This treatment should be taken as soon as possible, and within 72 hours (3 days) after the incident
Problem tree	A tool to help understand causes and consequences (results) of a problem issue (e.g. violence)
Rape	Any sexual act, or attempted sexual act, that involves someone putting a penis or a finger or any object into the mouth, anus or vagina of someone else against their will
School safety committee	A group that has been selected to look at safety in a school and has the duty to take disciplinary action against violence at school; it should include learner representatives such as a member or members of the school safety team
School safety team	A group of learners who are committed to working together to take action against violence in their school
Sugar daddy/mommy	An older man or woman, who gives money or gifts to a younger person in return for sexual favours
Victim	A person who is harmed because of something bad that happens to them e.g. violence/crime/sexual abuse. We can also call this person a survivor , to show that they have power to get over the bad experience and heal
Victim Empowerment Programme (VEP)	A programme put in place by SAPS to support victims/survivors of sexual abuse when they report the incident
Violence	When we use (or threaten to use) power or force to cause physical and/or psychological harm to ourselves or others; violence is intentional (done on purpose)

Welcome to **Prevent violence in schools**, a school-based, youth-led programme aimed at tackling the root causes of violence, especially gender-based violence, in schools.

This **Facilitator and mentor guide** includes:

- **Introduction:** background and origin of the programme, description of the different parts of the programme and the programme approach
- **Part 1: Facilitating the workshop:** guidelines for the workshop training of learners targeted in the programme
- **Part 2: Mentoring school safety teams:** advice for mentoring these learners as they plan and take action to prevent violence in their schools.

You will also need:

- **Learner book:** contains the workshop materials the learners will need. It is also a stand-alone resource that learners can use for information and advice throughout the action process at school. The facilitator and mentor need to be familiar with the contents of the Learner book.

INTRODUCTION

1. BACKGROUND: VIOLENCE IN OUR SCHOOLS AND COMMUNITIES

The high level of violence in South African schools (Burton and Leoschut, 2013) robs learners of their rights to dignity and equality, enshrined in the Bill of Rights of the Constitution of the Republic of South Africa (1996). It also prevents them from getting the full benefits of their schooling and so realising their right to education.

Victims of violence experience trauma that can have serious physical, psychological and emotional consequences. Violence can affect their personal development and their learning potential, and thus limit their future prospects. Frequently, violence takes the form of serious physical and sexual assault. This may result not only in emotional trauma but also in unwanted pregnancies and diseases such as HIV infection.

What does this mean for learners in our schools?

'When school-based violence and abuse put children's physical and psychological well-being at risk, their rights to education and protection are neither respected nor fulfilled. Schools play an important role in providing a safe and supportive environment for children to grow up in. Schools should be free from violence and discrimination and should promote responsibility, participation and democracy, and help each child develop to its full potential' (Save the Children, 2011).

Although available figures on the rate of violence against children are alarming, we do not even know the full extent of the problem. The Medical Research Council (MRC) has suggested that only one in 25 rapes is reported. This is because (amongst other factors) many victims fear they will be stigmatised. They also fear secondary victimisation at the hands of the criminal justice system, which fails to convict many perpetrators. According to the MRC study, in 2011 three children were murdered every day in South Africa and the nation had an overall child homicide rate of 5.5/100 000 population. The MRC noted that child homicide in South Africa has a distinctly gendered pattern and most of the murdered children in the younger age group are girls.

Gender-based violence (GBV) is a global problem. Although it affects men, women and children, women and girls are the most at risk of GBV and also the most affected by it. An estimated one in three women worldwide has been beaten, pressurised into having sex or otherwise abused in her lifetime. According to the UN Population Fund, almost 50% of all sexual assaults worldwide are against girls of 15 years and younger.

While we should be concerned about the under-reporting of violence, the high rates of violence against children suggest that in countering violence in schools, an emphasis on reporting is not enough. Every learner should also be equipped both to speak out about violence against children and also to take action to prevent it, particularly as crimes are also being committed by children themselves.

Learners need to deepen their understanding of human rights. Everyone has the right to freedom and security of the person, be they young, old, black, white, straight, gay or anything in between. The Constitution puts it clearly: Article 12 of the Bill of Rights states that:

- (1) Everyone has the **right to freedom and security of the person**, which includes the right _
- not to be deprived of freedom arbitrarily or without just cause;
 - not to be detained without trial;
 - to be free from all forms of violence from either public or private sources;
 - not to be tortured in any way; and
 - not to be treated or punished in a cruel, inhuman or degrading way.
- (2) Everyone has the right to **bodily and psychological integrity**, which includes the right _
- to make decisions concerning reproduction;
 - to security in and control over their body; and
 - not to be subjected to medical or scientific experiments without their informed consent.

Laws on sexual abuse of children, and the meaning of 'consent'

<p>South African Schools Act, Section 8 1996</p>	<p>Requires adoption of a learner Code of Conduct Public school governing bodies must adopt a Code of Conduct for learners aimed at establishing a disciplined and purposeful environment for learners</p>
<p>Domestic Violence Act 1998</p>	<p>Makes educator reporting of all abuse mandatory Places a legal obligation on educators to report any form of maltreatment, neglect, abuse, or degradation of children to the Department of Social Development or the police</p>
<p>The Employment of Educators Amendment Act 2000</p>	<p>Provides for educator dismissal Educators who have committed sexual offences or had a sexual relationship with a learner can be dismissed</p>
<p>South African Council for Educators Act 2000</p>	<p>Provides for deregistration of educators When an educator is dismissed on the basis of sexually abusing a learner, he/she is also deregistered as an educator and cannot be appointed again by any education provider</p>
<p>The Code of Conduct for Educators (SACE) 2007</p>	<p>An educator</p> <ul style="list-style-type: none"> • refrains from improper physical contact with learners • refrains from any form of sexual harassment (physical or otherwise) of learners • refrains from any form of sexual relationship with learners at any school
<p>Children's Act 2005 Children's Amendment Act 2007</p>	<p>Sets requirements for reporting abuse and supporting children who are abused</p> <p>Compulsory reporting: professionals, including educators, must report suspected child abuse to the SAPS, provincial Department of Social Development or a designated Child Protection Organisation (CPO)</p> <p>From the age of 12 years a person is entitled to confidential contraceptive advice and contraceptives</p> <p>Also mandates schools as employers</p> <p>Schools must ensure that they do not employ anyone on the National Register of Persons Unfit to Work with Children, as they will become guilty of a criminal offence if they employ such a person</p>

<p>Sexual Offences Amendment Act 2007</p>	<p>Defines sexual offences, e.g.</p> <ul style="list-style-type: none"> • Rape is any form of sexual penetration (of genital organs, mouth or anus) by any object without consent, irrespective of the gender of perpetrator and victim • Sexual violation is sexual contact (sexualised touching - or forcing someone to touch - intimate parts), exposing children to pornography or using them for pornography, or making them watch sex acts • A person ("A") who engages in sexual penetration or sexual contact/stimulation with a child ("B"), is guilty of statutory rape or sexual violation respectively, even if B consents • If A and B were both children between 12 and 16 at the time of the offence, they can only be prosecuted if the National Director of Public Prosecutions authorises it in writing. Under certain circumstances, the Director of Public Prosecutions can decide that sex between children aged 12 to 16 was consensual, and that they should not be prosecuted. (A child under the age of 12 is considered not to be capable of consenting to sexual acts under any circumstances) <p>Also mandates schools as employers</p> <ul style="list-style-type: none"> • Schools must ensure that they do not employ anyone on the National Register of Sex offenders and thereby become guilty of a criminal offence
<p>Child Justice Act 2008</p>	<p>Aims to set up a child justice system to ensure that children under the age of 18, who are suspected of having committed crimes such as assault, public violence, culpable homicide, robbery, rape and murder, will not be dealt with in terms of the criminal procedure used for adults. The act seeks to ensure that child justice matters will be dealt with in such a way as to help children suspected of committing crimes to turn their lives around and become productive members of society. For more information see Department of Justice and Constitutional Development's summary of the Child Justice Act 2008 at the end of this Guide. (See also DoJ&CD Child Justice Act, 2008 (Act no 75 Of 2008) information booklet, available at www.justice.gov.za/vg/cj/2010_cj_booklet_a6.pdf)</p>

NOTE: THE LEGAL AGE OF CONSENT TO SEXUAL ACTS IN SOUTH AFRICA IS 16. STATUTORY RAPE IS SEXUAL PENETRATION OF A CHILD UNDER 16.

In 2007 amendments were made to the **Children's Amendment Act** and **Sexual Offences Amendment Act** to acknowledge the reality that in today's society children between 12 and 16 do sometimes choose to have sex (consensual sex) with each other. These amendments aim to protect these children by encouraging them to be responsible and seek the help and advice they need, and for adults to give it, without fear of criminal prosecution. (1) The **Children's Amendment Act** allows children confidentiality when seeking contraceptives and contraceptive advice. (2) The **Sexual Offences Amendment Act** says that consensual sex between children aged 12 to 16 is not automatically considered to be a criminal offence, at the discretion of the Director of Public Prosecutions. **HOWEVER, THIS DOES NOT CHANGE THE FACT THAT IT IS A CRIME FOR AN ADULT TO HAVE SEX WITH A CHILD OF UNDER 16 EVEN IF THE CHILD CONSENTS.**

'Consent' means

- Voluntary or unforced agreement, i.e. the other person must freely, willingly and deliberately agree.
- When the other person understands what she/he is consenting to.

'Without consent' means

- When the other person submits to a sexual act because s/he is forced, intimidated or threatened.
- When the perpetrator abuses his/her power or authority.
- When the other person is deceived into agreeing to the sexual act.
- When the other person is not able to think properly or understand the nature of the sexual act at the time, e.g. because she/he is asleep, unconscious, unable to think properly because of drugs or alcohol, has a mental disability.

2. WHAT IS THE PREVENT VIOLENCE IN SCHOOLS PROGRAMME?

Prevent violence in schools is part of a wider initiative, Safer South Africa for Women and Children, launched in 2012 by Save the Children, the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), in partnership with the Department of Basic Education (DBE). This initiative works with individuals and school/community groups to boost prevention of violence against women and children. It therefore focuses on transforming values and behaviours that have made violence (and especially GBV) 'normal' in our society. By going to the roots of violence, this approach can bring about changes that are sustainable.

The programme takes Safer South Africa for Women and Children into schools by supporting groups of learners as they identify specific issues of violence in their own schools and take action to deal with these.

The programme objectives are to:

- Build the capacity of learners to develop action plans on prevention of violence (GBV in particular) in the school
- Provide mentoring support to school-based youth structures as they plan and implement action
- Build the capacity of education districts to support youth in preventing and responding to violence in the school and community
- Develop facilitation and mentoring capacity in the district.

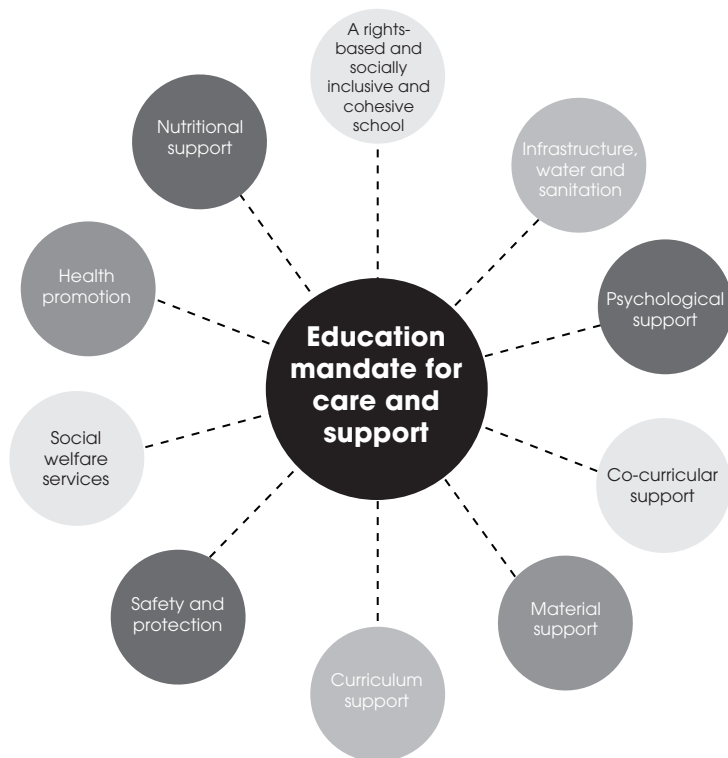
The programme supports the South African National Schools Safety Framework (NSSF), and focuses on the role of learners taking action within this NSSF. The NSSF seeks to create a safe, supportive learning environment for learners, educators and all others at school. The NSSF objectives are to:

- Assist the school in understanding and identifying all security issues and threats
- Guide schools in responding effectively to identified security issues and threats
- Create reporting systems and manage reported incidents appropriately
- Help schools to monitor their progress over time.

The programme falls within the overarching framework of the Care and Support for Teaching and Learning (CSTL) Programme. CSTL offers a comprehensive, coordinated, multi-sectoral response to addressing barriers to learning and development for learners and educators. It was adopted in 2008 by Ministers of Education in the Southern African Development Community (SADC) with the goal of transforming schools into inclusive centres of learning care and support in order to ensure that all children, especially the most vulnerable, access quality education and perform optimally.

In South Africa, the DBE has identified ten priority intervention areas in which there must be delivery with respect to care and support activities across all schools. These priorities respond to the legal and developmental policy and legislative mandate placed on the DBE and have been shown to be effective at securing inclusion and addressing the barriers currently facing many vulnerable learners and groups of marginalised children. The ten priority areas are: A Rights-based and Socially Inclusive and Cohesive School; Nutritional Support; Health Promotion; Infrastructure, Water and Sanitation; Social Welfare Services; Psychosocial Support; Safety and Protection; Curriculum Support; Co-curricular Support and Material Support.

The 10 Priority Areas of the CTSL SA Programme



Prevent violence in schools falls within the following three priority areas:

A Rights-based and Socially Inclusive and Cohesive School makes sure that all school community members know, respect, protect and promote children's rights to education, equality, freedom from discrimination, dignity, and all other rights necessary to equally enjoy their right to education.

Safety and Protection aims to ensure that schools are free from all forms of violence, abuse and bullying. Safety and protection concerns are not limited to the physical infrastructure of the school (such as fencing and gates) but also refer to the psychological and emotional safety of learners and educators.

Psychosocial Support involves the provision of care and support in response to the emotional, mental and social needs of learners and educators. All of these are critical for educational and overall development.

Programme structure

Workshop for learners on taking action against violence at school

Learners are identified through committees or clubs in their schools and invited to a workshop where they explore the issue of violence, especially gender-based violence, at their schools. They learn how to gather information about violence in their schools, and plan and implement a programme of activities to prevent violence, together with their peers.

During the workshop, these learners receive the Prevent violence in schools Learner book, a take-home booklet that includes workshop activities and information about types of violence, especially GBV. It also offers steps and guidelines for investigating violence at their schools, and developing and implementing action plans for preventing the violence.

Learners implement action steps at school

At their schools, the learners who have attended the workshop will seek the support of their principal. They will involve more learners (from school-based learner committees and clubs) in a school safety team that will plan and take action on violence prevention by following a nine-step process.

School-based mentoring to support learner action

Experience has shown that in programmes that target change in values and behaviour through peer action, workshop training alone is not enough. In the prevent violence programme, follow-up mentoring support is provided by an experienced person or people strengthens the knowledge and practical strategies that learners have gained in the workshop. This enables the newly trained learners in their school safety teams to apply what they have learned and deal effectively with challenges as they follow the nine action steps at their schools.

3. LEARNER PARTICIPATION IS CRUCIAL

The materials in this guide are based on the belief that learners have a right to be heard and that learner participation is crucial to creating safer schools. This is important because, as we have already noted, many learners in our schools are affected by verbal, physical or sexual abuse directed against them or against people close to them. However, they seldom get opportunities to explore these issues properly and tackle the problems themselves. Experience has shown that learners who have thought deeply about these issues can help their peer group to explore ideas, question attitudes and change their behaviour. They are better able to offer their peers empathy and insight than adults, such as educators, and often come up with workable solutions.

CSTL recognises this as a key priority action area and the NSSF recognises this in one of its key principles:

Learners must be given a voice. *Young people need to be encouraged to establish forums within schools where they learn to give voice to, and take responsibility for, the issues that affect them.*

This learner voice is crucial to achieving safer schools through a common understanding and approach. Everyone at a school needs to agree on what violence is, how to prevent it and how to deal with cases. Everyone needs to understand what kinds of structures, policies and school practices are needed. For example, a school Code of Conduct is an essential tool in tackling violence. But it will only be effective if everyone in the school community - especially every learner - understands it, supports it and commits to keeping it. This common understanding is established and developed through partnerships.

The learners in this programme therefore need to find their voices, first in the workshop and then at school, as they share what they have learned with their peers, take responsibility for the issues that affect them, and partner with teachers, parents and others (at community, district and national levels) to prevent violence.

This approach emphasises the need for learners to play a leading role in the process of violence prevention at school. Some key features of the approach are:

Participatory learning in the workshop

Learners will develop and change their understanding of violence if they learn through active participation in discussions and activities, rather than just getting information and being told what to do. Workshop activities are designed to get learners to share concerns and experiences; discuss and analyse issues; solve problems; and plan action.

Helping learners to move from knowledge to action

The workshop is designed to build learners' knowledge about violence and then help them to decide what action to take. From learners' recruitment and throughout their training, the programme aims to develop their awareness and ability to put what they have learned into action as they start to challenge violence in their own lives.

Collective learning and action in the workshop and at school

The aim is to get learners to collaborate with their peers, as they discuss violence issues, develop common ideas about what needs to be done, set norms for new attitudes and behaviour, and support each other as they build partnerships and work for change at school.

Which learners will participate in the workshop and lead action at school?

The programme has been developed for learners aged 13 to 18 who are members of learner structures and clubs at their school, and are interested in being involved in violence prevention. The number of participants should be kept small and manageable. Both girls and boys should be involved, and gender equality should be strictly respected. After the workshop, learners will form a school safety team to plan and implement a violence-prevention programme.

4. WHAT ARE THE ROLES OF THE FACILITATOR AND THE MENTOR?

The roles of facilitator and mentor may be taken by the same person or by different people, depending on the situation in your district. The support teacher at each school will also take on mentoring responsibilities. The specific responsibilities of facilitator and mentor are explained later in this guide. However it is important to understand broadly how these roles complement one another within the overall approach of engaging learner participation. Since the programme is challenging for the learners involved, the kinds of support provided by the facilitator and mentor are crucial to its effectiveness.

The **facilitator** plays a key role in developing the learners' knowledge, awareness and attitudes around violence at school and in the community. This is an important and sensitive task, considering that violence, especially gender-based violence, has become the norm in communities, and that most learners have daily experience of patriarchal attitudes and practices. During the workshop, the facilitator will nurture high participation and respectful, co-operative interaction, so that the learners learn to 'walk the talk' of non-violence, and are confident to implement the action steps at their schools. The facilitator will prepare learners for action at school in terms of:

- what they need to know about violence (especially GBV), in general and in their own school setting
- action steps they can take at school in order to prevent and respond to violence
- how to interact with their peers and partners at school in doing so.

The **mentor's** role is to support learners as they take up the challenge of action at school. No matter how carefully learners have been prepared in their workshop sessions, this training is brief. Even committed young people can feel overwhelmed by day-to-day challenges, as they face common attitudes and behaviours, some of their peers may resist or ignore their efforts, and they experience gaps in their own resources. The mentor(s) will enable learners to meet these challenges by:

- helping to refresh their knowledge and understanding where necessary
- guiding them towards more effective interaction with peers and partners in action
- helping them to sustain their progress through the action steps
- helping them make useful and supportive partnerships
- encouraging them to reflect and report on their achievements.

Finally, both the facilitator and mentor will help to motivate the learners and school safety teams by:

- encouraging them in building and sustaining a vision for their schools
- warmly affirming signs of progress
- emphasising the value and importance of the work they are doing.

Dealing with sensitive topics

As a facilitator or mentor you will deal with issues of violence and GBV with groups of learners, probably consisting of both sexes. Individuals within the groups may have been abused and may experience strong feelings during discussion of these sensitive topics. Specific guidelines for workshop facilitators are given in **Part 1, Section 3: Dealing with sensitive topics in workshops**. Here are some general suggestions that apply to both facilitation and mentoring.

- **Set clear ground rules and expectations** about confidentiality, listening and support. The suggested ground rules in the **Learner book** will help learners to commit to peaceful and respectful interaction from the start.
- **Make sure that everyone participates and has a chance to speak.** Are learners communicating well? Is anyone dominating the discussion? Who hasn't expressed an opinion?

- **Encourage learners to listen and try to understand each other's views without criticism.** Discourage ridicule, blaming and personal belittling. Refer to the ground rules if necessary.
- **Talk about what is important to your learners.** Always try to approach the issues through their experiences and views rather than loading them with ready-made and 'politically correct' perspectives. Don't express your personal views or take sides. You are there to guide the discussion and keep learners focused on the issues, not to join in.
- **Always ask before you 'tell',** as learners may have answers or have important issues to add. For example, when summarising at the end of a session, first ask learners to contribute and then add anything important that they may have left out.
- **Remember always to leave enough time for learners to think, respond and share their ideas.** Help the group to create an atmosphere of respect where learners know they will be listened to. Do not be afraid of silence. Getting people to examine their feelings is a key aspect so give them time to think about what has been said and to consider the options.
- **Show respect for each participant by summarising their responses and opinions.** Make it clear that, in a discussion, there are no right or wrong answers and it is necessary for learners to share their thoughts and fears. For example, show learners that you understand how frightening it can be to report incidents of violence. Explore ways of reporting such incidents safely.
- **Be kind and approachable.** Learners are more likely to trust you if you come across as someone who is kind and easy to talk to.
- **Be aware of your own feelings.** If you have thought about your own issues and responses in relation to the workshop content, you will feel more confident when presenting activities. If there are any exercises you do not feel comfortable leading, share your feelings with a co-facilitator and/or ask for help.
- **Recognise learners who need support.** Individuals may be dealing with emotional situations at home or at school. Their feelings may come to the surface during discussions. Some ways that people show their feelings in groups are:
 - being unusually quiet and withdrawn during group activities
 - being restless or sleepy, unable to focus, needing to leave the room more often than usual
 - being disruptive, usually either by arguing and fighting, or by joking and teasing
 - telling stories starting with, 'I have a friend who ...'
 - taking a long time to leave the room at the end of the session; finding reasons to chat with other learners.

If you see any of these signs, follow up after the session with a private, simple and concrete offer to help. Both during and after sessions, you can listen, sympathise, support, and assure the person there is nothing wrong with having these feelings.

- **Refer individuals for help when necessary.** Sometimes a person with problems needs professional help. You are not a counsellor, but you can play an important role in helping learners get help when they need it.

A note about terminology: Victim and survivor

While the word 'victim' is generally used to refer to someone who has suffered violence or abuse, many people prefer to use the term 'survivor', as this is a more positive word that emphasises the power of the person to get over the harm that has been done to them, and live a full, successful life.

FACILITATING THE WORKSHOP

This part covers the following:

- The purpose of the workshop
 - Various aspects of facilitating the workshop:
 - resources needed
 - skills and abilities you will need as facilitator
 - working with a co-facilitator
 - strategies for achieving the learners' full participation in the workshop activities
 - Summary of the workshop objectives, structure and content, and options for delivery
 - Step-by-step guidelines for facilitating each of the workshop modules and activities (linking to the **Learner book**)
-

1. THE PURPOSE OF THE WORKSHOP

The purpose of the workshop is to:

- Increase learners' knowledge of the different types of violence and gender-based violence committed against children
 - Build learners' capacity to analyse the nature of violence in their schools, prioritise areas for action and identify appropriate strategies
 - Increase learners' knowledge about what to do and who to turn to in situations of violence
 - Support the development of school-based action plans by learner school safety teams, to respond to violence in their schools
 - Contribute to the creation of safer contexts for learning
-

2. WORKSHOP MATERIALS

This Facilitator and mentor guide

This is a detailed, step-by-step guide for you, the facilitator, to enable learners to assess the context in which violence takes place in their schools and take action to prevent it. It provides experiential learning on violence, so that learners can identify and refer to relevant examples and learn how to use hands-on tools. It also develops their commitment to working individually and collectively to identify, understand and challenge violence at their schools.

The workshop activities follow on logically from each other, with each activity building on what has been learned in the previous one. It is therefore essential that you read the guide thoroughly before conducting the workshop, so that you understand the logical progression of the content and what it aims to achieve.

Learner book

The Learner book has information and activities that you will use throughout the workshop. It is also designed as a resource that learners can use independently after the workshop, when planning and taking action at their schools. It is their book, to read, write in and refer to for information.

The information in this guide links to the modules in the Learner book. However, it does not contain all the information in the Learner book, so you should use this guide in conjunction with the Learner book. Before starting the workshop, you need to be thoroughly familiar with the content of the Learner book.

3. FACILITATING THE WORKSHOP

The Introduction to this guide describes your overall role as facilitator within this programme, which emphasises learner participation. Below you will find details about your specific responsibilities in the workshop, and guidelines on conducting the workshop.

The facilitator sets the tone of the workshop and encourages the full participation of the group. Facilitators need good listening skills, an understanding of training dynamics, and awareness of self-evaluation as a learning tool. These abilities will help you to respond to the particular challenges of facilitating workshops with many adolescent participants, especially if there are large numbers.

Working with a co-facilitator

Because some learners will have been personally affected by violence, there should be two facilitators for the workshop. It is also important that at least one facilitator is aware of local cultural issues in the area in which the workshop is being held.

While one facilitator is presenting, the other can either assist with presentation or observe learners' responses to the content. You need to review learners' emotional state after sessions that focus on sensitive issues, and ensure that you have reliable contacts for appropriate professional support if necessary.

In general, two or more facilitators are useful because:

- Facilitating workshops on violence can be very challenging emotionally and two people are better able to support the learners and each other than one.
- Having more than one facilitator can ensure that the messages being presented are consistent.
- Having one male and one female facilitator helps the group dynamics, particularly in mixed groups, and prevents gender being seen as only a female issue.

Facilitators need to work together as a team, and be seen by your learners to be doing so, because:

- The reactions of the learners will vary according to how they see the facilitators with regard to their sex, ethnicity, age, class and many other factors.
- The group may place each facilitator in different roles, for example 'expert'/'non-expert', 'one of us' / 'outsider', and try to play one off against the other.
- Learners may interpret the same message differently depending on who it comes from.

In order to work effectively as a team, you should discuss and plan your workshop sessions together.

If you need to select a co-facilitator keep all the above aspects in mind when you consider skills, qualifications, experience, attitudes and knowledge.

Tips for facilitating sessions

Becoming a good facilitator takes practice. Here are some tips for facilitating sessions.

Know where you want to go in the session, but be flexible. As you lead a group discussion, keep focused on the topic. If the group goes in a different direction, ask a question to get the discussion back on track.

Some ways to save time during discussions: limit feedback to two or three people; ask learners not to repeat what someone else has already said.

Keep the whole group involved. Be aware of learners who dominate the discussion and those who remain quiet. Avoid picking on a quiet learner. Instead, you could ask all the learners to discuss a question in pairs, so everyone has the opportunity to speak, even if it is just to one person.

Start from where learners are. Find out what learners already know about a topic. From this, you will be able to build on their knowledge through discussion and group interaction.

Ask open-ended questions. Open-ended questions are questions that can't be answered with 'Yes' or 'No'. Sometimes that can be the end of the discussion. Open-ended questions help to get discussions going better because learners are encouraged to explain what they are thinking. Examples of open-ended questions are: 'Why do you think this is so?'; 'What suggestions could you make for solving this problem?'

Use active listening. This means repeating in your own words what you think someone is saying. Sometimes it is difficult for individual learners to explain their thoughts and feelings clearly, especially in a large group, or when an issue evokes strong feelings. Active listening is a way of helping a learner to explain what they want to say more clearly to the rest of the group.

Use short prompts to encourage everyone to contribute. Prompts show that you are listening and concentrating on the discussion. You can use words or phrases like: 'Tell me more'; 'I'm listening'; 'Mmm'; 'That's interesting, would you like to expand on that?'; 'Would anyone else like to comment?'; 'Thank you for your contribution'.

Stay neutral. Do not take sides during discussions, even if you have strong opinions on the topic. You want learners to feel comfortable sharing what they think, rather than imposing your opinions.

Be generous with thanks and praise. Praise learners for participating regardless of what their comment was. And never make fun of what anybody adds to the discussion - remember the group is supposed to be a safe space, where its members receive support and respect from other members, and you must set an example.

Keep track of important points that come up during discussion. Take notes, either for yourself on a piece of paper, or for the whole group on the flipchart. Use these notes to summarise key points at the end, so that everyone has a clear idea of what they learnt during the discussion.

Create a 'parking lot'. Learners may say interesting and important things during a discussion, but there may not be enough time to deal with them properly. The 'parking lot' is a flipchart page where you can write down a few words to remind everyone of an issue/topic so that you can return to it later.

Respect confidentiality. The group should provide a safe space for learners to share their experiences. But they might not want outsiders to know their stories. So it is important for all group members to promise not to share with anyone outside the group what is said in the group. Confidentiality should be one of the ground rules that you set with the group during the first session.

Keep order in the group. Those who behave badly in sessions should be gently controlled. But paying a disruptive learner too much attention may encourage the behaviour, so you need to deal with it tactfully. After the session, you could talk to the person privately about the problem in a calm, assertive way. Refer to the ground rules if appropriate.

Use ice-breakers. Make use of ice breakers and exercises to loosen up learners physically and mentally, remove tension and focus attention.

Dealing with sensitive topics in workshops

Workshop participants may consist of both girls and boys, and gender equality must be respected. But be aware that during discussion of gender issues, learners may prefer to share personal experiences with members of their own sex. As facilitators, it is important to create a safe, non-threatening space where feelings, fears and taboos can be discussed and explored openly. You can find tips in the Introduction to this guide, Section 4: Dealing with sensitive topics.

Here are some specific suggestions for facilitating workshops.

Grouping learners

When dealing with sensitive topics, plan your grouping arrangements strategically, particularly when presenting the workshops to boys and girls together. You may need to use single-sex groups for some tasks or activities. Mix the sexes again when learners have had a chance to build and articulate their ideas confidently. When you are using mixed groups, monitor them carefully and apply the ground rules consistently.

Guiding discussion in the workshop

In a workshop where issues of gender-based violence are often under focus, you should carefully watch the direction that the discussion is taking. Long-established prejudice may come to the surface - for example, when you are discussing gender stereotyped 'messages' that girls and boys get from society. Seek different learners' viewpoints, ensuring that girls and boys contribute equally. Also be ready for 'hard-line' views, for example, girl learners passing judgment on girls who get pregnant or have sugar-daddy relationships. When this happens, raise new angles on the causes of issues, and the way these issues are understood or experienced by different people (including other learners or people they know). However, don't insist on your own view as the only proper position to take.

In addition, aim to establish terms of equality, co-operation and comradeship between boys and girls, rather than letting battle lines be drawn between them. You may need to clarify that the activities are not intended to target and blame all men and boys. Rather, they address problematic forms of behaviour, beliefs and attitudes. Emphasise positive male role models (see Module 3 Activity 3) and how some men are working to eradicate violence against women and children. Point out, where appropriate, that males are also subject to abuse and that the abuse of boys is believed to be much more widespread than the number of reported incidents.

Quite often, you will be able to return learners to the issue under focus by, for example, restating key questions: 'How does your point relate to learner sexual abuse?' or 'That's an interesting point, but let's return to the central issue ...'.

Anticipate conflict over some issues, and when it arises, explain that disagreement is to be expected. Do not allow it to become personal. Appeal to the group to help resolve the conflict and refer to the ground rules if necessary.

Workshop planning checklist

Action	✓ when done	Notes
Initial plans		
Set a date		
Identify and list participants		
Book suitable venue and confirm the resources that are available (e.g. chairs, electricity, etc.)		
Invite participants (advise date, time, venue, transport and catering arrangements, things they should bring to the meeting e.g. school policies)		
Organise catering if relevant		
Organise travel arrangements if relevant		
Plan workshop outline and resources required		
Book/organise resources		
A week before		
Remind participants and confirm numbers		
Confirm caterers (including numbers)		
Confirm travel arrangements (including numbers)		
Organise/confirm resources required (printing, projector, etc.) and when they will arrive		
Confirm venue and your requirements (e.g. number of chairs, facilities required)		
On the day		
Set up the venue (seating, check toilets and other required facilities, etc.)		
Check that all equipment/resources have arrived / are working		
Prepare for registration		
After the workshop		
Venue: Tidy, pack away and lock up in accordance with agreement		
Reflect on and evaluate workshop successes and areas of difficulty		
Give feedback to relevant stakeholders		
Send letters of thanks where relevant		

Workshop resource checklist

Resources needed	✓ when done	Notes
Facilitator and mentor guide		
Learner book (copy for you and each learner)		
Attendance register		
Glue		
Pens/pencils/koki pens		
Paper		
Prestick		
Name tags		
Flipchart and koki pens		
Other equipment		
Additional material required		

Workshop structure, objectives and summary

LB module	Objectives	Summary of module	Activities
1. Introduction to Prevent violence in schools (page 6)	<ul style="list-style-type: none"> • Get to know one another • Discuss expectations and ground rules for the workshop • Understand the purpose and objectives for the workshop • Learn about children's rights and the goals and objectives of the DBE 	<p>The aim of this session is to welcome the learners and explain the focus of the workshop. Learners discuss their expectations and reflect on how they can work effectively as a group to achieve the objectives of the workshop. In focusing on the group's ground rules, the session highlights the importance of values such as confidentiality and trust, and sets a model of democratic, tolerant, non-discriminatory and non-violent behaviour and interaction.</p>	<p>Activity 1: Welcome and introduction</p> <p>Icebreaker: We don't all see things in the same way</p>
2. Understanding violence (page 10)	<ul style="list-style-type: none"> • Share perceptions and feelings about violence • Build a common understanding of what violence is • Identify different types of violence • Consider causes and consequences of violence 	<p>The purpose of this module is to develop an understanding of violence in general and the various forms of violence that occur within the school environment. Learners gain a basic understanding of what violence is so that they can identify different forms of violence and later come up with ways of addressing them within the school context. Definitions and types of violence will be presented and examined.</p>	<p>Activity 1: What is violence?</p> <p>Activity 2: Identifying different types of violence</p>
3. Gender-based violence (page 20)	<ul style="list-style-type: none"> • Discuss the difference between sex and gender • Explore gender norms and stereotypes • Understand the link between gender norms and stereotypes and gender-based violence • Identify good male role models and qualities needed for leadership 	<p>This module is designed to develop an understanding of the influence of gender norms and stereotypes on violence. It deepens the understanding addressed in the previous module. It aims to raise awareness of the power imbalance between men/boys and women/girls and the negative characteristics that are assigned to women and girls through gender stereotyping. It seeks to show that violence does not only happen between individuals. It is also the product of unequal power relationships in society. To achieve a balance of power between men and women it is important to identify and follow positive male and female role models.</p>	<p>Activity 1: What are gender stereotypes? (card activity)</p> <p>Activity 2: Understanding gender and GBV (jig-saw reading)</p> <p>Activity 3: Identifying good male and female role models (drawing and describing)</p>

LB module	Objectives	Summary of module	Activities
4. Analysing violence (page 24)	<ul style="list-style-type: none"> Explore the causes and consequences of various forms of violence that are common in school communities Identify how the different forms of violence can affect learners 	<p>This module provides practical examples of children who are victims of different types of violence, so that learners can consider the causes of violence and how it affects individuals, schools and communities. The module aims to deepen learners' understanding of the nature of violence so that they are able to respond to it appropriately. The problem tree is introduced as a tool to visually show causes and consequences.</p>	<p>Activity 1: Understanding causes and consequences of violence (case studies and problem tree)</p>
5. Reporting violence (page 28)	<ul style="list-style-type: none"> Explore how to support peers who experience violence by helping them to report incidents formally Explore how to refer peers who are victims of violence for external help 	<p>In this module, learners explore procedures for reporting incidents of violence. Information is shared about how to report cases outside and within the school, and about children's rights that are relevant when reporting to external service providers.</p>	<p>Activity 1: Reporting violence</p>
6. My school, my reality (page 34)	<ul style="list-style-type: none"> Identify the main violence issues in own school Understand the importance of assessing a problem before trying to solve it Learn to use simple tools to identify issues at school: mapping and problem tree 	<p>The purpose of this session is to enable learners to assess and identify the violence issues at their own schools, using a mapping exercise and the problem tree. The insights gained will enable learners to respond to the specific problems with greater focus when they take action. This exercise will also enable learners to engage school management and stakeholders in the community more effectively by presenting their perceptions and issues in a structured way.</p>	<p>Activity 1: Mapping safe and unsafe places</p> <p>Activity 2: Using the problem tree to explain violence at school</p>
7. Taking action (page 36)	<ul style="list-style-type: none"> Understand a logical action process for tackling school violence issues Learn to develop a vision for change at school Explore how involving school structures and champions is key to effective action Learn to plan and implement activities to prevent violence 	<p>The purpose of this session is to get all learners involved in developing a nine-step strategy or plan of action to respond to school violence. They will be supported in developing a vision for change to be achieved over a one-year period, as well as specific activities to prevent and respond to violence at their schools.</p>	<p>Ice-breaker: The human knot</p> <p>Activity 1: Getting started: the nine action steps</p> <p>Activity 2: Developing a vision for change</p> <p>Activity 3: Planning and implementing violence-prevention activities</p>

Structure for delivering the workshop modules

The structure you decide on for delivering the workshop modules will depend on your situation. As long as you cover all the modules in full, in a logical order, you can proceed according to the time frames and time slots you have available. For example, you might need to work with learners from a number of schools together, within the time frame of a three-day residential workshop. Or you might need to do school-based training where you deliver the workshop content module by module in after-school sessions with an existing learner safety team (or a group of club members or RCL members from that particular school, who will form the school safety team for the project).

Whatever delivery structure you are using, it is important that every module is dealt with thoroughly, as issues of violence are challenging and the learners need to understand them thoroughly in order to take effective action.

Appendix 1 of this guide gives a suggested timetable for a three-day weekend residential workshop programme, should this be your chosen structure. Parts of the content that are not fully explored in the workshop can be followed up in the school-based mentoring programme.

Module 1: Introduction to Prevent violence in schools

OBJECTIVES	<ul style="list-style-type: none">• Get to know one another• Discuss expectations and ground rules for the workshop• Understand the purpose and objectives for the workshop• Learn about children's rights and the goals and objectives of the DBE
RESOURCES	<ul style="list-style-type: none">• Learner book Module 1: Introduction to Prevent violence in schools (page 6)• Flipchart• Prepared flipchart with ground rules (see Learner book Module 1)• One United Nation's Convention on the Rights of the Child (UNCRC) poster• One Care and Support for Teaching and Learning (CSTL) poster
DURATION	50 minutes

ACTIVITY 1: WELCOME AND INTRODUCTION



Purpose

See objectives above.

Resources

- **Learner book Module 1**
 - ***What is in this Learner book and how will you use it? (page 7)***
 - ***Ground rules (page 8)***
- CSTL and UNCRC posters
- Prepared flipchart page for ground rules

Procedure

Introductions

Organise groups. Ask one learner from each group to introduce the group members and say what school club and/or structure at school they represent (e.g. GEM/BEM club).

Expectations

Ask each group/participant to discuss what they expect from the workshop (2-3 minutes).

Then ask a few learners to present their ideas, and write these up on the flipchart.

Introduce the **Learner book** to learners. Explain that it contains the workshop activities and will also guide them when they plan and deliver violence-prevention activities at school. Explain the purpose of the workshop and

go through the workshop programme with them. Use the section in the **Learner book *What is in this Learner book and how will you use it?*** to explain the process they will follow in the workshop and at their schools: talking about different forms of violence and the causes and consequences of violence; doing a survey of their own school environment in order to identify safe and unsafe places; and taking action to prevent violence.

Compare learners' expectations with the workshop plan to make sure everyone knows what to expect.

Human rights background

Use the **UNCRC poster** to explain that children have rights that must be respected. Explain how violence prevents children from accessing their rights to education, survival and development. Emphasise that rights come with responsibilities. Present the **CSTL framework** to show what schools should look like and how the different aspects of learners' wellbeing are linked to one another.

Ground rules

Refer learners to the suggested ground rules in the **Learner book**. Ask them to read and discuss the rules and suggest changes. Explain how working together respectfully is an important part of preventing violence in general. Write the ground rules with the learners' changes on the flipchart. You could ask the learners to sign the list to indicate their commitment to the ground rules.

ICEBREAKER: WE DON'T ALL SEE THINGS IN THE SAME WAY

Purpose

This activity demonstrates the importance of respecting one another and each other's differing opinions. It should help learners to realise that there are many ways to see and explain the meaning of a situation and that all opinions are valuable.



Resources

- **Learner book Module 1: *We don't all see things in the same way* (page 9)**

Procedure

Refer learners to the **Learner book *We don't all see things in the same way***.

Ask a few learners to describe what they see in the pictures. For example, in the first picture they might see a two faces, or a vase. Explain that different people see things in different ways. Emphasise the importance of respecting each person's views, opinions and experiences throughout the workshop and in general, noting that topics such as violence arouse strong emotions and opinions, as well as difficult memories.

Another useful way of looking at this: **6+3 = 9 but so does 5+4**. The way you do things, or understand things, isn't always the only way. Respect other people's way of thinking.

Module 2: Understanding violence

OBJECTIVES	<ul style="list-style-type: none">• Share perceptions and feelings about violence• Build a common understanding of what violence is• Identify different types of violence• Consider causes and consequences of violence
RESOURCES	<ul style="list-style-type: none">• Learner book Module 2: <i>Understanding violence</i> (page 10)• Flipchart and koki pens• Prepared flashcards: 8 pictures of different types of violence from Learner book Module 2: <i>Identifying different types of violence</i> (page 13)
DURATION	125 minutes

ACTIVITY 1: WHAT IS VIOLENCE?

Purpose

This activity introduces learners to the concept of violence. A broad definition is used to explain what violence is to make sure that everyone understands the concept in the same way.



Resources

- **Learner book Module 2**
 - ***What is violence?* (page 10)**
 - ***Defining violence* (page 12)**
- Flipchart and koki pens

Procedure

Start the session by asking the following questions in relation to the word 'violence':

- *What thoughts and feelings do you have when you hear the word 'violence'?*
- *Give some examples of violence that happens in your school or your community.*

Record learners' responses on the flipchart. Read (or ask volunteers to read) the newspaper articles in the **Learner book *What is violence?*** These show how violence in South Africa affects learners. Use the articles and the questions in the **Learner book** to draw out more ideas and comparisons with violent incidents and practices they have mentioned.

Then ask: Can you think of a short definition of violence?

Compare learners' responses with the information in the **Learner book *Defining violence***, including the definition from World Health Organization:

'The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in, injury, death, psychological harm, poor development or deprivation.'

ACTIVITY 2: IDENTIFYING AND DEFINING DIFFERENT TYPES OF VIOLENCE



Purpose

The activity helps learners to get a clearer idea of the different types of violence. The pictures present information in a different way to the newspaper articles, and they add to the ideas that were introduced in the previous activity.

Resources

- **Learner book Module 2**
 - **Identifying different types of violence (page 13)**
 - **Defining different types of violence (page 15)**
- Prepared flashcards of pictures 1-8 in **Learner book Identifying different types of violence**.

Procedure

Organise groups of five.

Refer learners to **Learner book Identifying different types of violence**.

Allocate one or two pictures to each group and ask each group to discuss the listed questions.

Get feedback. Each group should present their views on the form of violence they have identified and describe the context or scene in the picture. Display the pictures so that everyone can see them.

Suggested answers: Picture 1: Bullying (physical); Picture 2: Bullying (emotional/exclusion); Picture 3: Corporal punishment (beating); Picture 4: Emotional abuse (humiliation); Picture 5: Cyber-bullying (phone) and GBV; Picture 6: GBV: teacher-learner sexual harassment); Picture 7: Homophobic/anti-gay bullying/GBV; Picture 8: GBV: Boy-girl physical abuse. Accept all appropriate suggestions.

Refer learners to **Learner book Identifying different types of violence**. They could discuss the information in their small groups, relating it to their own experience and knowledge.

Note: Learners are only starting to explore the causes of violence, including GBV, at this stage. In discussion, be aware of the issues specific to each type of violence shown. Ask questions that encourage learners to re-think their understanding of what is happening in the pictures, rather than trying to expose all the causes in detail or to 'correct'/'fix' attitudes that may not be appropriate. Key issues to raise or respond to:

- Discriminatory, stigmatising, humiliating behaviour that is part of violence (e.g. towards a pregnant learner, a possibly gay learner). Ask questions like: Why are these people a target? Why is it so easy to get away with this kind of behaviour? Do these attitudes recognise the experiences of these learners, or serve any positive purpose? What does this tell you about the perpetrators?)
- The unequal power between perpetrator and victim. Learners may ask questions, for example, about female learners initiating sugar-daddy relationships themselves, e.g. with teachers. Ask questions like: Who gets blamed/stigmatised in these situations? Who is actually the abuser/committing a violent act? Who usually gets away with it? Who usually suffers as a result of it? Who is old enough to know better / take responsibility?
- Legal definitions of different types of violence, and what is meant by 'consent'. Learners may have questions on these aspects. The definitions in the **Learner book Module 2** (e.g. of rape) are geared to the relevant legal definitions. For more on the law around sexual abuse and what is meant by 'consent' see the **Introduction** to this Guide.

Module 3: Gender-based violence

OBJECTIVES	<ul style="list-style-type: none">• Discuss the difference between sex and gender• Explore gender norms and stereotypes• Understand the link between gender norms and stereotypes and gender-based violence• Identify good male role models and qualities needed for leadership
RESOURCES	<ul style="list-style-type: none">• Learner book Module 3: Gender-based violence (page 20)• Flipchart and koki pens• Flipchart and koki pens• Two sets of cards prepared as indicated in the description for Activity 1 (see below)• Sheets of paper and pencils for all learners
DURATION	90 minutes

NOTE: It may be challenging to maintain focus, balance and a calm atmosphere during discussion for these activities. See the Introduction Section 4 and Part 1 Section 3 above for tips on different aspects of facilitating sensitive topics, grouping learners constructively, and monitoring and managing the direction of discussion.

ACTIVITY 1: WHAT ARE GENDER STEREOTYPES?

Purpose

The exercise aims to create a common understanding of the stereotypes linked to the feminine and masculine genders. It shows that women are often portrayed in a negative manner or as inferiors in a patriarchal society, and that these stereotypes affect both how they are treated by men and how they see themselves.

Resources

- **Learner book Module 3: *Understanding gender and gender-based violence* (page 20)**
- Two sets of prepared cards as described below
- Flipchart pages
- Koki pens

Procedure

Divide learners into two groups. Provide each group with a flipchart page divided into two columns:

- For Group A, the column on the left is headed *Masculine* and the one on the right *Feminine*.
- For Group B, the column on the left is headed *Desirable* and the one on the right *Undesirable*.



Cards

Give each group a set of cards. On each of the cards, one of the following characteristics is written:

Dependent	Independent	Cries a lot	Is always strong
Submissive	Dominant	Passive	Active
Skilled in business	Not skilled in business	Stupid	Intelligent
Hesitates a lot	Makes decisions quickly	Ambitious	Not ambitious
Shy	Confident and outgoing		

Explain to learners in Group A that some characteristics are considered more feminine, while others are thought to be more masculine. Explain to learners in Group B that some characteristics are considered more positive or desirable, while others are thought to be negative or undesirable. Ask each group to place the cards in the column where they think they belong as quickly as they can, without thinking about it too much.

When learners have placed all the cards, put up both charts on the wall. In order to show the results clearly, write **negative (-)** or **positive (+)** clearly next to the qualities on the 'masculine-feminine' chart to show how they have been placed on the other chart.

Ask for first impressions about the exercise and its results. Some possible questions are:

- How did you find the exercise? What did you like or dislike about it? Why?
- How do you feel about the results now that you see the summary?
- Does anything about the results surprise you? What? Why is it surprising?

The following pattern needs to be explored in the discussion: Characteristics in the feminine column are likely to have minus (-) signs next to them, while those in the masculine column are likely to have plus (+) signs. Ask:

- What do you think about this difference?
- Where do these differences come from?

Explain that the differences show **gender stereotypes**. *Gender stereotypes are fixed ideas about what qualities men and women should have and how they should behave. For example, many people see women as having negative qualities such as submissiveness, shyness and passivity, whereas men are seen positively as active, outgoing and dominant. People think that these ideas are true and just the way things are. However these gender stereotypes have been taught and learned.*

Then ask:

- How do we learn gender stereotypes?
- In your opinion, how do gender stereotypes affect the way we/people see or judge men and women?
- How do they affect the way we see ourselves as men or women, girls or boys?

In facilitating brief discussion, refer to **Learner book *Understanding gender and gender-based violence***. The next activity explores the link between gender stereotypes and GBV more fully.

ACTIVITY 2: UNDERSTANDING GENDER AND GENDER-BASED VIOLENCE



Purpose

The activity should strengthen learners' grasp of gender and gender stereotypes. It should bring out the link between gender norms and stereotypes and GBV. It should demonstrate that the high rates of violence against women and girls, and against sexual minorities, are part of a broader system of male dominance/patriarchy.

Resources

- **Learner book Module 3: *Understanding gender and gender-based violence* (page 20)**

Procedure

Use the text in the **Learner book *Understanding gender and gender-based violence*** as the basis EITHER for facilitator input and discussion OR for a jigsaw reading by learners, followed by discussion.

If you use a jigsaw reading, allocate each of the four parts of the section (A, B, C and D) to different groups. Each group must read their section and make sure they understand it well enough to teach the contents to the big group in their own words.

Take feedback on sections A, B, C and D of the article in the correct order. Encourage learners to ask questions after each presentation. In facilitating and wrapping up feedback and discussion, emphasise the following:

- Gendered attitudes and stereotypes are not truths of nature - they are taught and learnt from day to day.
- These attitudes are harmful because they degrade women and girls, giving authority and control to males, and encouraging disrespectful, violent behaviour. Men and boys, and women and girls become enemies making it difficult for real friendships to develop between the sexes.
- GBV does not happen because individuals lose their temper and lose control, it happens because we have a social system that is based on male control and dominance (patriarchy). This system supports practices that are harmful and sometimes physically violent towards females. Unless this social system changes, gender inequality will continue at all levels of society.
- Heterosexual women and girls are not the only victims of GBV. Vulnerable young boys, as well as gays and lesbians, transgender and intersex people, are also victimised. Anyone who does not fit the male and female stereotypes is at risk of bullying and harassment from both males and females.

ACTIVITY 3: IDENTIFYING GOOD MALE AND FEMALE ROLE-MODELS



Purpose

The section in the **Learner book: Both males and females can be victims of gender stereotyping** aims to develop awareness that both men and women are victims of gender stereotyping, and that it is important to have a balance of power between males and females, and to identify positive male and female role models.

The specific activity **Identifying good male and female role models** aims to show that:

- Many men are not violent and domineering, and many women are not passive and submissive.
- To achieve a balance of power between men and women, we need to find male and female role models who respect themselves and others.

Resources

- **Learner book Module 3: Both males and females can be victims of gender stereotyping (page 22)**
- Sheets of paper
- Koki pens
- Prestik

Procedure

Refer to the **Learner book Both males and females can be victims of gender stereotyping**

Ask learners to think about men they know or know about - are all these men violent and perpetrators of GBV? Ask them to think about women they know or know about - are all these women passive and always do what others want? Discuss this in plenary and talk briefly about how, in order to overcome GBV, it is important to have a balance of power between men and women, and one way of doing this is to identify role models of both genders who are caring and respectful of themselves and other people.

Refer learners to the activity in the **Learner book Identifying good male and female role models** and guide them through it.

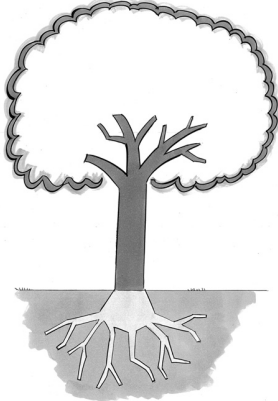
Ask learners to put up their drawings on the wall. Refer to the positive qualities listed on the drawings and help the group see that most of these qualities have to do with being responsible, respectful, compassionate, caring, dependable, etc.

Point out that these good qualities require strength, and that both men and women can have them.

The qualities of true leaders are not exclusive to one gender.

Encourage learners to think about what they can do to honour their role models and to be role models themselves. End the exercise by writing the following sentence on the flipchart and asking the learners to read it out loud together: 'We need men and boys and women and girls with courage to put an end to gender-based violence.'

Module 4: Analysing violence

OBJECTIVES	<ul style="list-style-type: none"> • Develop awareness of the causes and consequences of various types of violence that are common in school communities • Identify how the different forms of violence can affect learners
RESOURCES	<ul style="list-style-type: none"> • Learner book Module 4: Analysing violence (page 24) • Flipchart, koki pens • Prepared flipchart page with a problem tree (see Learner book Module 6: The problem tree). Draw a tree on the flipchart. The tree should have roots, trunk, branch and leaves, like the one in the picture. The trunk symbolises the problem - in this case violence, in particular bullying and GBV (write these words in the trunk). The roots are the causes. The branches and leaves are the effects or results of violence. 
DURATION	65 minutes

NOTE: It may be challenging to maintain focus, balance and a calm atmosphere in the discussion for these activities. In addition, some learners may become distressed as painful memories surface. See Part 1 Section 3 above, as well as the Introduction Section 4, for tips on different aspects of facilitating sensitive topics, grouping learners constructively, and monitoring and managing the direction of discussion.

ACTIVITY 1: UNDERSTANDING CAUSES AND CONSEQUENCES OF VIOLENCE



Purpose

This activity sets the scene for following modules. In this module, learners begin to understand that in order to respond to incidents of violence in the right way, they need to be aware of what causes violence and the consequences of violence. This will allow them to identify strategies to respond effectively to it. Learners will also learn how to use a problem tree to visually capture causes and consequences of a problem.

Resources

- **Learner book Module 4**
 - *Understanding causes and consequences (page 24)*
 - *The effects of violence (page 26)*
- **Learner book Module 6: The problem tree (page 35)**
- Prepared flipchart with blank problem tree

Procedure

Summary: This module uses six case studies to explore types of violence experienced and its causes and consequences. Do the first case study *Mary's troubles* with all the learners and then ask groups to work on the remainder of the case studies on their own. Introduce the problem tree (on the flipchart) during plenary discussions. It will help to visually capture the discussions about causes and effects.

Conduct the activity as follows:

Explain that in this activity learners are going to read a story about someone who was a victim of violence and then answer some questions about it. Add that in the next module they will be learning how to respond to cases of violence in their own schools and communities, so they need to understand what causes violence and what its consequences are.

Go through the case study *Incident on the way home* (**Learner book *Understanding causes and consequences***) with learners and discuss it. Use the questions provided to get responses from learners about:

- the type of violence shown
- the causes of this kind of incident
- the consequences of the violence experienced: both the short-term emotional impact on the victim and the long-term effects.

Make sure the following points are included and discussed. Refer back to Module 3 and ask specific questions if necessary:

- The part that social norms have played in causing the violence (i.e. unequal power relations: What is the attitude of the gang to Jxx? What are her feelings about the rape?).
- The part played by other factors such as poverty, unemployment, family breakdown, alcohol and drug abuse, etc. (One of the factors is the distance from school and the unprotected area that Jxx, being from a poor family, has to walk through. Another factor is the existence of gangs as a consequence of poverty and other related factors)
- People's reactions to this type of violence, especially their attitude to the victim; how this affects the victim (e.g. people may blame and shame a pregnant teenage victim, but let the perpetrator(s) get away with it).
- Make the point that by reporting the rape and getting counselling, Jxx will take back her power and become a survivor rather than a victim.

Write learners' responses on the flipchart.

Introduce the problem tree. You can find information about it in the **Learner book Module 6: *The problem tree***, but don't focus on Module 6 at this stage. Simply work with a flipchart diagram. Explain:

- The trunk symbolises the problem of violence, in particular, bullying and GBV (write these words in the trunk).
- The roots are the causes.
- The branches are the effects, consequences or results of violence.

Ask learners to write up the causes and consequences of violence experienced by Jxx on the tree. Explain that they are going to work on other case studies in their groups, and when you discuss these in plenary, they will also write the causes and consequences of those types of violence on the tree.

Assign a case study to each group making sure that all case studies are assigned. More than one group can work on a case study. Give them time to discuss their case studies and answer the questions provided. Monitor the groups to ensure that they explore their cases fully, in line with the discussion of the example case (*Mary's troubles*). Provide input if necessary.

Report-back: Discuss the responses of each group. Note that some of the more immediate impacts of violence are already described in the case studies. As you go through the responses, make sure you use the problem tree and ask learners to add to the causes and consequences. (Refer to **Learner Book *The effects of violence*** to make sure you cover any key issues that might have been missed.)

Key points that lead into the next module are:

- GBV can destroy learners' lives. They need to get help and support in order to heal.
- Learners who bully and harass other learners may appear to be aggressors, but they are often victims of GBV themselves and also need help and support.

Display the problem tree throughout the workshop as a reminder of causes and consequences of violence. Tell learners that they will be able to use this tool to identify causes and consequences of violence in their own schools. They will do this in a later module.

Module 5: Reporting violence

OBJECTIVES	<ul style="list-style-type: none">• Explore how to support peers who experience violence by helping them to report incidents formally• Explore how to refer peers who are victims of violence for external help
RESOURCES	<ul style="list-style-type: none">• Learner book Modules 4 and 5 (pages 24 and 28)• Flipchart, kokis
DURATION	90 minutes

NOTE: It may be challenging to maintain focus, balance and a calm atmosphere in the discussion for these activities. In addition, some learners may become distressed as painful memories surface. See Part 1 Section 3 above, as well as the Introduction Section 4, for tips on different aspects of facilitating sensitive topics, grouping learners constructively, and monitoring and managing the direction of discussion.

ACTIVITY 1: REPORTING VIOLENCE

Purpose

To give learners practice in using a variety of different reporting and referral procedures



Resources

- **Learner book Module 4**
 - ***Understanding causes and consequences (page 24)***
 - ***The effects of violence (page 26)***
- **Learner book Module 5: *Issues in reporting violence (page 28)*** (including all the sub-sections)
- Flipchart and koki pens

Procedure

Explain that this activity looks at how learners can respond to cases of violence and get support for victims. If possible, allow extra time for this activity so that you can go through the notes on the effects of violence and reporting and referral procedures. Encourage questions and suggestions from learners as you do so.

Ask groups to work with the same cases that they studied in the previous module. Now they should respond to the following questions:

- Do you think that it is important for the victim to tell someone about the violence, or should they keep it to themselves? Discuss.
- What kind of support would be available? How would you report the case? Who would you report it to?
- What kind of personal support could you give to a fellow learner who has suffered abuse?

Decide how you can best use the information in the **Learner book**. Learners could refer to the effects of violence (Module 4) and the various reporting procedures (Module 5) during group work when deciding on the best course of action for their case study. Or they could first give their own ideas and opinions in their groups, and later extend their knowledge by using the Learner book information in the feedback session.

Some important aspects to bear in mind in this activity

- **Legal issues that may come up**, e.g. accurate definitions of rape/sexual violation, etc. See the relevant sections in the **Learner book** and also the Introduction to this guide: ***Laws on sexual abuse of children and the meaning of 'consent'***.
- **The importance of reporting**, for example the law obliges teachers to report abuse. Learners should be encouraged to report and to encourage their peers in turn. However remember that it remains a matter of choice for the abused person and they must not be coerced.
- **Reporting does not have to be done through school channels**, which in some cases might be difficult (for example, if the principal is the abuser or is protecting the abuser). It is up to the abused person and is likely to depend on where the abuse happens and who the abuser is. The **Learner book** advice on ***What to do if you are raped*** does not refer to school channels and is offered before the school-based procedures, in order to keep options open.

Get feedback from the groups on all the case studies. Make sure that by the end of this session all learners have a clear understanding of:

- External reporting procedures - reporting to the police, social workers, etc.
- Internal (school) reporting procedures
- Support services to deal with the different types of violence
- The limits of their own support role - they are not counsellors and shouldn't tackle issues on their own
- The relevant issues in reporting - including the importance of confidentiality.

Refer to the **Learner book** where necessary. Note that it is very important for learners to become familiar with the material on the effects of violence and the above aspects of reporting violence. If you feel learners do not understand it well enough by the time you need to end the activity, ensure that there is further input and discussion during the school-based mentoring programme.

Module 6: My school, my reality

OBJECTIVES	<ul style="list-style-type: none">• Identify the main violence issues in own school• Understand the importance of assessing a problem before trying to solve it• Learn to use simple tools to identify issues at school: mapping and problem tree
RESOURCES	<ul style="list-style-type: none">• Learner book Module 6: My school, my reality (page 34)• One flipchart page for each participant• Pencils and pens
DURATION	90 minutes

NOTE: Some learners may become distressed as painful memories surface during the mapping and problem tree activities. See Part 1 Section 3 above, as well as the Introduction Section 4, for tips on different aspects of facilitating sensitive topics, grouping learners constructively, and monitoring and managing the direction of discussion.

ACTIVITY 1: MAPPING SAFE AND UNSAFE PLACES

Purpose

This activity will use a mapping exercise to teach learners how they can use mapping to identify the specific violence issues that they face in their own schools. In the next module, they will use this information to decide on appropriate actions towards preventing and stopping the violence.



Resources

- **Learner book Module 6: Mapping safe and unsafe places (page 34)**
- One flipchart page for each learner
- Pencils and pens

Start by explaining why it is important for learners to identify the violence issues in their own schools and think about why the violence is happening. Emphasise the fact that you have to understand a problem before you can do anything about it.

Ensure that learners are in their groups. Distribute resources for map-making. Each participant will produce her/his own map that reflects the situation at her/his school, but will consult and compare maps with others in their group as they do so. Go through the instructions in the **Learner book Mapping safe and unsafe places**, and make sure they understand what to do.

Allow one or two groups to present their maps to the whole group. Tell learners:

- They will continue to work on their maps once the training is over and they return to their schools.
- They will need to involve other learners in this exercise to make sure that all the violence issues have been covered.
- They should identify positive aspects in the school or community, especially supportive people and structures, such as any learner committees and clubs that can help to tackle bullying and GBV. Creating gender awareness in structures such as the RCL or a GEM/BEM club, for example, could enable that structure to be used as a base for GBV prevention activities at school.

Explain that the map will give a clear idea of problem areas that need to be tackled and positive areas that can be used to support their cause. Demonstrate how the map can also be used to raise awareness in their school communities around problems of safety and protection and find ways of addressing them.

ACTIVITY 2: USING THE PROBLEM TREE TO EXPLAIN VIOLENCE AT SCHOOL



Purpose

This exercise reminds learners about using the problem tree as a tool to help understand the causes and consequences of violence in their school. (They have already learned how to use it in Module 4.)

Resources

- **Learner book Module 6: *The problem tree* (page 35)**

Procedure

Refer learners to **Learner book *The problem tree***. If you have time in the workshop, it would be very useful for learners to apply this tool to the specific violence issues they have identified at their own school during the mapping task, and report back on their ideas about the root causes and branching consequences of these issues. Refer them to the kinds of questions they can ask, for example:

- Where does this kind of incident happen at this school? Why do you think it happens?
- Which traditions in your community could encourage this issue/GBV?
- Who do you think is more likely to be sexually harassed/bullied? Why do you think so?
- Who in your community sees this issue/GBV as a problem? Who thinks there is no problem?
- What is being done about it?
- What do you think stops your community and/or school from doing something about it?

If you are short of time, remind learners of how they used the tree in analysing the case studies in Module 4. Invite their questions about how to apply it to the issues they have identified at their school. Remind them that they will use it to map their own school issues. Point out that they can explore it further during mentoring sessions at school if they are not yet confident about using it.

Module 7: Taking action

OBJECTIVES	<ul style="list-style-type: none">• Understand a logical action process for tackling school violence issues• Learn to develop a vision for change at school• Explore how involving school structures and champions is key to effective action• Learn to plan and implement activities to prevent violence
RESOURCES	<ul style="list-style-type: none">• Learner book Module 7: Taking action (page 36)• School maps made in Module 6• Problem trees made in Module 6• Flipchart and koki pens
DURATION	2 hours 30 minutes

ICEBREAKER: HUMAN KNOT

Purpose

This exercise shows the importance of partnering with others to prevent and respond to violence. It emphasises that the learners will have to identify support structures and champions to help them implement their activities.



Procedure

Ask learners to stand in a circle and reach across to someone opposite them, grasping no more than one hand of the same person until everyone has both hands grasped. Without letting go of hands, members undo the knot by going under, over and through the spaces created by the arms and hands of those around them, until the knot is unravelled.

Afterwards, ask learners: *How was the activity? How did you feel being trapped in the knot? Did you manage to unknot yourselves? If so, how? If not, why not? How did you work together to overcome this challenge?* Explain that it teaches us about how to work together, communicate, solve problems and practise teamwork, trust and persistence.

ACTIVITY 1: THE NINE ACTION STEPS



Purpose

This activity will help learners understand a logical action process for tackling school violence issues and demonstrate how involving school structures and champions is crucial to effective action.

Resources

- **Learner book Module 7: *The nine action steps* (page 36)**
- Flipchart with summary of the nine action steps (see below)

Procedure

Refer learners to the **Learner book *The nine action steps***.

Ask participant groups to discuss the summary of the nine steps, written on the flipchart. To save time, you could divide the steps among the groups. For each step, they should discuss:

- What is involved in this step and why is it important?
- Who do we need to involve/bring on board at this step and why?
- What problems might we encounter doing this step at our school?

Step 1: Get the support of your principal and a teacher champion. Meet with your principal and a supportive teacher to ask for their support.

Step 2: Identify a school safety team and investigate violence at school. Meet with other interested learners (e.g. an already existing school safety team, or members of an active school club or committee) to share what you have learned. Map safe and unsafe places at school together and make a problem tree.

Step 3: Develop a vision. With your school safety team, identify the key violence issues. Create a vision for your school as a safe and violence-free place.

Step 4: Share your findings with the principal and SGB: With your school safety team meet the principal and SGB to share what you have found out about violence issues at school (from the mapping and problem tree activities) and discuss what the school is already doing to prevent violence.

Step 5: Inform all learners at assembly and ask for support. Share your vision and findings with the other learners at assembly. Ask for their support and ideas for violence-prevention activities.

Step 6: Plan violence-prevention activities. With your school safety team choose urgent violence issues, and draw up a plan of activities to **Prevent violence**.

Step 7: Implement violence-prevention activities. Follow the plan you drew up to make sure that the activities are a success. Keep a record for reporting purposes.

Step 8: Report on achievements. Report to your principal and SGB on what your school safety team has achieved.

Step 9: Plan a new round of action. With your school safety team look at the violence issues that have not been solved yet. Plan a new strategy and new activities to **Prevent violence**.

Discussing the steps by responding to the above questions will help learners to make the steps real for themselves in their own school context.

When learners report back and discuss the steps, refer them to the detailed information about the nine steps in **Learner book Module 7: *Working through the nine action steps***. The story **Action Buddies Kessi and Kgotso target violence at school** will also help to explain the various steps.

Make sure that the importance of the following aspects is discussed and explained:

- Getting committed involvement from a learner structure in identifying issues and taking action at school.
- Having champions such as the principal, a supportive teacher, the SGB, community role-players, etc.
- School safety features that need to be in place or need to be put on the action agenda: the School Safety Committee/Officer; a School Safety Policy; a Learners' Code of Conduct; disciplinary procedures; control over access to the school.
- Continued and sustained violence prevention, after the first cycle of action.

Mentoring: When learners identify problems/challenges they are expecting with particular action steps at their school, you could discuss these and also mention mentoring support they will receive from the supportive teacher identified at school and any other support that is provided. Encourage them to make full use of these and other people who might be able to mentor them in any aspect, however small.

ACTIVITY 2: DEVELOPING A VISION FOR CHANGE



Purpose

This activity helps learners to develop a vision for change in their schools. In order to do so, they need to reflect on the situation analysis they have done through the mapping and problem tree exercises and decide on an issue and objective they want to prioritise when taking action to prevent violence at their school.

Resources

- One flipchart page for each learner
- School maps made in Module 6
- **Learner book Module 7: Step 3: Develop a vision (page 40)**

Procedure

Explain that the maps and problem trees made by learners show what violence issues need to be changed in their school. Now that they know what the main issues are, they need to have a specific objective or vision that will guide the activities in their school (refer to the **Learner book Step 3: Develop a vision**). You could explain as follows, asking each participant to write down their vision:

'We are more likely to be successful in changing the way things are if we know how we want things to be. Take the main violence issue you have identified on your school map and imagine what change or changes you would like to see by a year's time. Write this down in one sentence.'

Your vision will show what you want and it can thus inspire you and other learners to take action.'

An example of a vision: In a year's time learners will feel safe in any part of (Name) School

Now ask each school group to discuss the changes they would like to see in a year's time and to formulate their objective in one sentence or vision statement written in large letters on their flipchart page. Give them 10 minutes to develop their vision and then ask groups to read their vision statements out loud. Put these up on the wall.

Point out that they will need to develop a new vision with their school safety team, so that everyone buys into the vision. This will be one of the action steps they take at school. The next activity explores these steps.

ACTIVITY 3: PLANNING AND IMPLEMENTING VIOLENCE-PREVENTION ACTIVITIES

Purpose

This exercise helps learners to start thinking about specific activities they could organise in order to achieve their vision, and trains them in structured planning of each activity.



Resources

- **Learner book Module 7**
 - **Step 6: Plan violence-prevention activities (page 43)**
 - **Step 7: Implement violence-prevention activities (page 44)**

Procedure

Explain that planning an activity is like wanting to visit relatives in another town or prepare a nice meal for your family. There are many steps that you need to take in order to make sure your project succeeds. For the visit, you will need to set a date that would work for both your relatives and yourself, plan transport, budget the correct amount for your needs, and pack your suitcase with all the things you will need there.

To treat your family to a nice meal, you will need to find a recipe, make a shopping list, go to the shops, prepare all the ingredients and set the table. Make the link with action planning and the need to prepare well in advance for the activity to be a success. Use examples from the story **Action Buddies Kessi and Kgotso target violence at school**.

Use the following explanation (see **Learner book Step 6: Plan violence-prevention activities**) to show how the questions at the top can be used to plan and implement each violence-prevention activity.

What do we want to do?	What kind of activities can you do to achieve your vision? Brainstorm all your ideas and be creative. Example: a debate competition on bullying.
What tasks do we need to do?	Each activity requires preparation. Think about what needs to be done for the activity to take place. Examples: asking the principal for permission, booking a venue, sending invitations.
By when do we need to do it?	You need to be ready for the big day so it is important you take time for all the steps. Be realistic about the timeframe.
Who is responsible?	Decide who needs to do what. Be precise in setting tasks and don't try to involve everyone in all the preparation steps.
What do we need?	Identify any resources that you will need for your activity. Examples: posters, flipchart, projector.
Where will it take place?	You will need a venue for each task. Make sure that learners know where to find you.
How will we know if it's done?	You will need to indicate when each task is complete. For example 'The hall is booked'.

Refer learners to the **Plan for violence-prevention activities** and show how planning questions relate to the tasks for each activity. Use the example of a talent show about bullying when explaining how to use the planning template grid. Show them the blank plan at the end of the Learner book, which they can copy and use to plan their own activities.

Encourage learners to be creative when planning activities. To stimulate their thinking, refer them to the activity ideas from the Kessi and Kgotso story.

Ask them to identify 2-3 activities that respond to the violence issues they have identified at their school, and complete the activity planning grid for each of these activities as fully as they can in the time available.

Remind learners that this is just an introduction to action planning and they will need to involve their full school safety team in planning activities at school. For now, they simply need to practise using the grid columns/categories so that they can take the lead when planning at school.

Allocate some time for each school group to present one of their activity ideas to the bigger group.

Emphasise the following **safety tips** that learners need to apply when implementing any activity, especially when it takes place outside of school (refer them to the **Learner book Step 7: Implement violence-prevention activities**).

Keeping safe while you implement your activities

- Make sure that you inform a trusted adult where you are going and what time you are coming back.
- Never implement an activity alone if it takes place outside the school. Ask to be accompanied by a trusted adult if you have to move around in your community.
- If possible, take at least one cell phone with you.
- If visiting partners or individuals who are involved in the project, always trust your instincts. Leave at once if you start feeling nervous or uncomfortable.
- Agree on a 'danger word' with your group so that you all know you have to leave if someone starts feeling nervous or uncomfortable.
- Always organise activities during daytime, never at night.

Conclusion: The way forward

Once you have covered all the workshop activities, allow some time for reflection on what has been achieved and what lies ahead. Emphasise to learners that the workshop experience they have had is only the beginning of a process of change. In this process, they don't have to get everything right but rather have to get started and do their best.

Warmly affirm the progress they have made already, referring to particular outputs groups have produced in the workshop.

Emphasise the importance of making use of the mentoring offered by a support teacher, and any other mentoring support that is provided. Remind learners that they will need the support of their school and the learner structures there in developing a well-equipped, effective school safety team and - in time, after more than one cycle of action - a violence-free school. Remind them of the saying: 'A journey of a thousand kilometres starts with one step!'

Urge them to spread the word around so that other schools that haven't been trained can also join the movement, get active and set up their own projects against violence at school. In this way, all children in South Africa will eventually be able to learn without fear!

Workshop evaluation

Ask learners to write the following briefly on a piece of paper before they leave:

- How they are feeling about implementing **Prevent violence in schools** at their school
- One thing they all agree they enjoyed and learnt well/effectively from the workshop
- One thing in the workshop that they feel was not useful to them / should be changed

Get feedback from a sample of learners.

MENTORING SCHOOL SAFETY TEAMS

This part covers the following:

- An introductory overview of the mentoring programme in **Prevent violence in schools** (Section 1)
- How a mentoring process works and how to conduct a mentor-learner relationship (Section 2)
- How to manage the different responsibilities of the mentoring programme in **Prevent violence in schools** (Section 3)
- Tips to help you support learners through the steps of planning and implementing their action programmes at school (Section 4)

Make sure you are familiar with the contents of this guide, and the **Learner book**, as well as this mentoring guide, by the time you begin the mentoring process in schools. This will help you to keep in touch with the programme's approach and the core knowledge (about violence and about taking action at school) that your learners gained in the workshop.

1. WHAT IS THE MENTORING PROGRAMME IN PREVENT VIOLENCE IN SCHOOLS?

This section explains what mentoring is and sets out the broad aims and character of the mentoring programme in **Prevent violence in schools**.

What is mentoring?

Mentoring here means programmes or relationships in which a more experienced person (the mentor) supports another person (the learner) as that person develops their skills and knowledge. Successful mentoring is based on respect and trust between mentors and learners. By responding to the learners' needs, a mentor helps to ensure that learners participate fully in developing, designing and implementing the programme.

What does this mentoring programme aim to achieve?

Once the learners have completed the workshop activities, they need support in developing and implementing their plans to **Prevent violence** at their school. This mentoring programme aims to provide this support.

The specific objectives are to:

- Reinforce the skills of learners in the school safety team to design and implement the action plans
- Identify challenges the team members face as they implement their action plans at school, and support them in addressing these challenges
- Gather information on how the team is performing in the programme and report on progress.

Who will mentor learners in the programme?

This will depend partly on capacity in your district and in the relevant schools. A district official will be responsible for mentoring the programme, in partnership with an identified support teacher in each school. Other mentoring partners can be drawn in during the programme (this is discussed in more detail in Section 3 of this mentoring guide).

What are the mentors required to do?

Mentors will provide site-based support (mentoring sessions at school) to learners in order to:

- Get to know the learners in the school safety team and build a relationship with them
- Help the learners to consolidate relevant areas of knowledge and skill introduced in the workshop, according to their needs
- Identify challenges that the learners face in their school context as they carry out the nine action steps, and help them respond to the challenges
- Help learners to reflect and report on their progress as they plan and take action on violence at school.

2. MENTORING IN A YOUTH-LED ACTION PROGRAMME

This section introduces you to the mentoring process within a youth-led action programme. It explains the advantages of the mentoring programme and what it means to mentor learners in a context of high learner participation. It looks at the kinds of demands and challenges that learners will face in the action programme, the mentoring approach and style that responds most effectively to these challenges, and the kinds of relationship and interaction that mentors should therefore seek to develop with learners.

The next section looks at how to manage the specific responsibilities of the mentor within the **Prevent violence in schools** programme.

What are the advantages of a mentoring programme?

Mentoring programmes can help to make a national programme reach its objectives effectively by providing more long term, intensive, on-the-spot support to recipients. Training workshops alone cannot ensure that effective action and positive change take place on the ground. Learners need support as they take action from day to day at school and experience the challenges this entails. This follow-up, ongoing support is the main advantage offered by a mentoring programme. It has several specific benefits:

- **It can help a national programme to respond flexibly to diverse local needs.** Experienced mentors can help learners as they respond to specific (for example, cultural) local issues and needs and the ongoing challenges of action in their own school situation.
- **It can help to strengthen the programme by reinforcing district networks.** Intensive mentoring support from the district can help greatly in sustaining violence prevention in local schools in the long term. District officials who gain experience and skill as mentors can pass on their mentoring skills, both within the district structures and to teachers and learners in the schools of that district. In addition the mentors can help to build integrated, committed networks of support services which help learners and schools in that district to respond to violence issues. (Such networks could include members of SAPS, social workers, health workers, and also NGOs, community- and faith-based organisations (CBOs and FBOs) involved with the relevant issues.)
- **It can enable more learners to get intensive mentoring support and skills development.** As mentor you can support the full school safety team at each school (including members who may not have attended the workshop). This means wider skills development, higher team confidence and more successful action.
- **It can support team building along with fuller individual development of learners taking action.** Mentors can help individuals to cope with the initial challenges of school action and also to develop themselves over time. By enabling these individuals and getting to know them well, the mentor can also help the team to balance the abilities and weaknesses of the different members and delegate tasks effectively.

What role and approach does the mentor take in this kind of programme?

In this programme you will need to understand your learners as programme leaders and active partners, rather than just receivers of instruction and advice. You will support them in finding their voice at school as they take

responsibility for the issues that affect them, partner with others to prevent violence, and share what they have learned with their peers. In other words you will need to work in tune with the programme's emphasis on youth participation.

This means that you will not visit schools to take over as the behind-the-scenes director of the action programme. Rather, you will support and enable learners as they learn through participation and experience. You will firstly help your learners to identify any challenge they are facing and then help them respond to the challenge. This could mean, for example, helping them to reach a decision, to extend their knowledge of an issue, to develop more confidence in presentation or to interact more positively with a team-mate.

What challenges will your learners face?

It is important for you as mentor to be sensitive to the pressures and challenges that learners face in taking action. Trying to meet the specific demands of some action steps may be very stressful. As they work through the steps, learners will find that they have to take up various roles and responsibilities, each involving particular abilities and requiring certain behaviour and qualities, for example:

Responsibilities	Behaviour, abilities and qualities needed
Be a role-model	Consistently show respectful, non-discriminatory, tolerant, non-violent behaviour towards others
Work in a school safety team	Discuss and analyse issues; reach consensus; solve problems; set rules/norms; plan; organise Relate well to others; work well in a group; be a good listener; be respectful and tolerant; give and take turns in discussion; be committed and disciplined; appreciate others' efforts; complete tasks; keep to deadlines
Inform/educate peers about violence and school safety	Know about the different kinds of violence, their causes and consequences Understand the safety issues at their own school
Advocate action/ raise awareness of issues or needs	Speak/present in public; question and answer confidently; elicit concerns and needs; raise issues; argue points; assert needs and rights (e.g. for SGB to include bullying and sexual harassment in the School Code of Conduct, or form a School Safety Committee)
Support peers in distress	Know about the causes, consequences and effects of violence and GBV Be a good listener; show empathy; be encouraging; respect confidentiality; be non-judgemental; be trustworthy
Refer peers to responsible adults/specialised support services	Know about the causes, consequences and effects of violence and GBV Know the reporting steps and understand the issues involved in reporting different types of violence, e.g. rape, harassment, bullying Respect confidentiality; be trustworthy; be non-judgemental

The table above shows some demands set by the action programme itself.

Other challenges would relate to the specific context, for example:

- The level of violence in the learner's school and the morale and attitudes of learners there
- The structures in place at school and how functional they are (for example, learner clubs; RCL; SGB; School Safety Committee/Team/Officer)
- The approach and attitude of school management and the SGB
- The physical conditions at the school in terms of safety
- Factors in the community (levels of poverty and domestic and other violence, types of support)
- The circumstances of the individual learners taking action (for example, study load, other responsibilities, personal circumstances such as family, health, etc.).

You could use the table and these other suggestions to help probe possible areas of challenge if learners don't volunteer their issues. Remember that the members of the school safety team can complement and support one another to boost skills and offset weaknesses. It is your job to help them see these possibilities as they raise their issues.

Very importantly, learners in the school safety team cannot replace professionals. They are not counsellors, psychologists or teachers, and do not replace professional help or guidance.

What kinds of mentoring are generally needed in a school action programme?

These obviously relate to the kinds of demands the programme makes on learners, discussed above. Considering the programme objectives in **Prevent violence**, they can be grouped as follows:

- **Supporting and guiding learners in planning, organising and implementing awareness-raising activities.** This is the mentor's main area of responsibility in such a programme. Many learners:
 - lack experience in planning and organising
 - are unskilled in presenting information or facilitating engaging discussions and activities for peers
 - may be nervous about lobbying school management or the SGB on school safety issues
 - may need support in developing teamwork/co-operative skills.
- **Helping learners to report violence and access support.** Here you need to be alert to where these learners themselves need specialised care and support. Sometimes personal experience draws young people into violence prevention programmes. Getting support themselves teaches them how to access support and reporting systems and help others do so. Help them gather confidence to lobby school management for better reporting and support systems at school (systems that integrate/network different types of support: peers, the principal; supportive teachers; people in the community; health and social services; SAPS, etc.)
- **Monitoring learners' progress and achievements.** Mentors need to be attentive to specific needs and indicators of progress, and track their learners' development.

What qualities should mentors have?

- **Interest:** show that you are interested in your learners and that you want to assist them.
- **Respect:** show the learners that you respect them.
- **Attention:** listen actively and don't be judgmental; ask thoughtful, open-ended questions in order to elicit your learners' needs, concerns and problems.
- **Empathy:** imagine what your learners' experiences are like for them and how they are feeling.
- **A positive approach:** affirm progress and effort warmly; help learners see what positive things they have achieved and what they can learn from their mistakes; always try to identify solutions and opportunities in difficult situations.

- **Flexibility and openness.**
- **Honesty and trustworthiness:** keep confidentiality, and follow through on promises.
- **Set an example:** remember that as you mentor learners, you are modelling mentoring. Your learners will need to develop mentoring abilities to pass on what they have learned in the programme and give ongoing support to new team members.

What sort of relationship should mentors have with learners?

Trust is the key ingredient in the mentor-learner relationship. The learners must feel able to ask questions confidently and answer questions honestly and fully. If that can happen, the learners' needs can be raised and met. **Remember, it is the needs of the learner that drive this relationship.**

As a mentor you will create trust if you:

- **Keep strictly to scheduled meetings with learners.** If an emergency makes it impossible to do so, let the learners know as far in advance as possible. Reschedule the meeting as soon as possible. Learners are sensitive to mentors' absence, especially if they are experiencing resistance or apathy from others at school.
- **Show commitment to the project process and its aims.** However friendly and open interactions between you and your learners may seem to be, if they are not directed towards the project goals you probably won't be meeting the learners' needs. Learners will then feel let down when they try to implement various action steps that they are not confident about.
- **Persist with learners and their issues and show that you expect achievement.** Teenagers sometimes find it hard to believe that an adult is truly interested in them and their issues, and may be slow to engage with you. Once they see that you are serious and you also believe in them and expect them to set goals and achieve them, they will open up.
- **Relate to learners on equal terms,** even though you are older and more experienced. If mentors act as 'authority figures' learners won't feel able to put their needs and concerns openly and honestly.
- **Accept learners warmly as they are.** Do not try to 'transform' the learner or impose your own ideas and values on the learner.
- **Focus on the learners' needs and not your own wants and needs.** Respect the situation, point of view and abilities of your learners and the needs that they express. Help them build from that base.
- **Similarly, be realistic.** What may seem like a fairly small step to you may require a lot of effort and courage from a learner.
- **Maintain warm, open and friendly interaction without inappropriate intimacy.** The mentor-learner relationship must not arouse suspicion or appear strange. Physical displays such as hugging and touching could be misinterpreted by the learner or by others. One-on-one sessions in a closed room could be misread. This kind of uncertainty can erode trust and safety in the relationship. While you will have some one-on-one sessions with learners in each school, ensure that these sessions take place where others can see you.

An example of a mentoring interaction

Read this sample from Mrs X's mentoring session with Lentswe and see if you can identify some of the mentoring behaviours, qualities and strategies you have been reading about.

Lentswe has recently completed one of the activities in his school's action cycle: a performance of songs about violence that he and his band have created. The learner audience applauded the songs warmly, but the follow-up discussion he had planned for the session didn't get off the ground...

Mentor: *Lentswe, you've been a bit quieter than usual...anything you want to talk about?*

Lentswe: *Hmm ... No ... I'm cool, actually ...*

Mentor: *The others were saying that your songs were a big success - that is great! Well done. I was disappointed to miss that talent show - but you know, my sister's wedding had been organised far in advance, so, no choice!*

Lentswe (smiling briefly): *Yeah ... No it was good ... Yeah, but, well, the messages in the songs ...*

Mentor: *There was some problem with the messages you wanted people to get? When I read some of the words I thought you had got the messages against sexual bullying so well ...*

Lentswe: *Well, thanks - it was ok, the messages are there in the songs, but then, you know, people just, like, enjoy the music - you don't know if they are thinking anything. That's ok, it's cool, but for these songs we wanted to talk about the messages afterwards, to be sure people got them ... you know the sound of the music, the drums and stuff, was quite loud anyway ...*

Mentor: *And you feel it didn't happen? Last time we talked you were going to prepare some questions, right?*

Lentswe: *That's right.*

Mentor: *Ok, what did you ask them?*

Lentswe: *Well, it seemed to me I must ask: do girls feel good or do they feel bad when guys do those things to them.*

Mentor: *So, what happened?*

Lentswe: *Well ... people just looked at me ... like they didn't know what I was asking them. Someone said 'Bad', but quietly. And it was near the end, we were the last group ... So people were leaving already, talking to friends...*

Mentor: *Hm - have you had any thoughts about why it went a bit wrong at that point, and what you could try another time? I understand that people want to hear the songs again?*

Lentswe: *Well, yes, first I think many didn't hear the real message, didn't know it. Maybe I should have told it to them first.*

Mentor: *Yes, yes, I agree - ask them if they heard the words of the song, or even teach it to them! They would like that - to sing along, afterwards! And then - how could we help them link these words to what happens here at school, as you wanted to, I wonder? What could you ask them? Perhaps open up that question, so the answer is not just 'bad' or 'good', 'yes' or 'no'?*

Lentswe: *Well, we could ask what are the bullying things in that song that happen here? And which other kinds of sexual bullying happen? They can mention all the different ways of bullying.*

Mentor: *Ok, yes! And then perhaps ...*

How should mentoring sessions be structured?

Planned or formal mentoring could include any or all of the following, and will depend on the available time, needs of learners and resources in your own programme:

Traditional mentoring (one adult mentor to one learner). This form may be most useful at or near the beginning of the school action process in **Prevent violence in schools**, before the full school safety team has formed, especially if only one or two learners have attended the workshop sessions. However, allow for some one-on-one time throughout, considering the challenges that the programme presents. Some learners will need one-on-one support.

Group mentoring (one adult working with a small number of learners). Use this to:

- Build and strengthen the school safety team: develop skills together or increase knowledge/understanding of an issue.
- Develop co-operative skills: help group members who are struggling to work together to see each other's position more clearly and reach consensus on how to proceed.
- Raise one learner's concerns together with the other learners (if the issue is not too sensitive), so that they can offer ideas and experiences as support.

Team mentoring (several adults working with small groups of learners). Here a mentor from the district could work with one or more experienced, supportive and empathetic teachers at the project school. Try this strategy when:

- There are still knowledge gaps in several topics after the workshop. Some learners may have missed sessions; others may not have reached full understanding in the time available. Individual mentors could deal with different topics.
- There are skills needs in a large school safety team where intensive small-group work is needed and/or where some learners are anxious and self-conscious - e.g. for practising presentation or facilitation skills (see more strategies for practising these skills in Section 4 of this mentoring guide)

Peer mentoring (learners mentoring other learners). There will be elements of peer mentoring throughout a programme as learners share knowledge and skills they have gained in the training with their peers at school. Peer mentoring within the school safety team itself can be structured into your mentoring sessions. Increase and extend peer mentoring as learners become more confident and experienced in action processes and violence prevention.

How long should mentoring continue?

Ideally, mentoring should continue as long as it is needed. In a youth-led action programme, it might continue for as long as the process of planning, organising, taking action and evaluating results takes.

One cycle of action may get positive results but it is very unlikely to eradicate a problem in a school. Generally, peer action needs to continue. Further mentoring can help ensure that the programme continues effectively, and also that the school safety teams continue to increase their skills. In addition, as school safety team members move on out of school, new teams need to be educated in peer action. Beyond this, teams could share their experiences and skills with other schools where there has been no training or mentoring programme.

For these reasons it is important to institutionalise mentoring as far as possible. This means that it must become part of routine school and DBE functioning. Support teachers, district gender focal point people and other district officials should all get as fully involved as possible. In the longer term, the mentoring role can pass to experienced learners and teachers, with monitoring by district officials.

What if mentors need support?

Youth-led action programmes can place big demands on mentors, especially where sensitive issues such as bullying and GBV are the focus. The more complex and contentious the issue, the higher the skills challenge for your learners and the more challenges for you in turn. For example, you may sometimes find yourself needing:

- more information on an issue (e.g. legal information about rape)
- ways to access resources that your learners need
- ways to support a learner in distress
- ideas about how learners could respond to a particularly challenging interaction (e.g. with peers or teachers who think that bullying and harassment is just 'boys being boys')
- ways to approach a learner you find it difficult to work with.

For this reason it is very important that you identify and try to draw in all the possible support resources in the school community and the district. It is important that you make it clear from the outset that you do not know everything but that you will help your learners get the support they need.

The following publications could be useful:

Department of Basic Education & Centre for Justice and Crime Prevention (CJCP). 2012. *Addressing bullying in schools, teacher manual*.

Department of Basic Education & CJCP. n.d. *South African National School Safety Framework*.

Department of Basic Education & LEAD SA. 2010. *Building a culture of responsibility and humanity in our schools: a guide for teachers*.

Department of Basic Education. 2010. *Speak out: youth report sexual abuse*.

Department of Basic Education. 2013. *Social cohesion programme*.

Department of Basic Education. 2014. *Opening our eyes: addressing gender-based violence in South African schools - a manual for educators*.

Department of Justice and Constitutional Development. *Child Justice Act, 2008 (Act no 75 of 2008) information booklet*. Available at www.justice.gov.za/vg/cj/2010_cj_booklet_a6.pdf

KZN DoE and MIET Africa. 2011. *Let's talk: breaking the silence around sexual abuse and learner pregnancy*.

KZNDoe and MIET Africa. 2012. *My life, my future: staying healthy*.

Pattman, R. & Chege, F. 2003. *Finding our voices: gendered and sexual identities and HIV/AIDS in Education*. UNICEF.

3. MANAGING THE MENTORING PROGRAMME

This section looks at key elements of the mentoring programme that you will implement and co-ordinate. These include not only your various mentoring responsibilities with learners but also your involvement in reporting on the progress of their action programme.

Become familiar with the workshop content and experience

The mentoring programme begins with the workshop for the learners. Whether you have facilitated this workshop or not, you need to be aware of aspects in the workshop content or the learners' workshop experience that are basic to your mentoring in this programme:

- the knowledge and awareness that the learners gain about violence and GBV
- the specific violence issues that they identify in their schools and communities (indicated on their school maps and problem trees)
- the action steps they must undertake
- the challenges that they may be anticipating.

Inform yourself about these aspects by reading this guide and the **Learner book** and talking to the learners as soon as possible (see below).

Get to know your learners

Try to do so either during the workshop or as soon as possible thereafter (for example, at the beginning of your first mentoring session). Talk to them and find out about their lives and interests. Encourage them to ask questions about you (tell them about yourself and your life and why you are in the mentoring programme).

Organise individual and/or group discussions according to need. You could use this time to:

- Talk about how you will work together: explain what a mentoring session is like and that it is based on the needs they experience in their action steps.
- Find out what structures/clubs learners are representing (e.g. an existing school safety team, RCL, GEM/BEM clubs).
- Find out how they feel about the workshop: what they did or did not understand/enjoy.
- Ask them to show you their school maps, problem trees and action planners: ask questions about the school violence and GBV issues at their schools.
- Identify the priority actions they have proposed so far at their schools.
- Find out who and what they see as potential support for action at school.
- Ask them what they are afraid of or see as obstacles in their upcoming action process.
- Organise your sessions: find out what times are convenient, how long learners can spend with you, etc.
- Exchange contact numbers with learners. (You should be very clear about when and why calls or smses might be made, for example, only to make or confirm appointments. It is up to you what level of phone contact is acceptable.)

Some key questions you could ask your learners:

- *What did you enjoy most about the workshop?*
- *Was there anything in the workshop you feel unsure of / didn't understand / have questions about?*
- *Which workshop activities will you definitely facilitate at school, and why?*
- *What did you identify as the biggest issue/problem related to violence/GBV at your school?*
- *What do you feel most confident about doing in your action steps at school?*
- *Who do you think might be helpful?*
- *What do you think you might find difficult or challenging at school when you are doing the action steps?*

Provide site-based support at schools

Once the workshop activities have been completed, you will visit your learners' schools and mentor them through the action steps that culminate in violence-prevention activities at school. At every visit, you will talk to the members of the school safety team, either as a group, or when necessary on an individual basis. Record what happens in every mentoring session (you can use the **Mentoring record** in Appendix 2). In the next section you can find advice on how to organise and implement your mentoring to get maximum benefit for your learners at each step.

Plan your mentoring

To make maximum use of the time you spend mentoring the learners at school, it is a good idea to plan carefully. Here are some suggestions:

- Immediately after the workshop, record all the information you have obtained by filling in the **Mentoring record** (Appendix 2). You could copy the form and use it for each session to record key information on learners' needs and progress to help you plan future support sessions. It will also help you to report on the programme in a focused manner. At your first session with learners you will need to fill in the entire form, but after that you can fill in only the relevant aspects.
- Read this guide to find answers to questions you may have about mentoring and the mentoring programme.
- Read the **Learner book** so that you are familiar with the information about violence (especially GBV), the nine-step action process and the various activities that learners could use at their schools. In particular, study sections that learners may not have absorbed fully due to lack of time in the workshop.

Develop networks and partnerships

As mentor you cannot be at your learners' schools all the time. Your role is to help develop sustainable support and permanent structures. Therefore, you will need to ensure maximum local support to back up and extend your mentoring, since the issues and problems your learners are tackling will most likely still be there at the end of their action cycle, even if things have improved.

The mentoring partners or additional champions of school safety you need to cultivate during your school visits and within the district are:

- **Your learners.** Members of the learner school safety team can mentor each other and will be mentoring other learners at school. If you model mentoring effectively, give good quality advice about mentoring and show your own commitment to the programme you will boost your present mentoring capacity and thus have impact on new learner-mentors as they are identified.

- **The support teacher at the school.** This educator can also provide mentoring support as the learner school safety team complete their steps and organise their activities. Supportive educators, especially if they serve on the School Safety Committee, can also play a role in developing a reporting and referral system for learners in need. They and the learner team should work together on this.

If the situation in your district is such that the support teacher is required to provide some of the mentoring sessions, ensure that (for example) district-based mentors and teacher-mentors share session reports and updates with each other, so that the process of mentoring moves forward smoothly without confusion.

- **School principals.** The learner school safety team must report to the principal on their achievements. A supportive principal can enable you to extend the mentoring capacity in a school. Your learners will need teacher support, permission for activities to take place at particular times, the use of school venues and other resources - in addition to the principal's strong support for action against violence. Partner your learners in bringing the principal on board early with the programme and also with the mentoring approach (see **Step 1: Get the support of your principal and a teacher champion in Module 7**).
- **The School Safety Committee or SGB.** The National School Safety Framework (NSSF) calls for a School Safety Committee in every school, set up by the SGB. The learner school safety team should liaise with this committee or officer if they exist at school. Ideally, the teacher who is helping to mentor the school safety team will be a member of the School Safety Committee.
- **The Gender Focal Person in each district.** These DBE district officials should be a key part of the action and mentoring programme. They can assist with mentoring and also with extending the action programme to other schools.
- **Other support services and people in the community.** Health workers, social workers, police and other officials can expand mentoring and support capacity by sharing information about violence and GBV or prevention strategies. They can also strengthen and integrate local processes for reporting violence/GBV and processes for referring learners in need of specialised support.

Ensure activities are conducted efficiently and in good time

Programme length

Learners will need to settle on a workable time-frame for their 9-step action cycle so that on the one hand they do not lose momentum through delays, and on the other hand things are not too rushed for proper development to take place. Remember that learners must achieve a lot in that time, considering their schoolwork and other commitments. Therefore you will need to keep in contact and make the best of each opportunity to mentor them.

Supporting key action steps

Try to organise regular mentoring sessions for each school safety team. Each session should support the teams with a particular action step or steps. The two priority sessions are:

- A session that takes place no more than two weeks after workshop activities have been completed. This session will support Step 1, the learners' meeting with their principal and teacher champion/mentor. The focus and importance of this session is discussed in detail in Section 4 (the next section) of this mentoring guide.
- A session/visit in advance of Step 7, a demanding step in which the school safety team at each school will organise and implement their activities (also discussed in Section 4).

Timing sessions to support the other steps

Plan other possible sessions: ensure that the school safety teams can pace out their action steps comfortably without getting squeezed for time because they are waiting for you. Help your learners keep up to date with the steps and plan in advance, and also support them in responding to the challenges of each step.

How much time should mentoring sessions take?

This will depend on the situation in the school. One to two hours of mentoring should give enough time for both individual and group mentoring. At the beginning of the process you could schedule some extra time to spend with people at school or in the community who could support mentoring and peer action, or reporting and referral processes: that is, time for developing mentoring and support partners and networks.

What should you do if you are unable to manage a mentoring visit or visits?

You can call on some of your partners in mentoring, such as the support teacher(s), to provide back-up when you cannot visit. However remember that in this first action phase, consistent and intensive mentoring is important. Organise sessions from different mentoring partners (e.g. yourself and the support/mentor teacher or teachers at the school) and share session reports to get good continuity and progress.

If you, the mentor, are a district official you are in a good position to develop partners in support and networks of support both in and beyond the relevant schools, as well as a meaningful monitoring component, by committing at least some significant time to your mentoring responsibilities. This kind of commitment can contribute powerfully to sustaining and developing the programme in each school, as well as extending it to other schools.

Track learner progress and report on the action programme

Report to your district on the progress and achievements of the programme to date, within your normal reporting framework. To do this you should gather all the relevant information from your mentoring visits to schools during the action programme.

This evidence includes your records from the beginning of the mentoring programme, documenting the learners' first experience of **Prevent violence** (see the reporting format above). These records indicate:

- what the learners feel they have gained from the workshop
- their initial ideas about the violence issues at their school
- their sense of the challenges they face at the outset of the school action programme
- the support/mentoring needs they foresee
- what achievements and new challenges they can identify as they complete action steps.

You can track their progress and achievements by using the evidence in these records. For more advice on collecting evidence and completing your reports see the next section: The nine action steps: the 'deliverables' of the programme and Collecting evidence of learners' progress.

4. MENTORING LEARNERS THROUGH THE ACTION STEPS

There are some aspects that you will explore every time you mentor learners, and other issues that apply only to particular action steps. In this section we start with an overview of the action steps learners will follow. After this we will look at your routine, ongoing activities and concerns as mentor, and finally explore some issues that relate to particular action steps.

Important: The nine action steps should be mentored as closely as possible within the constraints of the programme in your district. This should not be neglected because of a lack of time or capacity. Rather spend some time at the outset planning how mentoring can be fitted into existing activities and how it can be achieved through partnering arrangements. For example, the support teacher could play a key role in ensuring that mentoring takes place.

The nine action steps: the 'deliverables' of the programme

These steps are the 'deliverables' for the school action programme. Once the learners have worked through steps 1-9 they will have achieved the action cycle that is their primary objective for the programme (Steps 1-8) and begun a new cycle of action (Step 9). Therefore it is important that the mentor or mentors:

- Both support **and** monitor learners' progress through the steps, in mentoring sessions
- Collect evidence of progress at sessions (e.g. copies of maps, planners, notes, lists) and any significant communications between sessions, such as emailed or smsed comments or photos
- Document progress through the action steps after mentoring visits / sessions
- Bring all this information together in your own quarterly reports (see Section 3: **Plan your mentoring and Track learner progress and report on the action programme**).

Read through the steps below and take note of what must be achieved in each case (see also **Learner book** Module 7). Later we will look at evidence you could collect through the action steps.

Step 1 Get the support of the principal and a teacher champion. The learners will meet with their principal and a support teacher to report on the workshop and discuss their action steps and violence prevention activities.

Step 2 Identify a school safety team and investigate the violence issues at school. Learners will meet with other interested learners (e.g. an already existing school safety team, or members of an active school club or committee) to share what they have learned during the training and create a school safety team. They will then map safe and unsafe places at school and make a problem tree.

Step 3 Develop a vision. The school safety team now identify the key violence issues and create a vision of what their school will be like when these issues have been solved.

Step 4 Share findings with principal and SGB. The school safety team now meet the principal and/or the SGB to share what they have found out about violence issues at school (from the mapping and problem tree activities) and discuss what the school is doing to Prevent violence.

Step 5 Inform all learners at assembly. The school safety team present their findings on school violence and GBV (using the map and problem tree) and share their action plan with other learners at school during assembly.

Step 6 Plan violence-prevention activities. The school safety team now identify urgent violence issues to tackle, and complete their action plan of activities to Prevent violence. For example: a learner talent show with songs poems, scenes and drawings about GBV; a talk by a social worker on how to report a case of violence; a drama to show how GBV affects the community.

Step 7 Implement violence-prevention activities. The school safety team follow the plan they drew up to make sure that the activities are a success. They keep a record for reporting purposes.

Step 8 Report on achievements. The school safety team report to the principal and/or SGB about what they have achieved in their school. They indicate what action steps and violence-prevention activities have been implemented, what level of success they have achieved and what still needs to be done.

Step 9 Plan a new round of action. The team look at violence issues that have not been solved yet and problems raised during the action process. They plan a new strategy and new activities to Prevent violence, and involve new people.

Dealing with ongoing mentoring concerns

The table below shows aspects you should look at routinely (left) and questions you might ask your learners about these aspects at every mentoring session (right).

Ongoing mentoring concerns	Questions
Learners' understanding of their task	What do you think you need to do for your next action step/task?
Learners' awareness of / anxiety about a skills need(s)	Is there any part of this step that you feel afraid/nervous/ unequipped to manage?
Available support (when other or more support is needed)	Is there anyone at school / locally you could talk to about it / who could help you?
Obstacles/challenges to action steps at school	What challenges/obstacles/opposition, etc. are you likely to meet when you do this?
Learners' ideas about the way forward	What ideas do you have about how to deal with ...?

Some ways to give yourself routine reminders or checks before, during and after visits are:

- **Use the Checklist for the nine action steps as a key record and guide.** Make sure that the learners complete it carefully and clearly, update it regularly and keep it safely. It is important for their reporting and your own.
- **File your records from each session.** Have the record of the previous mentoring session handy, and record the current session carefully. Use the Mentoring session report form in Section 3 of this mentoring guide.
- **Ensure that you and your learners have the Learner book available** for any information you may need.
- **Ask yourself: What tasks or issues need follow-up** after the meeting? (e.g. sending information by email, having sms contact, investigating support services)
- **Ask yourself: Will I be able to support the next step with a visit/session?** If not, how could you support that step now? And what might you be able to do to ensure that you support the step (or steps) and the team remains up to date? (e.g. organise a session with another mentor such as the mentor teacher, sms reminders)
- **Find ways to use this meeting to help extend the support network** (e.g. draw in a supportive teacher, invite a local SAPS officer or health/social worker).
- **Be on the alert for opportunities for outreach to other schools** for the school safety team.

Collecting evidence of learners' progress

As we have mentioned, you can use the **Monitoring session report form** provided in Section 3 to support your own reporting. It will reflect issues and outcomes of the action steps, as well as resources that you, your learners or others have brought to the programme. The following are also important or useful sources of information on team progress:

- The completed **Checklist for the nine action steps** and the **Plan for violence-prevention activities** (ask for or obtain copies). Help learners to use these appropriately, keep them safe and update them whenever relevant (when planning, and also after implementing each step when they will tick off and comment on their achievements). They will need these for their own reports.
- Copies of the maps indicating safe and unsafe places at school, and the problem tree.
- Other evidence: photos of activities or performances in progress, smses you have recorded, facebook posts, notes from mentoring partners.

If you have kept these records it will not be difficult to offer evidence of progress through the nine steps, as well as challenges faced and achievements of the school safety team in their action programme.

Supporting facilitation and presentation skills

Several of the steps (Steps 1, 2, 4, 5, 8) call for the school safety team members to exercise facilitation and/or presentation skills in different settings and formats. Some learners might be nervous and many will already have formed ideas about how to work with their peers. You might be tempted to change their styles and strategies, but this will discourage and disempower them. Here are some ideas for building their skills and confidence:

- Be careful not to shake learners' confidence by presenting a lot of new facilitation strategies at once, or criticising their style and ideas.
- When learners ask for help or advice, respond to a **specific** area of need they have identified.
- Demonstrate your belief in a peer-to-peer approach. Encourage learners in the group to offer their own perceptions of a facilitation or presentation problem, and discuss their ideas for solutions (see above under the example of a mentor-learner discussion in Section 2 of this guide).
- Get the group to act out scenarios around the identified facilitation problem, try different solutions, and discuss them. You could occasionally join the role-play to demonstrate a problem or a strategy. This approach is useful for demonstrating the difference between situations that call for high participation (e.g. discussions/debates on an issue) and situations where presentation is appropriate (e.g. talks/presentations about the action project, perhaps followed by discussion).
- Suggest that they discuss or adapt the ground rules from the workshop as a possible basis for any discussion-oriented activities they will facilitate. Let them identify items in these rules that highlight issues they experience when working with peers (for example, confidentiality, taking turns in discussion).
- If questioning comes up, encourage searching discussion and explore the difference between closed-ended and open-ended questions (see the example mentor-learner discussion in Section 2 of this mentoring guide).

Supporting Step 1: Get the support of the principal and a teacher champion

This step should take place almost immediately after the workshop. It is important for establishing the programme at school while the learner is still motivated and fresh from the workshop activities, for getting school management on board, and for managing the time frames effectively.

In **Step 1** your learners will meet with the principal and support teacher and explain how they plan to take action to prevent violence at school. It is important that you do not 'take over' this task. Rather, your presence should empower the learners and set the tone for the mentoring programme.

Before the meeting, talk to the learners alone and elicit their understanding about the importance of this step. Together draw up an agenda for the meeting.

In the meeting, make sure that the learners report on the workshop, express their intentions and request permission for running the project at school.

Some items that could be on the agenda for meetings with the principal and support teacher:

- Introducing the **Prevent violence** in schools action programme and who will be involved
- What school-based learner structures could be used in the programme?
- The role of the school safety team
- Practical arrangements (venues for mentoring sessions and meetings, resources that the school safety team may need for the action step)
- Identifying champions and additional mentors for the programme, and the role they can play: for example, the support teacher(s). Ensure that this teacher is made familiar with the programme. They should be able to read all the materials (preferably be provided with their own copies) and have a separate opportunity to discuss their mentoring role with you and the learners.

Revisiting the ground rules for mentoring sessions

Learners will be familiar with the ground rules used for the workshop. You could use your first visit to adapt it as a framework for conduct in mentoring sessions, working with learners and the teacher-mentor. This will demonstrate that the mentoring process shares the ethos of the programme at large. Let learners discuss any points they would like to explore.

Supporting Step 7: Implement violence-prevention activities

This step will already have been modelled in the workshop situation. However, once this work is 'for real', practical challenges need to be carefully managed in order to ensure success. Here are some suggestions:

- Get learners to review their activities identified in the workshop as early as possible and discuss them with the full school safety team at school.
- Encourage learners to raise issues and identify needs as soon as the activities have been confirmed. Ensure that they have taken on a scale of action that they can manage. Are all the school safety team members confident with the **content** they need to understand for the activities they are offering? (e.g. What behaviour is and is not gender-based violence? What should you do if you have been raped?) If necessary, mentor learners in these issues, making use of the **Learner book**, and also alert the support teacher to provide back-up.
- Use the blank **Plan for violence-prevention activities** at the end of the **Learner book** with learners, to monitor the progress of each activity, and encourage them to decide how and how often they will monitor themselves. For example, each activity will need a co-ordinator to check progress as tasks are carried out.

- Help them review the way they have delegated tasks, so that they can make any changes to these arrangements early in the process.
- Be sure to support the process of identifying indicators of success on the activity plan. This will also help with your own reporting.
- Remind the group to send out letters or other expressions of thanks to all in the support network that has formed around the organising of the activities.

Supporting Step 8: Report on achievements

Emphasise that the team needs to start compiling their report early in the action process. Support them by continually encouraging them to keep their records up to date by filling in the **Checklist for the nine action steps** and the **Plan for violence-prevention activities** (Module 7 of the Learner book). Together these provide the basics of their report and will show them how to report on the effectiveness of action taken. Reassure them that their report to the principal is not a complicated, intimidating document. The following questions may help them in writing it:

Questions to guide learner reporting

- *What pressing issues did we identify at school?*
- *What activities did we plan to deal with the issues?*
- *What went well in our activities?*
- *What showed us whether we had achieved our goals, and how far?*
- *Where could things have gone better? How could we do that differently next time?*
- *What still needs to be done about the issues? What could a new action project deal with?*

You could suggest that the learners who attended the workshop co-ordinate the report, but all school safety team members should be involved in supplying evidence of achievement and discussing the questions. Encourage them to attach interesting evidence to their report, such as their maps and problem trees, photographs, programmes, etc. You could also suggest that they organise a special event where they hand the report over to the principal.

Supporting Step 9: Plan a new round of action

This step is important for sustaining and also developing and extending the programme.

- Suggest that the school safety team hold a meeting as early as possible after producing their report and use their report as a kick-off point for looking at issues of violence that remain. They should share ideas on how to keep things going and refer to ideas in the **Learner book** (see the description of Step 9 in Module 7).
- Urge them to involve new learner members so that they do not lose momentum.
- Ask them to review your role so that you can be used most effectively although you may have less mentoring visits in the next round.
- Offer ideas for contact with the district and with school safety teams in other schools who this team could help to mentor as they start their first action programme.

REFERENCES

- Burton P and Leoschut L. 2013. *School violence in South Africa: results of the 2012 National School Violence Study*. Centre for Justice and Crime Prevention, Monograph Series, No 12. Cape Town.
- Centre for Applied Legal Studies (CALs). 2014. *Managing sexual abuse in schools: a guide for children, families and community members*.
- Centre for Justice and Crime Prevention (CJCP) and Department of Basic Education (DBE). 2012. *Addressing bullying in schools: school safety framework: trainer's manual*. Pretoria.
- CJCP and DBE. n.d. *National School Safety Framework*.
- Department of Basic Education. 2015. *Safer schools for all: challenging homophobic bullying*. Pretoria.
- Henricson C and Grey A. 2001. *Understanding Discipline NPPI, Resource 42 in the Help at hand toolkit*.
- Krug EG, Dahlberg LL, Mercy JA, Zwi AB and Lozano R eds. 2002. *World report on violence and health*. Geneva: WHO. Available at http://whqlibdoc.who.int/publications/2002/9241545615_eng.pdf.
- KZN DoE and MIET Africa. 2010. *My life! My future! Staying healthy*.
- KZN DoE and MIET Africa. 2011. *Let's talk: breaking the silence around sexual abuse and learner pregnancy*.
- National Department of Education. 2008. *Guidelines for the prevention and management of sexual violence and harassment in public schools*.
- Oxfam UK and Ireland. 1994. *The Oxfam gender training manual*.
- Pattman R. and Chege F. 2003. *Finding our voices: gendered and sexual identities and HIV/AIDS in education*. UNICEF.
- Population Council. 2008. *Sexual and gender-based violence in Africa: literature review*.
- Ramsden P and Bhuvanewari Dr. 2008. *Evolving child-friendly schools through child-led processes*. India: Save the Children, Tsunami Response Programme.
- Rape Crisis. 2012. *Annual Report 2011/2012*, at 35. Available at <http://rapecrisis.org.za/wp-content/uploads/2011/11/Rape-Crisis-Annual-Report-2011-2012.pdf> (accessed 18 February 2013).
- Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN). 2008. *A teacher's guide to positive discipline*. Cape Town. Available at <http://www.dcs.gov.za/docs/landing/DCS%20Annual%20Report%202011-12.pdf> (accessed 18 February 2013).
- Save the Children. 2011. *Policy brief: ending violence against children in and around school*.
- South African Police Service. 2013. *Annual Report 2011/2012*, at 181. Available at http://www.saps.gov.za/saps_profile/strategic_framework/annual_report/2011_2012/annual%20finianial_state.pdf (accessed 18 February 2013).
- UNESCO. 2008. *Stopping violence in schools: a guide for teachers*.
- UNESCO. 2009. *Plan to create Learn without fear: the global campaign to end violence in schools*.
- UNESCO. 2009. *Stopping violence in school: a guide for teachers*.
- Watson P and Grey J. 2010. *Speak Out! Youth report sexual abuse: a handbook for learners on how to prevent sexual abuse in public schools*. Pretoria: Department of Basic Education.
- World Health Organization (WHO). 2002. *Report on violence and health*.

TIMETABLE FOR A THREE-DAY WORKSHOP PROGRAMME

The following suggested timetable shows how the material could be facilitated over a three-day period, for example, over a weekend, from Friday afternoon until lunch on Sunday. Fitting all the activities into this short time frame means that you will have to make compromises on the level of detail and discussion that can be managed in the workshop. Ideally, the workshop should be run over a longer period. However, information and notes are provided in the **Learner book**, so further discussions can be held with learners as part of the school-based mentoring programme. Also, homework tasks could be set during an intensive workshop so that learners can engage with the next day's key issues by reading the story **Action Buddies Kessi and Kgotso target violence at school (Learner book Module 7)** and/or discussing their concerns from the previous day.

DAY 1	
14.30	Arrival and registration
15.00-16.30	<p>Module 1: Introduction to Prevent violence in schools Activity 1: Welcome and introduction Icebreaker: We don't all see things in the same way</p> <p>Module 2: Understanding violence Activity 1: What is violence? Wrap-up and homework task</p>
DAY 2	
9.00-10.45	<p>Recap of Day 1 and purpose of Day 2 Module 2: Understanding violence (continued) Activity 2: Identifying different types of violence</p> <p>Module 3: Gender-based violence Activity 1: What are gender stereotypes?</p>
10.45-11.00	Tea break
11:00-12 :10	<p>Activity 2: Understanding gender and gender-based violence (GBV) Activity 3: Identifying good male role models</p>
12.10-13.00	Lunch break
13.00-15.15	<p>Module 4: Analysing violence Activity 1: Understanding causes and consequences of violence</p> <p>Module 5: Reporting violence Activity 1: Reporting violence</p>
15.15-15.30	Tea break
15.30-17.15	<p>Module 6: My school, my reality Activity 1: Mapping safe and unsafe places Activity 2: Using the problem tree to explain violence at school</p> <p>Wrap-up and homework task</p>

DAY 3	
9.00-10.45	<p>Recap of Day 2 and purpose of Day 3</p> <p>Icebreaker: Human Knot</p> <p>Module 7: Taking action</p> <p>Activity 1: Getting started: the nine action steps</p> <p>Activity 2: Developing a vision for change</p>
10.45-11.00	Tea break
11.05-13.00	<p>Activity 3: Planning and implementing violence-prevention activities</p> <p>Conclusion and way forward</p>
13.00-14.00	Lunch and departure

Wrap-ups and homework tasks for each day

- Summarise what has been learned
- Give a simple and/or enjoyable 'homework' task
- Say which key topics they will focus on next day, and how these follow from what has been done today

Introducing Days 2 and 3

- Welcome everyone
- Go over the key issues they dealt with on the previous day
- Explore briefly whether learners' expectations were met or not. Give them time to explain how they are feeling about the way the workshop is organised (especially after Day 1)
- Address any 'housekeeping' issues that might arise
- Outline activities for the day

MENTORING RECORD

Mentoring record		School	Date:
Length of session			
Learner/s present			
Issues/comments relating to individual learners			
Learner structure/s in which school safety team is / can be based			
Suitable times for mentoring sessions			
Violence/GBV issues identified at school			
Action priorities identified			
Available support identified			
Challenges/difficulties anticipated or experienced in action step/s			
Solutions/strategies discussed in mentoring session			
General comments			
Agenda, date, time for next session			

THE CHILD JUSTICE ACT, 2008 (ACT 43 OF 2008)

Introduction

The Child Justice Act, 2008, establishes a criminal justice system for children in conflict with the law, Constitution and our international obligations. It expands and entrenches the principles of restorative and accountability for crimes committed. While balancing the interests of the children and those of society.

BENEFITS OF THE ACT

The CJA will have long term benefits for children and the country as a whole. It allows for a justice system that heals children and those who were affected by a child's action, encourages forgiveness and rehabilitation, and looks after the needs and rights of children and victims.

The CJA allows the child's background or upbringing to be taken into consideration. It ensures that the individual needs and circumstances of certain children in conflict with the law are assessed when a decision is made about the child.

The CJA balances the rights and responsibilities of the child, the victim and the community. When considering diversion options before a trial, the victim's or his/her families' views are also to be taken into consideration by the prosecutor and the court.

The CJA also states that the damage caused by the child on the victim should be considered. The victim or someone representing the victim may submit a statement that reflects the physical, psychological, social, financial, or any other impact that may have been caused as a result of the crime on the victim. This helps make a healing and peace-making process happen and further expands and entrenches the notion of restorative justice.

The CJA makes it easier to help the rehabilitation and integration of the child who is in conflict with the law, into society so that he/she can grow up and make a useful contribution to society. Courts continue to prioritise and fast-track children's matters in the child justice system and this leads to the reduction of children awaiting trial. This also leads to an increase in the numbers of children in home-based supervision and in secure care facilities.

TYPES OF OFFENCES

The CJA provides for three different categories of offences:

- Minor offences include theft of property worth not more than R2500, malicious damage to property that is not more than R1500 and common assault.
- More serious offences include theft of property worth more than R2500; robbery, but not robbery with aggravating circumstances; assault that includes causing grievous bodily harm; public violence; culpable homicide; and arson.
- The most serious offences include robbery, rape, murder and kidnapping amongst others.



		
- 10 yrs	+ 10 yrs -14 yrs	-14 yrs
Cannot be arrested	May be arrested - state to prove criminal capacity	May be arrested and prosecuted and at the discretion of the prosecutor diverted

SENTENCING OPTIONS

Diversion programs form part of the new and different sentencing options that magistrates can use when dealing with children who are in conflict with the law. Sentencing options include the following:

- Community-based options: this involves a number of diversion options such as, a family group conference, restorative justice options and so forth.
- Restorative justice options: "restorative justice" means an approach that involves the child offender, the victim, the families concerned, and community members who all identify the damage, the needs and obligations that arise as a result of the child's act. If the child accepts responsibility and makes some effort to prevent this type of incident this can promote reconciliation. This process may be handled through a Family Group Conference, a victim and offender mediation process and/or another restorative justice process.
- A Fine or symbolic restitution: An offer to pay a fine or make another form of symbolic restitution, such as fixing a broken window from his or her own pocket money, is another way of making restitution. An obligation may rest on the child to provide some service or benefit that the child is 15 years or older. This is another option that the court may consider.
- Correctional supervision: A child could be sentenced by the court to undergo correctional supervision. In such a case the child will be supervised by the Department of Correctional Services to do what is listed in the court order.
- Attendance of a non-custodial sanctions program: A child could be ordered to attend a non-custodial sanction program such as a school program. Youth Care Centres: A child could be sentenced to live in a child and youth care centre for a period of time.
- Direct imprisonment: A child could be sentenced to be placed in direct imprisonment. The CJA prioritises sanctions that keep children out of prison.

WHAT IS A PRELIMINARY INQUIRY

In terms of the CJA, an informal process called a preliminary inquiry will be held within 48 hours of the child's arrest, before the first court appearance. The preliminary inquiry will be attended by many different people, such as:

- A Magistrate,
- The child,
- His/her parents,
- A Prosecutor,
- A Probation Officer, 4
- The arresting police officer, and
- A Legal Aid Attorney.

These people will meet to speak to the child and talk about the factors that may have led the child to do the crime. They will also try to find ways of assisting the child to accept that he/she did wrong and that he or she has responsibility for the crime.

In the case where the child accepts that he or she has done wrong, a plan is created to resolve the original crime in such a way that he or she does not continue to commit crime and violence.

- The plan could involve the diversion of the child. This means that the child may be asked to take part in programs that will teach him or her not to commit crime. The child will NOT be imprisoned but rather be directed to care and rehabilitation centres, youth care centres or school programs or a life skills program, an anger management program or a drug abuse program and so forth.
- Where the preliminary inquiry decides that the child should be attending some form of diversion programme, the Magistrate will make that decision an order of court. The Magistrate will order the probation officer or another suitable person to monitor the child and report back to the court as to whether he/she did as was ordered.

AGE GROUPS COVERED BY THE ACT

According to the CJA, a child is someone who is under the age of 18. The CJA is specifically intended for children between the ages 10 and 18. The CJA states that:

- A child under the age of 10 years cannot be arrested! This means that a child under 10 years does not have criminal capacity and cannot be charged or arrested for an offence. In such a case, the child will be referred to the Children's Court.
- A child older than 10 years but below the ages of 14 years is presumed to lack criminal capacity unless the state proves that he/she has criminal capacity. Such a child can be arrested.
- A child above 14, but under 18 years of age, is said to have criminal capacity and can be arrested.



the doj & cd

Department:
Justice and Constitutional Development
REPUBLIC OF SOUTH AFRICA

We are here

in accordance with the values underpinning our justice while ensuring children's responsibility to society, with due regard to the rights of victims.



ONE STOP CHILD JUSTICE CENTRES

Section 89 of the Child Justice Act, says that One-Stop Child Justice Centres may be established.

- The aim of these centres is to provide services required by children in conflict with the law in one place.
- The establishment of these centres provides for intersectoral and collaborative approaches to addressing the needs of children in conflict with the law.
- These centres emphasize on the effective rehabilitation and reintegration of children in order to minimise the potential of re-offending.

Regional Offices

KwaZulu-Natal Tel:	031-301 5348
Eastern Cape Tel:	043-702 7106; 043-721 2782
Western Cape Tel:	021 462 5471
Northern Cape Tel:	053-839 0000/1
Gauteng Tel:	011 332 9000/1/14
Limpopo Tel:	015-297 5562/5586
North West Tel:	018-397 7000
Mpumalanga Tel:	013-752 8393
Free State Tel:	051-407 1800

Wall chart Brought to you by the Independent Newspapers and the Department of Justice and Constitutional Development on Wednesday July 25, 2012

STEP-BY-STEP SUMMARY GUIDE ON THE CHILD JUSTICE PROCESS

- 1 A child is **suspected to have committed** an offence. In the event of an offence that is not serious, the child will not be arrested but be warned to appear in court.
- 2 If the offence is serious, the child is **informed, arrested and charged** by the police. If the offence is less serious, the child and his/her parents or care givers, is warned or summonsed to appear in court by the police.
- 3 There are two possibilities at this stage:
 - A child **under 10** may be referred to a children's court, or
 - The child above **10 years** must be assessed by a probation officer (Social worker).
- 4 The parent or care givers or police bring the child to court.
- 5 A **preliminary inquiry** will be set-up to inquire into the matter and how the child may be assisted if he or she accepts responsibility.
- 6 At the preliminary inquiry there are four possible steps that may be taken:
 - If the **child is in need of care or protection**, the matter will be offered to the children's court which will determine the best possible environment for the child.
 - At the preliminary inquiry, the probation officer's assessment report will be considered to determine if the child has **criminal capacity**. The child may then be referred to the children's court or be diverted.
 - If the child accepts responsibility, it may be recommended at the preliminary inquiry that the **child be diverted**. If the child does not complete or comply with the diversion, he/she will be brought back to court.
 - If no diversion order is made by the court or the child does not comply with the diversion, the case is referred to the **child Justice Court** for trial.
- 7 At the trial the child may be convicted and sentenced or **acquitted**.

The Department of Justice and Constitutional Development

P/Bag X81, Pretoria, 0001
www.justice.gov.za
National Office Child Justice and Children's Courts
Tel: 012 357 8205

are for you



STAND TOGETHER FOR RIGHTS

Juayela i Justice

