



Educating for peace: An alternative to violence at a Cape Flats school, South Africa

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Declaration

Title of the study: Educating for peace: An alternative to violence at a Cape Flats school, South Africa

I declare that the thesis herewith submitted for the PhD: Public Management-Peace Studies at the Durban University of Technology has not been previously submitted for a degree at any other University worldwide.

.....

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I hereby approve the final submission of the following thesis.

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Abstract

Peace education is considered an important peacebuilding strategy in addressing school violence to create a culture of peace, but it has often been ignored. Violence at many South African schools is associated with an array of social ills as a direct consequence of the Apartheid era which created one of the most unequal societies in the world, manifesting chronic poverty, the disintegration of family- and gender-based violence, authoritarian attitudes and gangsterism. The main purpose of the study was to investigate school violence reduction strategies and to design and implement a peacebuilding strategy towards creating a peaceable school. The general approach of the Department of Basic Education to reduce school violence has been to focus on policies as contained in the National School Safety Framework. Despite the efforts of the DoBE and other strategies, school violence is a growing concern.

This study was underpinned by Galtung's theory of conflict, violence, and peace with its emphasis on positive peace in addressing structural violence necessary for a culture of peace to emerge; Lederach's theory of conflict transformation which emphasises relational issues and the transformation of social conflicts; Bronfenbrenner's ecological theory as it provided a suitable framework for consideration of the risk factors which contribute to school violence; and the Integrative Theory of Peace, which asserts that effective peace education is aligned to a unity-base worldview, a culture of healing, a culture of peace and a peace-oriented curriculum.

This mixed methods study employed a case study research design. Two secondary schools were involved in the study in the Blue Downs/ Kleinvlei area of the Cape Flats. The data collection in the study emanated from 200 grade 11 learners completing semi-structured questionnaires; and educators, parents and learners at each school participating in semi-structured focus groups and interviews. The application of triangulation strengthened the reliability and validity of the research. The pre-intervention findings in this study confirmed a high prevalence of violence. Participants in the study indicated the following risk factors and contributors to school violence, namely: emotional and mental health; language, communication and social media; bullying, power and domination; domestic abuse; physical violence; school-related aspects; socio-economic conditions; substance abuse; romantic and intimate relationships; and the lack of role models and training. Through a participatory action research approach and unity-based worldview, the intervention that emanated from one school's response was aligned to the (2020-2025) Transform to Perform strategy of the Western Cape Education Department with special attention to Values in Education and

supported by Peace Jam, an international non-governmental organisation focused on peacebuilding in schools. The short-term evaluation of the intervention indicated that a unity-based peace education approach holds promise for future positive outcomes in contributing towards the creation of a peaceable school.

Key Words: Integrative Theory on Peace (ITP), peacebuilding, positive peace, culture of peace, culture of healing, peace-oriented curriculum, values, school violence reduction, unity-based worldview.

Dedication

My study was inspired by the key teachings of unity and the oneness of humanity as emphasised by Baha'u'llah (1817-1892), founder of the Baha'i Faith. All my efforts in this research are dedicated to this fundamental principle as elaborated upon by the Universal House of Justice:

...the principle that is to infuse all facets of organized life on the planet is the oneness of humankind, the hallmark of the age of maturity. That humanity constitutes a single people is a truth that, once viewed with scepticism, claims widespread acceptance today. The rejection of deeply ingrained prejudices and a growing sense of world citizenship are among the signs of this heightened awareness. Yet, however promising the rise in collective consciousness may be, it should be seen as only the first step of a process that will take decades--nay, centuries--to unfold. For the principle of the oneness of humankind, as proclaimed by Bahá'u'lláh, asks not merely for cooperation among people and nations. It calls for a complete reconceptualization of the relationships that sustain society. (Universal House of Justice, To the Bahá'ís of Iran, 2 March 2013)

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List of Abbreviations

ART	Action Research Team
AVP	Alternatives to Violence Project
CER	Critical Emancipatory Research
CJCP	Centre for Justice and Crime Prevention
DoBE	Department of Basic Education
DUT	Durban University of Technology
EFP	Education for Peace
GCPE	Global Network for Peace Education
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immunodeficiency Syndrome
IPE	International Institute on Peace Education
ITP	Integrative Theory of Peace
IPV	Intimate Partner Violence
LO	Life Orientation
NGO	Non-Governmental Organisation
NSSF	National School Safety Framework
PAR	Participatory Action Research
RCL	Representative Council of Learners
SACE	South African Council of Educators
SAPS	South African Police Services
SGB	School Governing Body
T2P	Transform to Perform
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
ViE	Values in Education
WCED	Western Cape Education Department

Chapter One: Introduction and background

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.” (Gandhi n.d.)

1.1 Introduction

Internationally the occurrence of school violence has been raised by agencies such as the United Nations Education, Scientific and Cultural Organisation (UNESCO), who estimated that at least 246 million boys and girls suffer from school violence every year according to the *School violence and bullying global status report* (UNESCO 2017: 9). South Africa is one of 18 countries included in this international report which focuses on violence and bullying in formal educational settings and on the actions that can be taken by the education sector and schools to prevent and respond to the problem. The efforts of the Department of Basic Education (DoBE) in South Africa regarding policies and guidelines to address school violence were noted in this global report (UNESCO 2017: 37). However, the high level of school violence in South Africa remains a matter of great concern (Khumalo 2019: 2). The South African Council of Educators (SACE) (2011: 6) lists the different types of violence: bullying; theft of properties, robberies and vandalism; sexual violence, harassment and rape; gang-related violence; violence related to drug abuse; physical violence and use of weapons; shooting, stabbing and murder; violence through student protests and racially motivated violence.

In comparison to other countries South Africa takes the lead when it comes to violence in various areas such as intimidation, bullying, verbal abuse of teachers, vandalism, theft through violent acts, physical injury to others and possession of drugs (Gous 2019, cited in Khumalo 2019: 4). A study at a school on the Cape Flats (Western Cape, South Africa) indicated that the well-being of educators and learners is affected by bullying and that the victims of bullying are traumatised and suffer from depression (Sitoyi 2020: 71). Furthermore, Masilo (2018: 2) points out that for some victims of bullying, the situation was aggravated when they felt threatened and were afraid to report the bullying to adults if this resulted in further harm being inflicted by the bully.

The DoBE has responded to the issue of school violence and various violence reduction interventions, though mainly reactive in nature and often based on safety and security approaches as outlined in the National School Safety Framework (NSSF), have been

implemented but need to be strengthened (Kutywayo *et al.* 2022: 6). However, the national government and UNESCO have expressed concern with the increase of violence in South African schools (UNESCO 2013, cited in Khumalo 2019: 1).

This study advocates unity-based peace education as an alternate solution to school violence. The study emphasises the importance of worldviews in an approach to school violence reduction. Worldviews are referred to as “social representations” and “cultural fabric” which are reinforced by foundational aspects of culture (Danesh 2006: 64). The concept of worldview incorporates our view of reality, human nature, the purpose of life, and the character and quality of all human relationships (Danesh 2008: 3). As such worldviews are associated with values, norms, beliefs and values, which are obeyed, accepted and clung to in the lives of people (Danesh 2006: 64).

A unity-based worldview espouses the essential understanding and recognition that humanity is one. A society that embraces a unity-based worldview does so according to the belief of unity in diversity and it is aligned to a civilisation of peace which promotes equality and justice progressiveness. Gender equality is a key principle in the unity-based worldview, and it promotes the equal participation of men and women in the affairs of society (Danesh 2006: 63).

1.2 Background to the study

Vally *et al.* (1999: 82-83) point to the culture of violence in South Africa as a systemic outcome related to the Apartheid era of segregation resulting in inequality, poverty and schooling divided along the lines of race and class. Oppressed black South Africans responded to Apartheid with violence. Regardless of the hard-earned Constitution of South Africa (1996), which enshrined human rights and equality, in the post 1996 democratic era educators continued to respond with models of violence. One such model is the continued application of corporal punishment despite its criminal status (Naong 2007: 283; Doubell and Geldenhuys 2011: 321, Mahlangu *et al.* 2021: 1).

The deliberate lack of quality education for black people, destined for unskilled and mostly manual labour in the Apartheid dispensation, not only brought with it the consequences of chronic poverty (Hulme and McKay 2013: 187), but also social poverty as manifested in the lack of parenting skills and wholesome family life (Tintswalo 2014: 51). South Africa has approximately 49.2% of the adult population living below the upper bound poverty line and still suffers from chronic poverty, as economic activity is not generating growth at the commensurate level required to address poverty (Ngepah *et al.* 2023: 633). In such a context,

many women and girls are exposed to domestic violence and sexual abuse (Enaifoghe *et al.* 2021: 123). Youth tend to grow up learning to be aggressive with the high exposure to violence in the community (Burton and Leoschut 2013: 58), and children are generally raised by mothers and grandmothers as large numbers of fathers have absconded their parental duties (Richter *et al.* 2012: 2). This social scenario points to a deficit in social capital and is one of the contributing factors in school violence. Learners are bringing the violence they experience in the home and community into the school (McDonald 2014). Boys find their sense of belonging in gangs given the lack of a significant male role model and import the gang culture to the school (de Wet 2016: 4). In addition, many learners are exposed to the authoritarian methods of the Apartheid era in the way that they are treated in the classroom and at home with little or no regard for their views (McDonald 2013: 29).

Christian and Sayed (2023: 1) point out that educators teaching in schools on the Cape Flats do so in challenging contexts where communities experience abject poverty, violence and gang activity and have little regard for schooling. Given the scale of the problem of violence in schools on the Cape Flats, it is imperative that researchers, educators, learners and government agencies such as the DoBE find ways through Participatory Action Research (PAR) to bring about a positive school climate through peace building initiatives which focus on alternatives to violence at the local level in the life of the school.

1.3 The research problem

South Africa's Constitution (1996) and the Schools Act (1996) contain various provisions for the safety and protection of citizens and learners. However, crime and violence prevail as a common issue for many South African schools (Leoschut and Makota 2016: 18). There appears to be no sufficient relief in sight for the stakeholders in the school environment, branded as one of the places where individuals are most likely to be violated (Van der Merwe 2010: 122). Both learners and educators across the country are threatened by violence in one form or another, creating schooling environments that are unsafe (Le Mottee and Kelly 2017: 46). These authors point out that school violence may lead to problems such as loss of concentration, poor academic and work performance, absenteeism, and depression (Mncube and Steinman 2014: 206; Ncontsa and Shumba 2013: 13). The negative impacts resulting from the magnitude of school violence ultimately affect the overall quality of education (De Wet 2010: 196-199) and current trends in school violence reveal a picture of conditions not conducive to learning and teaching (Gershoff 2017, cited in John 2018: 59). Hence, school violence is regarded as a chronic social issue with far-reaching implications.

The South African Schools Act No. 84 of 1996 states that no person may administer corporal punishment to a learner at school and that any person who administers corporal punishment at school is guilty of an offence and liable of conviction to a sentence which could be imposed for assault. In a recent study in which 24 public schools participated, 52% of the learners indicated that they had experienced corporal punishment in the last six months (Mahlangu *et al.* 2021: 2). It has been noted that school management style and unprofessional conduct of educators, educator absenteeism, non-attendance of classes, and unpunctuality contribute to violence (Netshitangani 2018b: 96).

Findings in two national school violence surveys, viz. in 2008 and 2012, indicate a high level of school violence. In 2008, representative data on the extent and nature of school violence in South Africa was documented in *School Violence in South Africa: Results of the 2012 National School Violence Study* (Burton and Leoschut 2013: 2). The findings indicated that 22% of the secondary school learners surveyed had succumbed to some form of violence in the 12 months preceding the study (Burton and Leoschut 2013: xi). Threats of violence were the most common incident experienced by high school learners and were reported by a total of 14.5% of the sample (Burton and Leoschut: 2013: 14). These authors point out that while threats of violence may not result in physical harm, the psychological harm caused results in feelings of fear, which in turn may impact negatively on learners' attachment to school, resulting in absenteeism, truancy and poor academic performance. In a second study of this nature in 2012, it was found that 22.2% of high school learners had been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year. This report indicated that 12.2% had been threatened with violence by someone at school, 6.3% had been assaulted, 4.7% had been sexually assaulted or raped, 4.5% had been robbed at school, and one in five (20%) scholars had experienced some form of cyberbullying or violence in the past year (Burton and Leoschut 2013: xi). In this study much of the violence at school was attributed to the lack of discipline children received at home (Burton and Leoschut 2013: 24).

Le Roux and Mokhele (2011: 318) express concern over the persistence of violence in South Africa's schools. Maphalala and Mabunda (2014: 61) highlight that media reports indicated that incidents of assaults, drug abuse, sexual harassment, robberies, vandalism and gangsterism were on the rise in South African schools. Statistics on school violence in South Africa are higher than those experienced in the United States of America (USA), where out of every 1000 learners, 57 experienced violence of some sort (Mhlongo 2017; Grobler 2019, cited in Khumalo 2019: 1). Data collected by student educators at schools in one province indicated that cyberbullying is a serious issue (Cilliers and Chinyamurindi 2020). Rape and

other forms of sexual violence are pervasive problems that are often under-reported, reflecting broader patterns of a patriarchal, violent society, thereby highlighting that sexual violence in schools poses serious consequences for learners, educators, managers, and broader communities (John 2018: 58). Ngidi *et al.* (2021: 14401) provide accounts of the abduction and sexual violation of adolescent learners on their school journeys. Given the trend in the findings on school violence, Dube and Hlalele (2018: 74) state that school violence is a social pathology that can no longer be ignored.

Regarding strategies to reduce school violence, the general approach of the DoBE has been to focus on policies as contained in the NSSF (Makota and Leoschut 2016:19). These authors point out that South Africa has achieved remarkable strides in the development of a policy framework that promotes the rights and safety of learners and educators in the school environment. In essence, international, regional and national laws and policies have shaped the NSSF in its recognition of the safety of learners and educators as a prerequisite for quality learning at school. Accordingly, school management is provided with a management tool to effectively formulate, implement and monitor school safety plans as contained in the framework. Makota and Leoschut (2016: 21 - 23) state that lessons learnt regarding the NSSF include: (1) there is a common perception among schools that school safety and violence reduction is largely the responsibility of the police or the DoBE; (2) the efficient and effective implementation of the NSSF is dependent on the buy-in and active participation of all relevant stakeholders; and (3) less emphasis is generally placed on other interventions aimed at modifying and managing learner behaviour. Furthermore, the findings reveal that the NSSF mechanisms find little enabling teacher agentic action pertaining to learning (Hanaya *et al.* 2020: 1).

In addition, the Western Cape Education Department (WCED) launched the Provincial Safety Plan in 2019 highlighting its two-fold purpose through its promotion of physical safety and strategies that will mitigate against anti-social behaviour. Regarding safety, the WCED prioritised the provision of perimeter safety with a focus on secure fencing to prevent the infiltration of criminal activity into the school. This requires the assistance of the community to prevent fences from being vandalised (WCED 2019). In addition, Safe Schools officials are required to liaise with the South African Police Services (SAPS) to provide safety to the learners. Regarding mitigating antisocial behaviour, it has invited schools to participate in the (2020-2025) Transform to Perform (T2P) strategy aimed at creating a positive school environment.

Despite these efforts presented above, including good policies and programmes, school violence persists. Effective strategies are required to reduce the level of violence and to create

a positive school environment. It is important that schools change their culture to become environments that do not tolerate any form of aggressive behaviour (Grinshteyn and Yang 2017: 147). Furthermore, it is encouraging to note the implementation of some school violence reduction strategies focused on creating a culture of peace. These interventions include a study done by Dube and Hlalele (2021: 75) who problematise unhealthy relationships, stating that critical emancipatory research (CER), when it is used to frame relationships within the school milieu, has the impetus to forge new dimensions of (and responses to) conflict resolution and to lessen school violence. Ngidi and Kaye (2022: 1) present findings on peace education at a school in KwaZulu-Natal which indicated that school violence had lessened with an intervention called We Care. This intervention assisted high-risk learners who had decided to act non-violently, help victims, and assist parents and community members who perpetrated violence. A preliminary evaluation was conducted one year later, and the We Care team reported that they had developed the capacity to assist with these categories of violence, leading to a reduction in violent behaviour at the school.

There is an urgent need in South Africa to address school violence as acknowledged by the DoBE (Leoschut and Makota 2016: 18). Risk factors contributing to school violence need to change to positive factors for a positive school climate to emerge and the manifestation of positive peace.

1.4 The purpose of the study

The main purpose of the study was to investigate school violence reduction strategies and to design and implement a peacebuilding strategy towards creating a peaceable school. In essence the strategy was about educating for peace as an alternate to violence. It sought to accomplish this by adopting a consultative approach with learners, educators, parents and support staff in their solution seeking attempts to address the high level of school violence. The current school violence reduction strategies tend to be reactionary and in general the approaches could be categorised as safety-oriented and punitive. The Integrative Theory of Peace (ITP), underpinned by a unity world view, informed the main strategy adopted (Danesh 2006: 55). Hence, peace education underpinned by a unity worldview, and which incorporates unity in diversity, a culture of peace, a culture of healing, and a peace curriculum across grades characterised the core elements of the selected strategy (Danesh 2008c: 1). Two decades ago, in post-war Bosnia and Herzegovina a unity-based model of peace education was designed and implemented with encouraging outcomes (Danesh 2006: 69). In South Africa a few strategies including the NSSF were developed and implemented. Not only do educators note the burden of the requirements of the NSSF but they cite loss of teaching and learning time as having a major impact on the academic programme (Ncontsa and Shumba 2013: 10).

Considering the high rate of school violence in South Africa there is a need for a focus on peace education, in conjunction with safety measures.

The main aim of this study was to investigate strategies and develop skills and attitudes for all learners, educators and parents to become more actively involved in decreasing violence.

The specific objectives of the study were:

- To investigate the root causes, effects, dimensions and consequences of the violence in a Cape Flats school.
- To ascertain the extent to which violence has been addressed at the selected school.
- To design a holistic peacebuilding intervention for educators and grade 11 learners in this Cape Flats school.
- To implement the designed peacebuilding intervention at the selected school.
- To evaluate the effectiveness of the peacebuilding intervention at the school.

Typically, schools in South African tend to focus on reducing crime and violence with an emphasis on safety and security. In this study the focus was on educating for peace to create positive peace and a culture of peace.

1.5 Conceptual framework

Given the complexity of school violence the researcher selected a few theories that would shed light on the research question. These theories included the theory of conflict, violence, and peace by Johan Galtung (Galtung: 1969), which emphasises positive peace above negative peace. This theory asserts that the root causes of violence, such as structural violence, must be addressed to create a culture of peace.

The study also included John Paul Lederach's (1999) theory on conflict transformation which places emphasis on three levels of conflict transformation including relational issues and the transformation of social conflicts. The three levels of conflict transformation viz. high level, middle level and grassroots level, state that conflicts can be transformed at the personal, relational, structural, and cultural level. In a school setting these levels are relevant. Furthermore, the researcher drew upon elements of Bronfenbrenner's ecological theory (1979) as it provided a useful framework for understanding and identifying the contributory factors to school violence within the context of the family, the school, the peer group, and the community.

The concept of worldview refers to our view of reality which shapes our actions (Danesh 2006: 55). According to the ITP, worldviews are supported by their foundational aspects of culture, also termed “social representations” and “cultural fabric” (Danesh 2006: 64). Essentially, worldviews are associated with values, norms, beliefs, and knowledge, obeyed and adhered to in various aspects in peoples’ lives. The unity-based worldview specifies that the maturity of humanity is directly related to the essential understanding and recognition that humanity is one. Accordingly, when adopting a unity-based worldview a society embraces this principle and functions in the belief of unity in diversity. This worldview is aligned to values which advance a civilisation of peace, namely, one which demonstrates equality and justice progressiveness. The unity-based worldview advocates gender equality, and as such involves the equal participation of women and men in the management of all affairs in human society. The ITP advocates the unity-based worldview for effective peace education as a strategy to address school violence and to create a peaceable school.

1.6 Participating schools in the study

Two schools in the Eastern area of the Cape Flats in the city of Cape Town, Western Cape Province, South Africa participated in this study. For ethical reasons the names of the participating schools are not mentioned in this study. Both schools are in the Eastern section of the Cape Flats and provide service predominantly to learners who live in the Blue Downs/ Kleinvlei/ Eerste River and Mfuleni areas, comprised of a mixture of working class and lower middle class income housing zones, clearly identified by the design of the housing structures, street cleanliness, gardens and maintenance of properties, vehicle ownership and visibility of tuck shops. Although people previously classified as “coloured” live in the immediate area around the premises of each school, both schools have learners from Xhosa background and other smaller migrant African groups attending the school from the surrounding areas. The medium of instruction for all subjects is either English or Afrikaans at both schools. One busy main road separates the two high schools, one kilometre apart, and the school population averages at approximately 1000 learners. Both schools have grappled with school violence in communities gripped in the culture of gangsterism and its associated ills and were therefore keen to participate in the peacebuilding research. I made a practical decision to work with School 1 which is not only closer to the arterial road, not only minimising personal danger to me, but I also had the support of the school leadership and LO educator from the start when approached about the study. This support proved to be invaluable during the study.

1.7 Research design and methodology

This case study followed a PAR design and the methodology comprised of mixed methods. PAR is defined as “a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes” (Reason and Bradbury 2001, cited in Ozanne and Saatcioglu 2008: 2). Mixed methods research which combines elements of qualitative and quantitative research approaches was applied. The first general characteristic of mixed methods research is to investigate a phenomenon of interest more thoroughly (Tashakkori 2010: 8). Central to action research is collaboration and the participation of those experiencing the problem (Kaye and Harris 2017: 9). In the study, continuous consultation and collaboration were hallmark features throughout its duration. I used semi-structured questionnaires, interviews and focus groups to collect data. Quantitative data was extracted from the questionnaires, whilst the interviews and focus group discussions provided in-depth detail associated with qualitative data. In the first phase of the study baseline data pertaining to violence was collected at two schools. At one school the participants were collaboratively involved in the process of designing and implementing an intervention aimed at reducing school violence.

Since the study took place on the Cape Flats it is important to note its context. The Group Areas Act (1950) brought about the relocation of those forcibly removed from areas declared “white” residential areas (Naidoo and Dreyer 1984: 9, cited in Bowers Du Toit 2014: 2). The Cape Flats, as an urban wasteland, was earmarked as the vast area of relocation for people of other race groups. The roots of gang activity in this urban ghetto are deeply established in the sociohistorical factors of the Cape Flats manifesting the contrasts of a socially and economically fragmented city. One of the most devastating and long-lasting of the social costs of forced removals on these communities is that of gangsterism (Bowers-Du Toit 2014: 2). The author points out that the Group Areas Act removals fragmented extended families and family networks and dissolved the social glue which existed before the removals. Informal street gangs have now metamorphosed into sophisticated crime syndicates, believed to be a result of high levels of unemployment, poverty and overcrowding that “exacerbate the problem, and criminality and violence easily emerge as a response to the experienced violence of a heartless system” (Kinnes 1996, cited in Bowers Du Toit 2014: 2).

1.7.1 Population

The target population comprised of two schools in the Blue Downs/Kleinvlei area. 200 learners made up the population of the two schools. It was decided to focus on the grade 11 learners as they had been at the school for more than three years and would be able to provide the

required information in the baseline data. The grade 11 population ranged between 180 to 200 learners per school. At each of the schools 100 grade 11 learners completed semi-structured questionnaires. In total the sample included 200 completed semi-structured questionnaires from grade 11 learners.

In addition, at each of the two schools the sample also included six participants, viz. two grade 11 learners, two educators, and two parents who participated in the semi-structured interviews. The sample also included six focus groups in total from two schools, that is, at each school one focus group with learners, another focus with educators and the third focus group with parents, each comprising of five participants. This made an adequate sample size.

1.7.2 Sampling method

The convenience sampling method was applied in this study. A convenience sample occurs when participants who fit a study's criteria are enrolled in the study, sometimes by simply going to a location that is likely to have many participants such as at a school with many learners (Emerson 2021: 76). The deputy principal at School 1 and the Life Orientation (LO) educator at School 2 invited 100 grade 11 learners to complete the questionnaires. Furthermore, at each school 5 learners, 5 educators and 5 parents were invited to participate in the interviews and focus groups by these respective educators. The main drawback of convenience sampling is that the study results may lack generalisability due to the bias of the sample (Emerson 2021: 76). The attempts to control the bias included extending the period for participants to join the study and the lead educator in the study actively inviting male learners, educators and parents to participate. Nonetheless, more female learners, educators and parents participated in the study.

1.7.3 Pilot testing

A pilot test of the questionnaire was conducted with 100 grade 11 learners at a nearby school prior to the completion of the questionnaires at School 1 and School 2. The LO educator in charge of conducting the pilot test indicated that learners in the pilot did not encounter any problems with the questions. She suggested that an educator should be on duty when the questionnaires are provided to the learners at the research sites. I applied her advice on the day that the learners completed the questionnaires at School 1 and School 2. The pilot school did not participate in the final study.

1.7.4 Data Collection

In social science research, data collections tools also referred to as research methods, are an essential part of any research project as they determine its success, validity and reliability

(Alshenqeeti 2014: 39). Three data collection tools were employed, viz. semi-structured questionnaires, semi-structured interviews and focus groups in this study. I obtained permission from the WCED to conduct the research, and before distributing the questionnaires and conducting the interviews and focus group discussions I discussed every aspect of these with the principals of the two schools. Furthermore, permission was granted by the principal at School 1 to design and implement a strategy that would contribute towards a peaceable school and positive school climate.

In the first phase of data collection the research participants (learners, educators and parents) provided baseline data from both schools. The second phase of data collection pertained to the design and implementation of the peacebuilding strategy with participants of School 1, who joined the unity-based peace education sessions aligned with WCED's T2P strategy in its Values in Education (ViE) component.

1.7.5 Data analysis

In this study I employed concurrent mixed analyses. Coding is a strategy that is used to find themes and patterns in qualitative data. The analyst is focused on coding segments in the data such as utterances, words, phrases, sentences, lines of text, or paragraphs (Onwuegbuzie *et al.* 2010:15). With the qualitative component I grouped the data collected in the semi-structured questionnaires, semi-structured interviews, and focus groups into themes as in each of these methods the participants were provided the opportunity to share their specific views. I attempted to integrate the data in what Emerson (2010:341) refers to as a conversation between the qualitative and quantitative components. This is termed triangulation which describes a process of studying a problem using different methods to gain a more complete picture. In the questionnaires completed by the learners there were specific questions which involved quantification, for example, as in the forms of violence experienced and the frequency of each. The responses of the participants to these questions contributed to the quantitative element of the data. Accordingly, the findings of the data collected via all the research methods were presented in themes, which mainly focused on the forms and extent of school violence, the risk factors and indicators as contributory factors of school violence, the effects and consequences of violence, school violence reduction strategies and peace building initiatives to create peaceable schools. Essentially the quantitative data indicated the number of responses from participants regarding the issues contained in the identified themes.

Triangulation requires the researcher to list the findings of each method to indicate where there is agreement commonly referred to as convergence (Emerson 2010: 341). It also provides the

opportunity for complementary information on the same subject referred to as complementarity, or where the data appears to contradict each other, it is referred to as dissonance. It is important to note that the disagreement is not a sign that something went wrong with the study but may lead to a better understanding of the research question.

1.7.6 Findings and intervention implementation

The findings of this study confirmed a high level of school violence which included bullying, corporal punishment, gender-based violence, physical fights, gang related violence and substance abuse. A summary of the findings at School 1 indicated 48 responses from learners, educators, and parents describing experiences of bullying; 21 responses from learners indicated that corporal punishment was part of their experience; 18 responses provided information on gender-based violence, with an educator expressing concern that boys had the habit of verbally and sexually abusing female learners; and 27 responses provided insights into other forms of violence, namely, physical fights, assaults, gangsterism, vandalism and substance abuse. Although low in number, there are references to girls fighting with boys and other girls. The educators cite verbal abuse and arguments as the main sources of such fights, including a lack of patience, a lack of capacity in accepting positive criticism, and outside interference from others in the community. At the end of a school term there is often an increase in fighting.

As stated in the literature, the risk factors and indicators of violence cannot be attributed to one cause. The respondents in the study provided risk factors and indicators to violence according to themes as follows: emotional, social and mental health; language, communication and social media; bullying, power and domination; domestic abuse; physical violence; school related and academic work; socio-economic conditions; substance abuse; romantic and intimate relationships; and the lack of role models and skills.

Regarding the consequences and effect of school violence 74 of 143 responses referred to punitive consequences such as suspensions, disciplinary hearings, expulsion, and warnings. Other effects of school violence mentioned included the emotional impact and the academic impact with references to learners not being able to concentrate, truancy, and dropping out of school. Remedial action was (at times) put in place, but at other times school violence resulted in additional physical harm. In total, 92 of the respondents stated that there is a need for the investigation of strategies and the development of skills and attitudes that can reduce violence at their school.

Regarding the third objective in the study, the two schools provided information on their attempts to address school violence in their context. At School 1 bullied learners came forward

in sharing their stories as part of their healing, educators availed themselves for consultation sessions so that the learners could discuss their concerns and challenges regarding their experiences with school violence. Parental guidance sessions were also provided, there were talks in the general school assemblies, anger management programmes, leadership camps and the instituting of disciplinary committees.

School 2 highlighted that in addition they had speakers from SAPS and various churches delivering talks and praying, including drug rehabilitation programmes as a specific intervention. Despite a range of attempts to address school violence at School 2, there was a sense of hopelessness and despair. Furthermore, the NSSF mechanisms are inadequate as an education policy related to school safety within the current context of insecurity in South African schools as the strategy has not focused on pedagogic approaches (Hanaya *et al.* 2020:1).

Against this backdrop unity-based peace education underpinned by the ITP and ViE as promoted by the WCED in its T2P strategy, in conjunction with PeaceJam a foundation focused on peacebuilding and doing sterling work in schools, was considered a viable option to address school violence at School 1. This study is therefore focused on the implementation of a peacebuilding strategy at School 1.

1.7.7 Limitations and delimitations

The limitations of the study include that it is a case study involving two schools, thus the findings may not be generalised to the entire Cape Flats area, as likely victims from other schools in the area have been excluded. Nonetheless, it is plausible that the findings are indicative of the Kleinvlei/ Blue Downs school district beyond the schools of the case study.

Although sufficient time was allocated to the period for participants to join the study, there was much less interest from boys, hence a gender imbalance is manifest. The allocated time for the study was after school, thereby excluding potential interested participants due to the existing transport arrangements. Only a few learners managed to make alternate transport arrangements. Generally, it was almost impossible to engage in any additional activities during the first and third terms at the schools in the study. The burden of numerous administrative issues brings with it a reluctance from the staff to engage in additional activities such as a research project in these school terms. Therefore, the activities of the study could take place only in the second and third term of the year. The COVID-19 pandemic between 2020 and 2021 also caused considerable delays in the study.

1.7.8 Confidentiality and anonymity

All the participants received a written and oral undertaking that participation in the study was voluntary. To strengthen confidentiality the identity of participants in the interviews and focus groups was concealed with alias names. This served a twofold purpose in the hope that participants would be less likely to hold back on sharing insightful information, nor would they fear victimisation for their expressed views beyond the study period. In the implementation of the intervention, the participants knew each other and worked together but their real names were not used in references to the data collection. Participants in the study were reassured that the data collected was confidential and would be used for the purposes of the study only. Many of the learners in the study were younger than eighteen years, which necessitated gaining parental consent. All these aspects of the study were communicated to the participants in advance before they shared information in the interviews, focus group discussions or completed semi-structured questionnaires. On each questionnaire there was a number and no indication of the learners' names. The LO educators at both schools ensured that a private space was made available for the interviews, groups discussions and completion of the questionnaires. I complied with all the arrangements and agreements as set out in the information and consent letters to all the participants.

Only the supervisors of my research have access to the data. The records of the data are kept safe and archived in the researcher's office according to the stated period by the Durban University of Technology (DUT) and afterwards will be shredded and discarded in all other forms. The participants in the ViE initiative could not remain anonymous given the nature of the intervention. I undertook with the participants that they would have an opportunity to ascertain and verify the truthfulness of the data before the submission of a final draft.

1.7.9 Validity and reliability

Validity and reliability denote the accuracy and consistency of the research (Heale 2015:66). In a mixed-methods study, it is important to consider the quantitative and qualitative elements of the research which have a bearing on the validity and reliability. In the qualitative aspects of the research, validity and reliability are conceptualised as trustworthiness, rigour and quality of data, and this includes the elimination of bias as attained through triangulation (Golafshani 2003: 604). In the quantitative component of the research, the three types of reliability referred to are: (1) the degree to which a measurement, given repeatedly, remains the same; (2) the stability of a measurement over time; and (3) the similarity of measurements within a given period (Kirk and Miller 1986, cited in Golafshani 2003: 598).

In this study the validity and reliability were safeguarded by mechanisms such as: 1) the advantage of a broad literature base for school violence, providing a resource whereby I could check the consistency of my research with the existing literature; 2) adherence to the ethical procedures of the research also contributed to this aspect of the research; and 3) triangulation which is a procedure used by researchers to search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell and Miller 2000, cited in Golafshani 2003:604). By applying triangulation, I was able to check whether the same views were expressed in the questionnaires, focus groups, and interviews. Any discrepancies presented opportunities for finding deeper meaning in the data and further research.

Multi-data collection methods enhanced the reliability of the study. The semi-structured questionnaires presented the learners with the opportunity to provide additional views and to explain in more detail whatever they were inclined to share on the topic. Similarly, in the semi-structured interviews and focus group discussions I ensured that the questions were understood by all participants, and I created an enabling environment for them to freely contribute their views and to share relevant information as required from the given questions. The use of three data collection tools increased validity as the strength of one method can offset the weakness of another. Although the application of the different methods enhanced the validity and reliability of the study, it should be noted that it presents unity-based peace education as an alternate to school violence as a case study at one Cape Flats school, hence the findings cannot be generalised.

1.7.10 Ethical Considerations

Ethics in research should matter to everyone, not just those who spend prolonged time in the field, and it is a continuing responsibility, not a discrete task to be ticked off a checklist (Fujii 2012: 717). Research ethics matter simply because social scientists can bring real harm to study participants and collaborators as “human subjects”. Social and/ or psychological harm can occur given that an innocent question may trigger emotions regarding sensitive issues (Svensson 2006, cited in Fujii 2012: 717). If scholars and graduate students are uncomfortable with navigating the many ethical challenges that arise when conducting research with human beings, we must remind ourselves that to enter another’s world as a researcher is a privilege, not a right (Fujii 2012: 722). Wrestling with ethical dilemmas is the price we pay for the privileges we enjoy. It is a responsibility, not a choice, and, when taken seriously, it may be one of the most important benefits we have to offer those who make a study possible. Prior to the commencement of the research, permission was granted in writing through the ethical clearance procedures of the WCED and based on this ethical clearance the principals of the

two schools also provided their consent for the research to proceed. No harm came to any participant during the period of the study in all the activities.

1.8 Overview of the thesis

The specific chapter outlines are as follows:

Chapter One: Background to the Study and Statement of the Problem - In this chapter there is an introduction to the study and a presentation of a brief background to the problem, in which the problem is stated and followed by the research objectives, delimitations, overview of the research methodology, limitations as well as a brief chapter outline of the whole thesis.

Chapter Two: Theoretical Framework – This chapter explores the theoretical underpinnings of this study, such as, violence, peace, conflict transformation, an ecological approach to risk factors in school violence, and worldview.

Chapter Three: School Violence Reduction Strategies - This chapter provides insights on violence reduction strategies. It examines the NSSF as a mechanism instituted by the DoBE and presents amongst other initiatives a range of school reduction strategies with varied degrees of effectiveness.

Chapter Four: Peace Education and Educating for Peace - This chapter defines peace education, provides the background to peace education, presents barriers to peace education, and pays attention to the lessons learnt in various applications of peace education. Furthermore, it advocates for unity-based peace education as a peacebuilding tool as an alternative to school violence.

Chapter Five: Research Design, Methodology and Data Collection- This chapter outlines research design and methodology which articulates the aims of the study. It includes a motivation for multiple data collection methods and describes the analysis of results against the backdrop of triangulation and themes derived from coding. Furthermore, it offers insights into the validity and reliability of the study, including confidentiality, ethical considerations, limitations of the study and chapter outlines of the thesis. It also provides the conceptual framework which determined the peacebuilding intervention implemented to address school violence.

Chapter Six: Violence at Two Schools on the Cape Flats - This chapter provides descriptions and analyses of the findings that were obtained at both schools. It provides insights on the

types, extent, and frequency of school violence, including risk factors as indicators of violence, the effect of school violence, and existing school violence strategies.

Chapter Seven: Adopting a Unity-based ViE Peacebuilding Strategy - In this chapter the implementation of unity-based peace education is discussed as the focus of the intervention to address school violence.

Chapter Eight: Discussion- In this chapter the focus is on educating for peace and creating a culture of peace. It includes the discussion of the application of unity-based peace education underpinned by the ITP in conjunction with the (2020- 2025) WCED T2P strategy utilising the ViE element.

Chapter Nine: Conclusions, Reflections, and Recommendations - This chapter shares conclusions and reflections based on the study. It also discusses recommendations to the DoBE and the research community for its consideration. Furthermore, it highlights worldview as a significant element of the ITP which underpins unity-based peace education in this study and features as its core characteristic for transformation.

1.9 Summary

In this chapter, I presented the background to the research context and the problem; clarified the statement of the problem; stated the purpose of the study and listed the research aim and objectives. It also includes information on the research design and methodology, theoretical framework, data collection methods and data analysis. The chapter elaborates upon the nature and dimension of school violence, risk factors contributing to school violence and its effect. Given that the study involved learners, educators and parents, ethical considerations were also provided.

Chapter Two: Theoretical framework

“Poverty is the worst form of violence.” (Gandhi n.d.)

2.1 Introduction

This chapter focuses on the key theoretical issues underpinning this study. In considering the complexity of school violence it became clear that a few theories were well suited to clarifying various aspects of school violence. Hence, I opted for a selection of theories viz., Johan Galtung’s theory of conflict, violence and peace (Galtung 1969), relevant to this study because of its emphasis on positive peace, which is more than the absence of war as it addresses structural violence and enables not only the termination of direct violence but contributes to justice and creating a culture of peace. I also rely on John Paul Lederach’s theory of conflict transformation which places emphasis on relational issues and the transformation of social conflicts. The conflict transformation theory states that conflicts can be transformed at the personal, relational, structural, and cultural level. All these levels are relevant in school settings when reducing school violence. Bronfenbrenner’s ecological theory (1979) was included as it provided a suitable framework for consideration of the risk factors which contribute to school violence. These risk factors are related to the human ecological systems pertaining to the family, the school, the peer group, the community, and life experiences over time which contribute to school violence. To decrease school violence these human ecological systems should provide positive factors to create peaceable schools.

Worldview is an important aspect of the study. According to the ITP, worldviews are supported by their foundational aspects of culture, also termed “social representations” and “cultural fabric” (Danesh 2006: 64). Essentially worldviews are associated with values, norms, beliefs and knowledge, obeyed and adhered to in various aspects in peoples’ lives. The unity-based worldview specifies that the maturity of humanity is directly related to the essential understanding and recognition that humanity is one. Accordingly, when adopting such a worldview a society embraces this principle and functions in the belief of unity in diversity. This worldview is aligned to values which advance a civilisation of peace, one which demonstrates equality and justice progressiveness. The unity-based worldview advocates gender equality, and as such involves the equal participation of women and men in the management of all affairs in human society.

In this study educating for peace is offered as an alternate to school violence. The unity-based worldview particularly in the context of peace education is aligned to building positive relationships for a culture of peace to emerge. Unity-based peace education is promoted by the ITP (Danesh 2006: 55) and advocates this conceptual framework as an alternative to school violence. The concepts in the mentioned theories are important as they are pertinent in reducing school violence in this study on the Cape Flats. The following sections provide clarity on the various concepts embedded in the selected theories which underpin the study.

2.2 Johan Galtung's theory on conflict, violence, and peace

In attempting a comprehensive definition of violence, Galtung (1969: 167) begins with the premise that violence is present when human beings are being influenced so that their actual somatic and mental realisations are below their potential realisations. The main point of such an approach as suggested by Galtung is to ensure that, any narrow concept of violence be rejected, which suggests that violence is somatic incapacitation, or deprivation of health, such as in the extreme case of killing for example, at the hands of a perpetrator who intends and plans such death, to be the result (Galtung 1969: 168).

Galtung (1969: 168) offers the following definition on violence for consideration: "Violence is that which increases the distance between the potential and the actual, and that which impedes the decrease of this distance." In such a definition, violence is defined as the cause of the difference between the potential and the actual, between what could have been and what is. In practical terms, today violence could be viewed as a person dying, as a result, of a lack of treatment for HIV/AIDS when life sustaining medication is available. In such an example, when death is avoidable, then violence is present. Similarly, when the actual is unavoidable, then violence is not present even if the actual is at a very low level. In previous centuries, life expectancy would have been lower, given that medical science was not as advanced as in the twenty-first century, and those deaths would not have been considered as violence then, whereas today, death because of polio (for example), is considered violence as it is avoidable. In education for example, in a South African context, some children have died on their way to school as they had to cross a river to get to school. Such deaths were avoidable if the correct measures were put in place timeously. According to Galtung's definition this is violence.

Galtung (1969:170-171) refers to direct and indirect violence. He uses terminology such as an actor in referring to direct violence. An actor carries out the violence directly, for example, when learners are fighting in a school playground. When the violence occurs in an indirect manner there is no actor that directly carries out the violence, but it emanates from a structure

or system. Through direct and indirect practices of violence people may be killed, mutilated, injured and hurt either physically or psychologically, and they may also be caught up in manipulative strategies (Galtung 1969: 170).

Through this understanding offered by Galtung on violence an important element of violence has been provided for this study in clarifying and understanding the various dimensions of violence. Galtung (1969) provides further clarity by pointing out overt and covert forms of violence, stating that overt violence refers to more direct forms of violence and covert violence refers to the indirect forms of violence. Direct or overt violence is physical or verbal and manifest in a direct manner, whereas covert violence is structural and for the most part is invisible. Corporal punishment inflicted upon learners by educators is a direct form of violence experienced by the learners. Structural violence is embedded in policies that are not conducive to progress and advancement by the ones affected by the institutionalised decisions and whose real needs are not met, whilst the needs of more privileged groups are realised (Galtung 1969). A school governing body (SGB) may institute a school fee policy which may limit racial integration in a school as poorer families from black communities may not be able to afford the set fees.

2.2.1 Structural violence

With structural violence the violence is built into the structure of society and manifests as unequal power and subsequently as unequal life chances (Galtung 1969: 171). For example, these skewed power relations manifest gross inequality which impacts on the lives of the marginalised members of society as reflected in differential morbidity and mortality rates between individuals in a district, between districts in a country, and between various nations in the global system, where people become deprived of the opportunities and spaces to organise themselves to act against an injustice and maintaining the system. Frustration from marginalised groups in such instances may result in bodily harm as they take on the issues, but at the same time much of the suffering comes from the structural violence (Galtung 1969: 177).

In the case of South Africa, structural violence was embedded in the legislated Apartheid era for nearly three decades and its legacy in an infancy democratic era is evident in a continuing struggle (Chisholm 2012: 81). In essence:

Apartheid, at its core, was also a patriarchal project: it promoted gender subservience, an elitist philosophy, and the subjugation of some human beings for the benefit of others. It established an aggressive misuse of power for the purpose of materialistic gain and thereby created an alienated sense of nationhood, particularly among the oppressed. In effect, it was a system of exploitation and

systemic oppression which also perpetuated great harm to the psychology of its victims and survivors (Bunting 1969, cited in Murithi 2021:23).

Galtung (1969: 138) asserts that the potential level of realisation is possible with a high level of insight and when the required resources are applied. If, however, the resources are monopolised by a group, through class or other formations, the actual level falls below the potential level, thereby manifesting structural violence. For example, the educational experience for learners in township schools is not the same as for learners in well-resourced urban middle class communities. Gangsterism on the Cape Flats has its roots in the Apartheid era and the Group Areas Act (1950) when people were forcibly removed from residential areas such as District Six (Bowers-Du Toit 2014: 2). Whilst learners are in school, some are not there for learning but are trapped in the gang culture inside and outside the school which is not easy to escape.

In some schools, more so than others, the racial composition of schools is changing but racism and racist tendencies which have divided a country over four centuries persist. Black learners from the township areas are commuting to better resourced schools in their desire for quality education and a better life. Even in township settings learners travel from one section of a township to another in search of a better schooling experience. With all this migration to schools, educators, learners, and the governing structures grapple with inclusiveness and diversity. Schools are having to learn to undo racism at all levels and long held prejudices find expression in decisions and policies in ways that at times upset other race groups at the school and in the school community. In extreme cases, racism at schools has been exposed in the media and schools have had to re-visit their decisions and policies and become aligned to the spirit of the Constitution (1996). Angered communities voice their concerns, and, in some instances, protest action and court cases follow. Racial integration and non-racist practices can be viewed as a long-term project in many schools, as South Africa is still healing from the past trauma inflicted by Apartheid. Structural violence continues when governing bodies act in the interest of the privileged race groups.

2.2.2 Cultural violence

The concept of cultural violence is defined as “any aspect of a culture that can be used to legitimise violence in its direct or structural form” (Galtung 1990: 291). When symbolic violence is built into a structure it does not kill or maim like direct violence, but it is used to legitimise, either form of violence, or sometimes both. Aspects of culture which are in the symbolic sphere of our existence include religion, ideology, language, and art which can be used to legitimise direct or structural violence (Galtung 1990: 296 - 302). The persecution of the Baha’i

community in Iran serves as an example of cultural violence within a theocratic state (Momen 2005: 221).

Across the world women have been treated unequally and continue to be denied their rights (Bulsari 2021: 11). This denial of equal rights to women and the girl child is a violation of human rights and a form of cultural violence that deprives the entire human family of its potential well-being and prosperity (Universal House of Justice 1985). In the school environment female learners and female educators experience unequal treatment at various levels based on the cultural beliefs pertaining to women and the girl child. The sex for grades practice in African schools, including South Africa, is a toxic blend of cultural violence and patriarchy in which mostly the girl child provides a male educator with sexual favours for grades (Gittins *et al.* 20011, cited in Garner 2014: 488). Even when parents know about the practice, they are likely to ignore it, rendering the male educator powerful and victorious, and the girl child another dropout victim of a vicious system. These practices perpetuate the unequal treatment of women, thereby subjecting them to the power of men in society.

In observing cultural violence some have also raised the issue of beauty standards as violence in identity erasure (Oyedemi 2016: 537). In this regard it is noted that black women have taken to skin bleaching (Lindsey 2011: 97) and hair straightening in their struggle with embracing their natural hair and skin which has become a painful experience in a world that dictates that white skin and straight hair is the standard of beauty (Bencosme 2017: 1). This issue of hairstyles in particular plays out in school rules and at times gives rise to major differences between the SGB and the parents and learners who do not subscribe to Western ideas of beauty, and who opt to wear their hair more naturally.

The moral red flag of cultural violence can be hugely challenging simply because it seemingly makes direct and structural violence appear to be right, in fact, it may even feel right as it may not in the least appear to be wrong (Galtung 1990: 291). This may be likened to the use of power and the legitimation of power as two challenges in specific contexts. For example, in violence studies the two challenges are the use of violence and the legitimation of its use. The psychological mechanism in cultural violence is that the use of violence becomes internalised (Galtung 1990: 292). What should be a moral red flag in society becomes highly acceptable.

2.2.3 A comparison of definitions of violence

It is useful to consider definitions of violence. The World Health Organisation (WHO) in its definition states that:

Violence is 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, maldevelopment or deprivation (Krug *et al.* 2002: 1084).

This definition takes in to account all types of violence and covers the full range of acts of commission and omission that constitute violence and outcomes beyond injuries and death. “Violence is the exertion of physical force to injure or destroy, accompanied by anger and hostility” (Daniels, Marshall and Ochberg 1970, cited in Zulu 2004: 170). It can also be defined as “the immoderate use of physical force exerted, for the purpose of, abusing, damaging and violating another person, property or oneself” (Bybee and Gee 1982, cited in Zulu 2004: 170). Violence has also been described as “any where there is a deliberate attempt to inflict physical harm” (Breakwell 1989, cited in Zulu 2004: 170). It is important to note that “all forms of violence are disruptive, and the impact of violence contradicts commonly held values of personal, family and societal wellbeing (McKendrick and Hoffman 1990, cited in Zulu 2004: 170).

According to the ecological model, complex interactions and factors that emerge from nested systems contribute to violence at the individual, family, community, and social level (Brankovic 2019). In South Africa the ecological model is promoted by the public health approach to violence prevention and advocates an interdisciplinary perspective, which combines psychological, sociological and criminological thinking on violence. In its typology of violence, it categorises violence as self-directed, interpersonal or collective. Self-directed violence occurs when thoughts or actions are oriented towards suicide or self-harm. Interpersonal violence takes place in two ways viz. between family members and between intimate partners inside the home. Community violence typically occurs in public places, and it is perpetrated by individuals who may or may not know each other. Collective violence is driven by political, economic and social factors.

The common thread in the definitions and descriptions of violence above is that any form of harm is its core characteristic, and in this regard Morison and Furlong (1994: 240) reframe school violence as harm.

2.3 Defining school violence

Khumalo (2019: 3) notes that various scholars hold different views on the construct of school violence, suggesting that such distinctions arise due to the different forms in which violence manifests itself. At this point, it is useful to refer to the meaning of violence, with the intention that it will assist in foregrounding a comprehensive conceptualisation of the concept. In their research, the State University of New York Press defines violence from three dimensions,

namely: direct violence which is intended to insult the basic needs of others (including nature); structural violence which is built into social and world structures as exploitation and repression; and cultural violence as aspects of culture (such as religion and language) legitimising direct and structural violence (State University of New York Press 2007, cited in Khumalo 2019: 3).

To these authors, “violence is anything avoidable that impedes human self-realisation” (State University of New York Press 2007, cited in Khumalo 2019: 3). It is therefore clear from the above-mentioned assertions that defining violence in a school context is multifaceted, and for this reason school violence is conceptualised as a “multifaceted construct that involves both criminal acts and aggression in schools, which inhibit development and learning, as well as harms the school climate” (Girmen *et al.* 2018; Furlong and Morrison 2000, cited in Khumalo 2019: 3).

School violence “encompasses physical violence, including corporal punishment; psychological violence, including verbal abuse; sexual violence, including rape and harassment; and bullying, including cyber-bullying” (UNESCO 2017: 8). It is viewed as that which involves any verbal or physical act which causes the intended victim pain while this individual is under the supervision of the school (MacNeil and Steward 2000; UNESCO 2017; Grobler 2018, cited in Khumalo 2019:3).

According to Zulu (2004: 170) school violence can be regarded as wilful and illegitimate acts of man-made violence; and it is also described as “any behaviour of learners, educators, administrators or non-school persons, who attempt to inflict physical injury on another person or to damage school property” (Van den Aardweg and Van den Aardweg 1983, cited in Zulu 2004: 170).

The SRSG (2012: 4) describes the reality of school violence as follows:

For many children, however, the school environment represents a very different universe, where they may be exposed to violence and may also be taught violence. Playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, or other forms of cruel and humiliating treatment at the hands of teachers and other school staff, are some common expressions of this phenomenon.

Burton and Leoschut (2013: 3) also point out that the term “school violence” erroneously conjures up an image of violence all too neat and well contained within the physical borders of the school. For the victims of school violence, it is also about the way school is experienced, meaning the daily activities associated with school in total which make up the school experience. For example, travelling to and from school, or waiting for caregivers outside the

school grounds, are also real spaces of violence for some learners. In addition, in a digital era, although cyberspace has no boundaries much harm can be inflicted through online aggression in the form of fights and threats, the posting of hurtful and rude rumours, messages and images, as well as the exposure of embarrassing secrets to name a few examples of this.

In attempting to understand and address violence in schools, the NOVA RES Project defines violence in such a context as:

... aggressive behaviour, which may be physically, sexually, or emotionally abusive. The aggressive behaviour is conducted by an individual or group against another, or others. Physically abusive behaviour is where a child, adolescent or group directly or indirectly ill-treats, injures, or kills another or others. The aggressive behaviour can involve pushing, shoving, and shaking, punching, kicking, squeezing, burning or any other form of physical assault on a person or on property. Emotionally abusive behaviour is where there are verbal attacks, threats, taunts, slugging, mocking, yelling, exclusion, and malicious rumours. Sexually abusive behaviour is where there is sexual assault or rape (Pedro 2012, cited in Parker 2018: 22).

This definition assists in understanding the context in which school violence takes place and the interactive nature of the different occurrences of violence. The aftermath of violent incidents has far-reaching effects not only on the individual but also families, communities, and society too. Likewise, it is acknowledged that experiences of violence during adolescence and childhood will affect the health, wellbeing, and capacity of the next generation to shape society, as they navigate rapid social and political change (Elghossain *et al.* 2019, cited in Khumalo 2019: 3).

Henry (2000: 16 - 29) purports the importance of including the wider context of violence, in that it shapes the more visible forms of violence and provides a more inclusive integrated definition of school violence as follows:

... school violence is the exercise of power over others in school-related settings by some individual, agency or social process, that denies those subject to it their humanity to make a difference, either by reducing them from what they are, or by limiting them from becoming what they might be.

These descriptions and insights above shed light on the construct of school violence and point to the need to address violence in all schools and educating for peace. School violence is increasing as a social problem and becoming a matter of concern; and researchers and school officials are adopting diverse intervention measures to attenuate the emerging difficulties and complexities in attempting to define and manage school violence (Ortega *et al.* 2001, cited in von Reininghaus *et al.* 2013: 220).

There are those who are opposed to the use of the word violence when discussing strategies to address school violence, and their suggestion is that perhaps the Spanish terminology *convivencia* which means “living together in harmony” is more positive and an encouraging way of advancing the discourse at an international level (Smith 2003, cited in Garner 2014: 485). According to these authors, with this shift in language, school violence reduction is replaced with programmes which focus on the creation of *convivencia* rather than the elimination of violence. Similarly, the focus of this study which emphasises educating for peace, is aligned to this approach of living together in harmony.

2.4 Conceptualising peace

It must be acknowledged that for the most part peace has often been defined negatively as the absence of war and physical violence (Gawerc 2006: 438). In presenting a broader and more positive definition of peace, Marcantonio (2017:80) refers to Johan Galtung, considered one of the founders of peace research as an academic field, who differentiated between negative and positive peace, clarifying that negative peace is the absence of direct violence, such as when people are killed. Conversely, positive peace includes the absence of structural violence, because of poverty, including cultural violence that blind people to injustice or enable them to rationalise it.

Marcantonio (2017:80) clarifies that structural violence manifests as violence that is systemic and institutionally entrenched in a society resulting in the lack of social justice; and cultural violence includes all aspects of culture that can be used to rationalise or legitimise direct or structural violence. Clearly, negative peace which seemingly projects order and the cessation of direct violence may not be consistent with justice, whilst the positive peace of reconciliation and psycho/social healing presumes it (Galtung 1990, cited in Gawerc 2006: 439).

Based on Galtung’s ideology negative peace displays the absence of direct violence, war, fear, and conflict at the level of individuals, national, regional and international areas; whilst positive peace manifests the absence of unjust structures, unequal relationships, and evidence of justice and inner peace at the individual level (Alimba 2013: 342). The author aptly points out a crucial clarification, stating that at whichever angle peace is given consideration, it must incorporate the attributes of justice, security, integration, co-operation, and collaboration in advancing its status in definitions, and making it acceptable to be consumed by scholars. These vital related elements of justice therefore underscore the necessity of peace in achieving sustainable development in any society. In this regard, Grewal (2003: 27) points out that Galtung, concludes that violence and peace breed themselves and that positive peace is the best protection against violence.

2.5 Peace-making, peacekeeping, peacebuilding

It is useful to note that Galtung's typology of peace makes a three-way distinction, namely: peacekeeping, peace-making and peacebuilding. This is mainly to guide the efforts of third-party interventions and to clarify the roles that are required. The distinction points out that: conflict research has typically focused on peacekeeping which refers to the negotiation process that takes place between decision makers with the main purpose of reaching an official settlement or resolution pertaining to specific conflicts; peacekeeping involves third-party intervention to keep apart warring groups and maintain the absence of direct violence or reduce it; and peace-building, focuses on the social, psychological, and economic environment at the grassroots level (Gawerc 2006: 439).

Cremin and Guilherme (2016: 1128) clarify that peacekeeping is reactive as it becomes necessary either because violence has already occurred, or violence is likely to occur between parties best kept apart as there is either (1) a lack of willingness by one of the parties, or (2) by both, to engage in peace-making or peacebuilding. By this description peacekeeping is connected to negative peace and is simply the mere aversion of immediate conflict, and not in any way dealing with the root causes. Similarly, peace-making is associated with negative peace as it is reactive given its focus on helping conflicting parties to deal with violence that has already taken place, and it involves creating the right conditions for the development of dialogue between the parties (Cremin and Guilherme 2016: 1128).

Peacebuilding is an intervention following violent conflict to restore peace and prevent a return to violence (Githaiga 2016: 35 - 36). Like the definition of peace, the definition of peacebuilding is context dependent. For example, the United Nations (UN) views peacebuilding as an activity to follow successful peacekeeping and prevent a return of violence. Cravo (2018: 49) states that peacekeeping and peacebuilding are dubbed "inseparable partners" and peacekeepers as "early peacebuilders" since peacebuilding cannot act without peacekeeping and the latter does not have an exit strategy without the first. The author considers the process of peacebuilding on a continuum: between negative peace and positive peace, between stabilisation and development, and between structural prevention and consolidation.

Peacebuilding is a complex term with various implications in diverse settings. For example, in a school setting where learners from diverse racial and cultural backgrounds interact in a learning space against the backdrop of the legacy of apartheid in South Africa, peacebuilding in such a context would include efforts towards social reconciliation; improvement of the institutional relationships not only in matters pertaining to its own functioning but also in relation to its community; and nurturing tolerance and peaceful co-existence. The term refers to such

efforts exerted in rebuilding broken relationships as well as breaking the cycle of violence, and particularly so by addressing the root causes, in addition to developing the peacebuilding capacity of actors at the local level.

Those involved at the international level have learned that peacebuilding requires sustained, cooperative work on underlying economic, social, cultural, and humanitarian problems (Annan 2005). In the context of the work of the UN and the international Community in dealing with conflict situations, in the Agenda for Peace (1992), Boutros-Ghali proposed responsibilities referring to four major areas of activities viz.: preventive diplomacy, peace-making, peacekeeping, and post-conflict peacebuilding. In this framework, he indicates that at different times in the varied contexts, a variation of progressive response mechanisms and functions are required to promote the resolution of conflict and sustaining peace. Barnett *et al.* (2007:42) perceive peacebuilding as efforts towards building positive peace by eradicating the root causes and building capacity for more feasible options for resolving differences.

According to Gawerc (2006: 439):

...the intention of peacebuilding is to create a structure of peace that is based on justice, equity, and cooperation (i.e., positive peace), thereby addressing the underlying causes of violent conflict so that they become less likely in the future. In the literature, peacebuilding is recognized as dynamic, having something to contribute in every phase of a conflict, and always moving/changing in response to the situation and the stage of the peace-making efforts.

Paffenholz (2009:5) acknowledges that peacebuilding is still an under-theorised concept and asserts the necessity to engage in consistent theoretical reflection whilst carrying out peace work. The author also points out that theories have an impact on realities and in this light draws attention to where one's underlying theories come from, as it is the first step in a practitioner's reflection on peace work.

Barnett *et al.* (2007: 52) point out that notwithstanding a consensus definition emerging at the UN, there continues to be significant disparity in the meaning of peacebuilding because organisations tend to adopt a meaning of peacebuilding that is aligned to their existing mandates, worldviews, and organisational interests. Hence, whilst there is support for peacebuilding, organisations will manifest substantial differences regarding the interpretation of the meaning and practice of peacebuilding.

Over time the realisation dawned that conflicts did not often end and that they were not always solved, and at times it appeared that it may not even be desirable to stop a conflict, particularly if it will perpetuate injustice (Gawerc 2006). This shed a light on the need for an approach of seeking the best way of guaranteeing the durability of agreements through proactive efforts

and enabling higher mutual participation by the conflicting groups, thus resulting in the development of the term conflict transformation, now well defined in peace studies and conflict resolution studies (Gawerc 2006: 439).

Peacebuilding as a human interest is undoubtedly one of the most intricate endeavours (Paffenholz 2009: 3). From various peace theories, models, and practical experiences a range of schools of thought have evolved, producing their own rationality and specific terminology. In the next section I provide insights on John Paul Lederach's (1996) theory of conflict transformation.

2.6 John Paul Lederach: Conflict transformation theory

Amidst various theories on peace, the most influential ones are conflict management, conflict resolution, conflict transformation and peacebuilding. Before describing conflict management conflict resolution and conflict transformation, the term conflict is clarified for the purposes of this study.

Lederach (1999:18) views conflict as natural and inevitable in human existential dynamism, and good as a motor of change. Social conflict is defined as:

A phenomenon of human creation, lodged naturally in relationships. It is a phenomenon that transforms events, the relationship in which conflict occurs, and indeed its very creators. It is a necessary element of transformative human construction and reconstruction of social organisation and realities (Lederach 1995:17).

Researchers have tended to define conflict in broad terms. For example, Jehn and Bendersky (2003) defined conflict as "perceived incompatibilities or discrepant views among the parties involved" (Tjosvold 2006: 89). De Dreu *et al.* (1999) argued that conflict involves "the tension an individual or group experiences because of perceived differences between him or herself and another individual or group" (Tjosvold 2006: 89).

Typically, the term conflict conveys the assumption that conflict is about differences and incompatible goal frameworks in win-lose scenarios (Tjosvold 2006: 89). However, Lederach's definition of conflict provides a constructivist approach to understanding and transforming conflict. Understanding this context which includes cultural and religious aspects is a key component likely to enable effective responses to the manifestations of conflict. Furthermore, Lederach points out that the conflict can be constructed and deconstructed by the same actors. Clearly Lederach is indicating that the power to transform a conflict resides with the conflicting parties.

Conflict is largely informed by attitudes, behaviour and contradictions Galtung (1996:14). Conflict can be latent or overt and the types of conflict are varied including political, relational, economic, and social and interest-based conflict. There are multiple causes for conflicts too. At a school, for example, a conflict pertaining to school uniforms may result in protest action. When conflict is handled in a constructive manner the outcome is likely to be positive with desired changes evident. However, if the conflict is handled negatively the outcomes may be catastrophic (Galtung 1996: 14).

The differences between conflict management, conflict resolution and conflict transformation are pointed out in the following sections.

2.6.1 Conflict management

Ending wars through different diplomatic initiatives is the approach adopted by the conflict management school (Paffenholz 2009: 3). As the oldest school of thought it is closely linked to the institutionalisation of peacebuilding in international law; and typically, peacebuilders according to the reasoning of this school are external diplomats from bilateral or multilateral organisations, identified as the leaders of the conflicting parties to bring to the negotiating table (Paffenholz 2009: 3). In this regard, the short-term management of armed conflict is cited as its focus. The major contribution of the conflict management school is its focus on those in power who, can bring large-scale violence to an end through a negotiated settlement Paffenholz (2009: 3). The main critique levelled at the conflict management school is its tendency to concentrate solely on the top leadership of the conflicting parties (Lederach 1997, cited in Paffenholz 2009: 3); and in many instances have ignored the need for facilitation by different external and internal actors before, during and after the negotiations (Paffenholz 1998 and 2000, cited in Paffenholz 2009: 3). Overlooking the deep causes of conflicts is a significant omission in this approach (Hoffman 1995, cited in Paffenholz 2009: 3).

A conflict management approach to addressing school violence yields temporary results in that the leadership of the school may adopt a decision without consultation with other stakeholders in a given situation. Order may be restored but beneath the surface there may be growing discontent amongst learners, educators, and parents.

2.6.2 Conflict resolution

The approach adopted by the conflict resolution school is to solve the fundamental causes of the conflict and to focus on rebuilding the destroyed relationships between the parties (Paffenholz 2009: 4). From its inception and early period, the peacebuilders of the conflict resolution school often emanated from Western academic institutions conducting conflict

resolution workshops with non-official actors close to the conflict parties (Paffenholz 2009: 4); but through the evolution of the approach, the range of actors was considerably increased.

The author notes that whilst initially the approach tended to be elitist in its operation, it eventually embraced a general civil society and grassroots approach, comprising of a broad range of actors inclusive of individuals, communities, and organised civil society groups; generally in its approach all actors aim at addressing the root causes of the conflict with relationship building and long-term resolution oriented approaches, never representing a government or international organisation; and the main suppliers being international non-governmental organisations (NGOs) who often work together with national and local NGOs. In practical terms, the main activities carried out are dialogue projects often between groups or communities, peace education, training specific to conflict resolution to augment the peacebuilding capacity of actors from a single group or various groups, including workshops on conflict resolution (Paffenholz 2009: 4).

In its critique of the conflict resolution school, the conflict management school points out that improving communications and building relationships between conflicting parties does not necessarily result in agreements to stop wars (Paffenholz 2009: 4). The approach has also been critiqued for its assumptions that the work of civil society and the grassroots does not inevitably extend to the national level (Paffenholz 2009: 4). In the context of school violence, it may occur that through a conflict resolution approach a specific school violence matter is resolved locally at the level of one school but if the problem persists in a district or province, the harm continues in that region.

2.6.3 Conflict transformation

John-Paul Lederach (1995) developed the first comprehensive and extensively considered transformation-oriented approach (Paffenholz 2009:4). The conflict transformation school focuses on the transformation of deep-rooted armed conflicts into peaceful ones, based on various understandings of peacebuilding. This school shifts the emphasis from conflict resolution to conflict transformation. Accordingly, Lederach emphasises the need to resolve the predicament between short-term conflict management and long-term relationship building, including the resolution of the fundamental causes of the conflict. He suggests that to build the long-term infrastructure required for peacebuilding, the reconciliation potential of society must be supported (Lederach 1997, cited in Paffenholz 2009:5). Lederach provides further insights on the conflict transformation approach as follows: there is a need to restore the broken relationships and to focus on reconciliation within society and to strengthen society's peacebuilding capacity; third party interventions should focus on supporting the internal actors

and direct external peace efforts; whilst it is necessary to be sensitive to the local culture and to be cognisant of the necessity of a long-term time frame (Paffenholz 2009: 5). The key focus of this approach is on peace constituencies, by identifying individuals and groups and empowering them to build peace and assist with reconciliation.

In the *Encyclopaedia of Conflict Resolution*, in-depth descriptions are provided on the range of development around the term transformation (Burgess and Burgess 1997, cited in Botes 2003: 3). These authors refer to at least three ways in which theorists and practitioners tend to use the term as follows: the first group describes an essential change in the relationship between parties and a change in acknowledging each other's ethnic and national ambitions; the second group of theorists speculates that societies are transformed when inequities and injustices are corrected as a result of fundamental social and political changes, thereby providing all groups with their fundamental human needs (by implication transformation is defined as the restructuring of social institutions as well as a redistribution of power from high-power groups to low-power groups); and the third group refers to changes in individuals with their reference to "transformative mediation" referring to the design of the approach which focuses on changing the consciousness and character of human beings.

For some, conflict transformation is viewed in the context of a continuum, typically beginning with conflict settlement, then conflict management, to conflict resolution and the end step is conflict transformation (Botes 2003: 3). In distinguishing between resolution and transformation, it is clarified that "conflict resolution means solving the problems that led to the conflict, and transformation means changing the relationships between the parties to the conflict" (Botes 2003: 3). It is important to note that the term has salience in asymmetric conflicts, given that the aim is to transform unjust social relationships (Botes 2003: 3). According to Botes (2003: 3) this points to the link between conflict transformation and social or systemic change.

Whilst not everyone agrees that conflict transformation has a significant departure from conflict resolution it should be noted that Lederach as a key proponent of conflict transformation offers the following insights: (1) the term conflict transformation arose from a search for an accurate term to describe the complete peace-making and peacebuilding venture, meaning the use of a concept that includes a holistic approach and understanding which is more than the management or resolution of conflict, in other words, it offers more than the mere elimination or control of conflict; (2) conflict transformation brings an elevated contribution to the discussion in that it points to the intrinsic dialectical process, the ability to change the dynamic of the conflict and the relationship between the parties, and especially so with the potential to transform the very creators of the conflict; (3) the transformation process provides

“transformative human construction and reconstruction of social organisation and realities”; and (4) it entails a long term transformative process in which hostile relations are modified by education, advocacy (nonviolent activism), and mediation (Botes 2003: 3-4).

In providing reasons for the conflict transformation perspective having more to offer, Galtung asserts that underlying the conflict resolution perspective is an assumption that each conflict has a finite life and a clear termination and can, therefore, be resolved or avowed intractable (Galtung 1995, cited in Botes 2003: 5). Hence, the author builds the argument that since conflicts are these never-ending waxing and waning social interactions, it is likely that the continuous energy and behavioural contradictions emanating from such cycles will not be responsive to resolution but would be calling for transformation.

Conflict transformation denotes “the process of moving from conflict-habituated systems to peace systems” (Botes 2003: 7). Accordingly, the author clarifies the following regarding conflict transformation: this process is distinguished from conflict resolution given its focus on systems change; often the social conflicts are deep-rooted or intractable and are described by these names based on the reality that the conflict has created these patterns characteristic of the social system. Therefore, with the social system as the unit of analysis, the term “resolution” becomes less appropriate; and it is important to note that transforming deep-rooted conflicts is partially about “resolving” the issues of the conflict – but the main issue is systemic change or transformation. Systems cannot be “resolved,” but they can be transformed, thus the use of the term conflict transformation (Botes 2003: 7). Similarly, some theorists have alluded to the impression of conflict transformation as an ongoing, never-ending process (Galtung 1996; Väyrynen 1991; Lederach 1997 cited in Botes 2003: 7), viewing it as an opportunity to create “new social relations, institutions, and visions” (Botes 2003: 7).

In Figure 2.1 Paffenholz (2009:7) provides a map which can assist to visualise the development of a strategy to constructively transform conflict. According to the author this transformational work has three components each one representing a point of enquiry in the development of a response to conflict. These are: 1) the presenting situation; 2) the horizon of preferred future; and 3) the development of change processes linking the two. It is important to note that the movement from the present toward the desired future is not a straight line.

In the study these three components became clear once the reality of school violence became evident from the data collection process as the presenting situation in the diagram (Figure 2.1). The design of the intervention and the implementation of a strategy to reduce school violence formed part of the horizon of the preferred future in step 2. The third step involved

the development of change processes which in essence requires the school to keep working on the positive factors which create a culture of peace as part of a process of change.

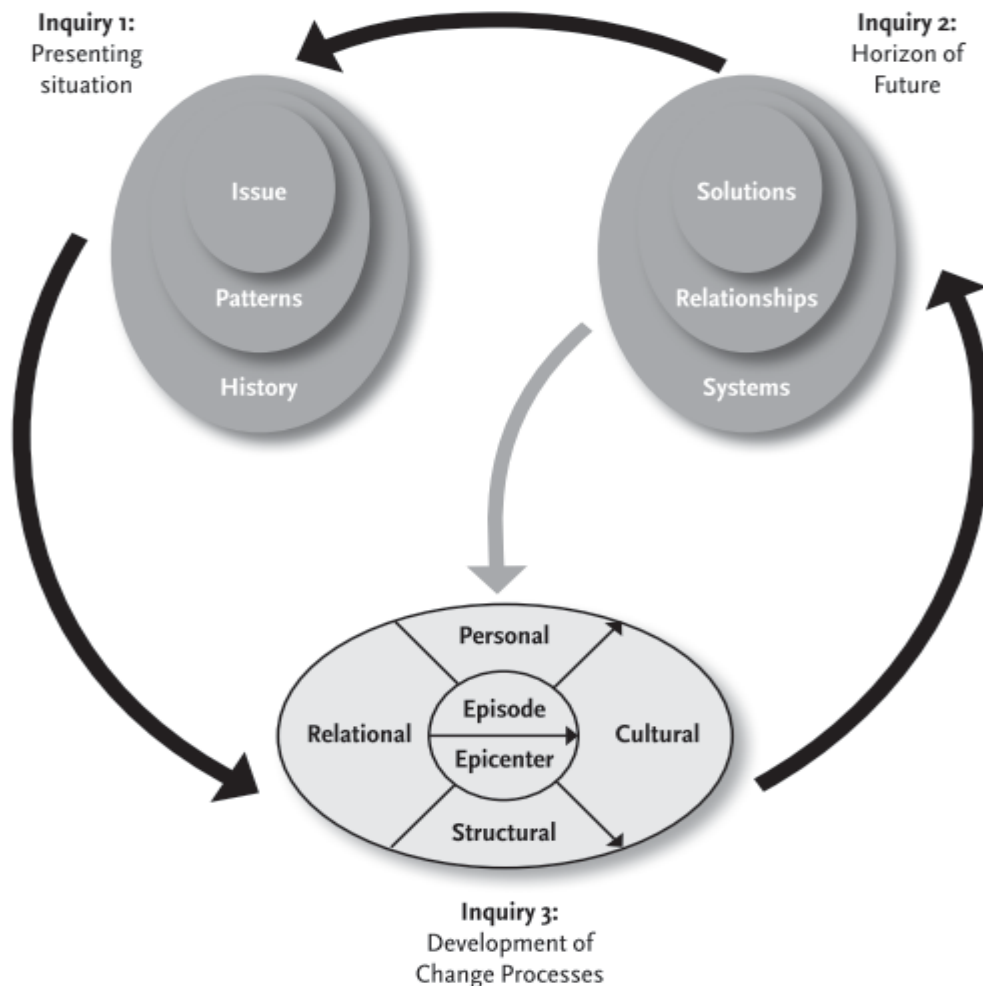


Figure 2. 1: The big picture of conflict transformation (Source: Nicholson n.d.)

2.7 Bronfenbrenner’s (1979) ecological theory

The ecological theory of child development was introduced by Uri Bronfenbrenner, a psychologist from Cornell University in the United States of America (USA) (Analisa 2019: 239). Ecological theory considers that environmental contexts influence human development. It points out that reciprocal relationships between individuals and the environment shape the behaviour of the individual. The ecological theory views human interaction in systems or subsystems. Bronfenbrenner provides the following definition of ecology:

The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which, the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded (Bronfenbrenner 1979, cited in Analisah 2019: 239).

Bronfenbrenner's definition on ecology points to three important things, namely: (1) a person's development is not only seen as a clean slate influenced by the environment, but grows dynamically, moves progressively and reshapes the environment in which a person lives; (2) requires a reciprocal process, mutual influence and direct interaction between individuals with the environment; and (3) the environment as a place for the development process is not limited to just one setting but is an interrelated unit between several settings (Gamayanti 2014, cited in Analisah 2019: 240)

Every biological organism develops in the context of an ecological system that can support or weaken its growth. For example, people study the ecology of forests if they want to understand more about trees. Similarly, it is necessary to understand the development of the human environmental ecology to understand human development (Papalia 2008, cited in Analisah 2019: 240). In Figure 2.2, below, these interactions are represented in Bronfenbrenner's ecological theory which consists of five environmental systems ranging from personal interaction to the influence of wider culture. Bronfenbrenner refers to these systems as the microsystem, mesosystem, ecosystem, macrosystem, and chronosystem.

The microsystem is a setting where individuals spend a lot of time. Some contexts in this system include families, peer groups, schools, and neighbours. In this microsystem, individuals interact directly with parents, educators, peers, and others. According to Bronfenbrenner, learners are not passive recipients of experience in this setting, but they are individuals who interact reciprocally with others and help construct these settings (Papalia 2008, cited in Analisah 2019: 240).

The mesosystem consists of the relationships and processes that occur between two or more settings that contain people who are developing (for example, the relationship between home and school, and school and the workplace). In other words, a mesosystem is a system of microsystems. For example, an encouraging aspect of a healthy mesosystem is experienced when learners who are given more opportunities to communicate and make decisions, whether at home, at school or in the community, show better initiative and academic value (Epstein 1983, cited in Analisha 2019: 240).

The ecosystem is a larger social system in which learners are not involved in direct interaction, but the system exerts an influence on the development of the learner's character. For example, sub-ecosystems consist of the environment of the workplace of parents, acquaintances of siblings, siblings, or other relatives, and regulations from the school. In practical terms the working schedule of a mother in her job can affect the relationships in the home. If she is promoted to a higher position in her job, for example, this may place demands on her time at home and may impact negatively on the child-parent relationship but may also present in conflict situations at school. Other sub-ecosystems would be the media such as television and newspapers, and extended family. In addition, in school administration the SGB determine and apply policies that may affect learners in a positive or negative way.

The macrosystem entails broader culture. Culture in its broadest context includes the role of ethnicity and socio-economic factors in child development. Culture is the widest context in which learners and educators live, including the values and customs of the community. For example, in some cultures traditional gender roles are the norm and education systems promote male domination. On the other hand, in Western societies schools may actively express the value of equality between men and women. Another aspect of the macrosystem is the learner's socioeconomic status such as in poverty which affects the developmental factors of learners and their ability to learn, although some learners from poor neighbourhoods may display resilience in confronting challenging conditions. On the other hand, harsh economic conditions may contribute to school violence. Other macrosystem sub-systems consist of the ideology of the state, government, religion, and law.

The chronosystem is a sociohistorical condition of human development. It includes changes and consistency over time not only in a person's characteristics but also in the environment in which the person lives. An example is this is the digital age in which the current generation of learners has been raised. They are the first generation growing up with the use of computers and continuous exposure to social media with a range of dangers never experienced by the generations before. Amongst these dangers would be cyber-bullying with its devastating effects.

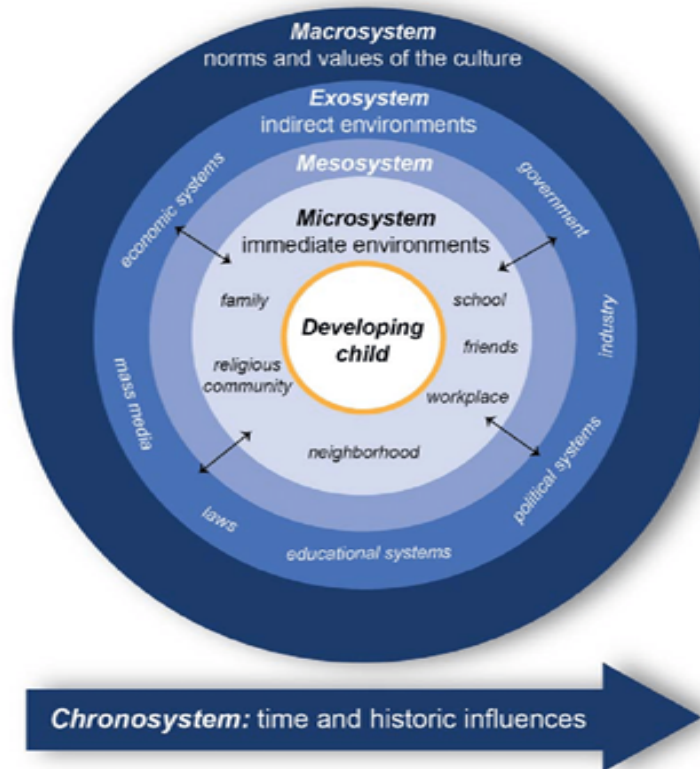


Figure 2.2: Bronfenbrenner’s ecological model of human development approach (1979) (Source: Nicholson n.d.)

2.8 The application of Bronfenbrenner’s ecological theory to school violence in South Africa

Caution has been expressed regarding the causes of violence given that information currently presented in many studies signifies a set of well-replicated risk factors or indicators, and as such, “this is a far cry from grasping the precise nature of causal mechanisms” (Ward *et al.* 2013: 38). For the purposes of this study, I have adopted Bronfenbrenner’s (1979) ecological approach to identify risk factors related to violence affecting the individual, family, school, peer group and community. Researchers seem to agree that violence and antisocial actions have multifactorial origins, however, there is a view that the information is insufficient to reduce these factors to a “much more limited set of causal mechanisms” (Ward *et al.* 2013: 38).

The complexity of causal and contributory factors for antisocial behaviour, including violence and the relationships between must be acknowledged (Ward *et al.* 2013: 68). Most explanations for the development of these behaviours highlight that risk factors function and interact on various levels, namely, at individual, familial and community levels, with added aspects from peer groups, schools and other 'everyday' settings given that young people interact regularly and frequently (Ward *et al.* 2013: 68).

In the South African case, there is a need to be aware of a range of contextual drivers to antisocial and violent conduct in young people (Ward *et al.* 2013: 68). A very significant component emphasised is the long-term deep poverty, and in some instances chronic poverty, in which many children grow up (Du Toit 2005: 4). Ward *et al.* (2013: 69) asserts that poverty by itself does not cause violence, but it may increase the effect of other risk factors, such as in the example of the likelihood of some youth turning to crime to take care of needs such as food and clothes, or at times it may be to redress the exclusion felt through not having material goods that define social inclusion. Especially in the cities, poverty environments are spaces associated with drug dealing, and well-known to be associated with violence (Leoschut and Burton 2006, cited in Ward *et al.* 2013: 68).

In the next section I provide insights on risk factors associated with school violence from an ecological perspective within a South Africa setting.

2.8.1 Microsystemic risk factors

In socialising children, it is the everyday contexts of child development that are the most powerful (Bronfenbrenner 1979, cited in Ward *et al.* 2013: 69); and whether children learn to be violent or prosocial, depends on the interactions between their unique individual attributes and the offerings of their socialising conditions.

2.8.1.1 The family

Given that the family is one of the most powerful socialising environments for children, its effect continues through adolescence (Aymerich *et al.* 2018: 2962). Many risk factors for youth violence identified are in the family. Some of the risk factors pertain to family conflict and violence, caregiver criminality, antisocial siblings, large family size, low maternal education and low maternal age, poor family management practices, harsh and/or inconsistent disciplinary practices, poor monitoring and supervision of child activities, permissive or lax parenting, low family bonding (Ward *et al.* 2013: 70) and lack of parenting from fathers with a nurturing style (Clowes *et al.* 2013: 263).

Family conflict and violence: When children are exposed to antisocial norms that present violence as an acceptable means of problem-solving it normalises the incidence and practice of violence (Lamb and Snodgras 2013: 4). Violence in the family of origin serves as an indicator in predicting physical and psychological abuse in intimate partner relationships in later years (Jamieson *et al.* 2018: 85). It has been revealed in international studies that harsh or even inconsistent disciplinary practices, including severe physical punishment and abusive treatment, are key factors in the development of antisocial, including violent, behaviour (Patterson *et al.* 2017: 264). In South Africa, a national survey found that although many South African parents accept that corporal punishment is not an appropriate approach to discipline, 57% of parents smack and 33% beat their children. At the time of the survey these rates were lower than those that are found in many other parts of the world but are still unacceptably high (Ward *et al.* 2013: 70). Children whose parents are tender-hearted and affectionate, responsive to their child's temperament and who teach them empathy for the wronged person, enable the development of guilt, whilst the development of guilt is repressed in children who are neglected by their parents, or are exposed to physically abusive or punitive disciplinary practices by their parents (Mahlangu *et al.* 2021).

In considering factors that contribute to learner aggression, data revealed that there are three core factors, namely, family factors, environmental factors and school factors (Singh and Steyn 2013: 3). The family background, with specific reference to broken homes, poverty and poor parenting, is a major contributing factor to learner aggression. Studies have found that domestic violence not only affects children emotionally and physically, but according to Pingley (2017: 27) witnessing violence also affects children cognitively, socially, and behaviourally. The findings of a study by Aymerich *et al.* (2018: 2962) indicated that the affective involvement of parents in the socialisation of their children is fundamental for the proper psychological and emotional adjustment of adolescents. The results also showed that hostility and compound hostility are higher in adolescents raised in authoritarian and authoritative families, than in adolescents nurtured in indulgent families. In addition, it was noted that a strict imposition of a mother had the greatest effect on hostility, including a low acceptance/involvement of the father.

Caregiver criminality and anti-social siblings: Caregiver and sibling criminality also provide children with direct role-modelling of deviant behaviour, which at times may include violence, and may provide children access to social environments through common friendship circles with the abusive caregiver or sibling, that similarly model and/or reward deviant behaviour (Ward *et al.* 2013: 71). In this regard, it is concerning to note that 10.5% of young people surveyed in the National Youth Victimisation Survey in South Africa reported that their parents

had engaged in behaviours that could get them into trouble with the law (Leoschut and Burton 2006, cited in Ward *et al.* 2013: 71).

Low maternal education, low maternal age, and poor family management practices: The relationship between large family size, low maternal education, low maternal age and youth violence is more than likely to be associated with poor family management practices, in conjunction with harsh or inconsistent disciplinary methods and poor monitoring and supervision of the activities of children. Not only does large family size make it more challenging to monitor children in the case of low maternal education and age, but it brings added stress in parenting (Huang *et al.* 2019: 1368), given the likely consequences associated with less knowledge of young mothers regarding effective child-rearing practices. In the aetiology of violent behaviour which includes bullying, there is also an association with emotional abuse (Kircaburun *et al.* 2019; Zurbriggen *et al.* 2010).

Family poverty: Research suggests that poverty is more associated with continuity of violence than with its onset, therefore, once involved in a violent lifestyle, socio-economically deprived young people are less able to access prosocial opportunities (Brown *et al.* 2016: 104). Numerous South African families are living in conditions of deep poverty - during the COVID-19 pandemic it was reported that up to 60% of people lost their main source of income and there were indications that people had not eaten for seven days (Wills *et al.* 2020: 2). This stark reality of dire poverty is the breeding space for an increase in the already high levels of violence.

According to Anakpo and Kollamparambil (2021: 1) intact married and cohabiting households indicate significant positive relationship with household reported well-being, and subjective wellbeing, respectively. Furthermore, the authors state that extended households, households headed by females and grandparents, have significantly negative relationships with household income and consumption. Koomson and Churchill (2022) aptly make the connection between the energy crisis in South Africa and poverty particularly with the black communities hardest hit by loadshedding.¹

Whilst findings from other settings suggest progress in women's economic conditions in general tend to protect them against intimate partner violence (IPV), associations between women's economic situation and empowerment indicators, such as contribution to household

¹ Loadshedding describes planned blackouts in cases when the need for electricity exceeds available requirements. Loadshedding has become a common feature of South African life (Koomson and Churchill 2022).

income and household decision-making and IPV are inconsistent (Ranganathan *et al.* 2021: 7766). This lack of decision-making opportunities for women is a likely contributor to family violence. I would suggest that the application of the tool of consultation is a very important aspect of addressing the decision-making imbalance in which men dominate and women are expected to carry out decisions handed down to them.

2.8.1.2 The school

Schools are important spaces for child socialisation, exhibiting a propensity for being increasingly important as children advance into adolescence (Paus-Hasebrink *et al.* 2019: 121). Children with poor academic performance at school, those who drop out or who are not much interested in school, those who express low educational ambitions, and those learners often changing schools are more likely to engage in violent behaviour (Ward *et al.* 2013: 72). If the parents value education, it is likely that the child will too, but this will also be affected by the characteristics of schools themselves. The promotion of academic competence is manifest in schools that have a clear mission, are focused on high quality teaching (Paus- Hasebrink *et al.* 2019: 5), monitor the progress of learners, and engage in staff development (Masten and Coatsworth 1998, cited in Ward *et al.* 2013: 72). Effective schools with these characteristics exemplify the ability to model prosocial behaviour, reward such behaviour, and play a significant role in assisting with the development of self-efficacy aligned to prosocial norms. Challenging school environments result in teaching time being crowded out by the many other responsibilities thrust upon educators, to the extent that they are spending (on average) just under half of the school time on teaching (Losen and Whitaker 2021: 12).

In addition, research indicates that high numbers of students fail at most levels of the system (Lubbe 2017) specifically indicating high levels of grade repetition in South African schools which presents a significant hurdle as very few youths successfully complete matric (Branson *et al.* 2014: 1). How dropouts fill their time is a major concern for their future lives, as leisure boredom is a significant contributor to risk behaviours, which includes violence among young people (Ward *et al.* 2013: 72) The National Youth Victimization Survey not only raises concern about South African schools as they directly model violence for learners, for example, the continued use of corporal punishment as in caning or spanking despite it being illegal to do so, but indicates that 51.4% of the respondents in this survey reported having been caned or spanked at school, 16.8% of these young people indicated that they fear travelling to school, and 20.9% had been threatened or hurt while at school (Ward *et al.* 2013: 72).

Singh and Steyn (2013: 4) state that factors at school, such as age cohort, corporal punishment, teenage pregnancy and poor management structures contribute to promoting

aggressive behaviour. Regarding age cohort, evidence from their research indicated that learners who displayed aggression were not only much older than the other learners in the same grade, but some learners were bigger than their educators. The inability of older learners to pass, causes significant frustration that is then released in hostile, aggressive outbursts against younger, vulnerable learners (Singh and Steyn 2013:4).

Pregnant teens are more likely to be involved in incidences of violence than non-pregnant teens (Shaffer and Kipp 2010, cited in Singh and Steyn 2013: 4). A pregnant learner's aggression is exacerbated by teasing, gossiping and jealousy which increases the likelihood of aggressive behaviour (Singh and Steyn 2013: 4). Aggression can be acquired, maintained and allowed to flourish when poor management structures exist in schools (Singh and Steyn 2013: 4).

2.8.1.3 The peer group

Particularly in adolescence, peers are another key socialising influence (Balleys *et al.* 2020: 1). Association with a delinquent peer group or siblings, and specifically gang membership, consistently predict youth violence, while affiliation with peers who reject delinquency lowers its likelihood (Ward *et al.* 2013: 73). Peer groups tend to play similar socialisation roles as do families and schools, and in this sense delinquent acts are perpetrated from the perspective of desiring peer approval. Since peer groups model and reward violent behaviour, the capacity to develop self-efficacy for violent acts is enabled. The probability of antisocial behaviour in youngsters who are developing deviant patterns is increased when they participate in everyday activities with deviant peers; and the deviant behaviour escalates when moderately deviant youngsters start to emulate and become encouraged by more deviant peers (Ward *et al.* 2013: 73).

In the National Youth Victimisation Survey, the youngsters who indicated that they had been threatened or hurt at school, typically mentioned that the perpetrators were either other learners or other youth from outside the school (Ward *et al.* 2013: 73). There are strong indications that the number of gangs children are exposed to is large - in Cape Town at the end of the 1990s, for instance, the number of gangs was estimated at 130, with approximately 100 000 gang members (Ward *et al.* 2013: 73). On their website Saferspaces, the authors state that fixing the gang problem on the Cape Flats requires the youth challenges in total to be fixed to prevent them from joining gangs.

2.8.1.4 After-school and leisure activities

When children are engaged in prosocial activities such as homework, tutoring, sport, crafts, cultural, and participation in artistic accomplishments, they are far less likely to succumb to substance abuse or delinquency (Ward *et al.* 2013: 74). However, a study in Cape Town noted that South African high school learners have high levels of leisure boredom, an indication that youngsters are either bored by the activities provided for them in their vicinity, or there is a lack of a sufficient range of activities for them to access (Ward *et al.* 2013: 74). In another study in Cape Town, in exploring children's views of gang activity, it became evident that a lack of access to after-school activities was a risk factor based on the youngster's emphasis in describing the appeal of gangs (Mncube and Madikizela-Madiya 2014: 44).

2.8.2 Mesosystemic risk factors

The mesosystem entails the interactions between microsystems. An example of this is seen in what happens at home affecting how a learner performs at school. If a learner is exposed to violence at home with parents and/or siblings, that learner might perform poorly at school. If the learner does not receive the required assistance, this could trigger a downward spiral of continued poor academic work at school. Children with unsupportive home environments are also likely to have high-risk school and peer environments (Ward *et al.* 2013: 74).

2.8.3 Exosystemic risk factors

The exosystem comprises of slightly more remote contexts that affect the more intimate contexts of home, school, and peer group. Foremost among these are the neighbourhood, which is more about the social context formed in the way people act as neighbours, and secondly, the media.

2.8.3.1 Neighbourhoods

According to Brankovic (2019) research indicates that a quick turnover in neighbours, migration from rural to urban areas and an increase in poverty, familiar developments in South Africa, tend to weaken social ties and networks in neighbourhoods, resulting in low social cohesion, which has been associated with a reduced capacity to cope with the stresses of low-income living, and high rates of violence. Neighbourhood crime undermines parenting (Cuartas 2018: 388). Socially disorganised communities are inept in realising common prosocial values among their populace, thereby rendering them ineffective in maintaining effective social controls (Ward *et al.* 2013: 75). The practicality of this is that children who are raised in homes where prosocial norms are encouraged, will inevitably confront different standards of behaviour in different neighbourhood settings such as the homes of their friends,

the library, or the park, where the values of their own home are less likely to be upheld. In other words, the children lack multiple opportunities for the prosocial norms of their home to be reinforced and to develop a consistent set of prosocial standards by which their behaviour can be evaluated, nor are they reliably exposed to like models of prosocial behaviour (Ward *et al.* 2013: 75). Children are likely to be influenced by their neighbourhood the longer they spend time in the neighbourhood (Ward *et al.* 2013: 75).

Social disorganisation sets in motion a vicious cycle for parenting, in that it reduces the amount of social support neighbours may be able to provide; but, for poorer families the impact is likely to be greater, as they may not be able to access social support outside the neighbourhood (Ward *et al.* 2013: 75). It has been found that children bear the brunt of lower social support for parents, as shown in cases of maltreatment. Likewise, social disorganisation also affects schools. When lower social organisation prevails in a community such as on the Cape Flats, its schools are likely to have higher rates of suspension from school and higher rates of drop out. Socially disorganised neighbourhoods tend to be characterised by both high poverty and high crime rates and the respondents to the National Youth Victimization Survey (2006) who reported drug-selling in their neighbourhoods indicated that many children live in such neighbourhoods, with 21% of respondents stating that they personally knew people in their neighbourhoods who sold drugs and 28% reported knowing people who buy drugs (Ward *et al.* 2013: 76). Both neighbourhood poverty and neighbourhood affluence have been shown to be associated with child wellbeing. Whilst neighbourhood affluence has been associated with the IQ scores of learners and boys completing high school, neighbourhood disadvantage has been associated with teen parenting, delinquency, and more restrictive parenting practices (Ward *et al.* 2013: 75). Thus, the survival, protection and development of children are affected by the socio-economic status of a neighbourhood.

2.8.3.2 Mass media

Mass media exerts major socialising sway in the lives of young people. It has been shown that children are likely to become more aggressive when they are exposed to violent images on television and social media and where their residential environments lack strong anti-violence norms (Ward *et al.* 2013: 76). According to Statistics South Africa 2018, more than 82.2% of households owned television sets. Not only are children desensitised to violence and bad language in movies, but most children play age-inappropriate games which include elements of excessive violence, and where sexual content, violence and components which display horror are present, an observable impact on children between the ages seven and seventeen years is manifest.

2.8.4 Macrosystemic risk factors

The microsystem, mesosystem and exosystem are the visible contexts of everyday spaces of young people and their interactions with others. The macrosystem is seemingly less visible, but it exerts much influence. Key components of the macrosystem are socio-economic aspects, attitudes, and ideologies of culture which impact many facets of life.

2.8.4.1 Socio-economic factors

Children who grow up in poor families are more likely to engage in violence (Ward *et al.* 2013: 76). It is often the case that poverty at family and neighbourhood level is more likely to occur in a country where poverty is widespread. The broad socioeconomic factors, such as opportunities for employment, influence whether families are likely to be poor or not. Unemployment among 15 – 24-year-olds in South Africa had been falling steadily since 2003, indicating its lowest point in September 2007 at 46.9% (Ward *et al.* 2013: 76). Similarly, Statistics South Africa (2021) according to the Quarterly Labour Force Survey of the first quarter of 2021, and reports that young people are battling in the South African labour market. According to Statistics South Africa in the first quarter of 2021 the official unemployment rate was 32.6% and for youth aged 15 – 34 years this rate was 46.3 percent denoting that almost one in every two young people in the labour force did not have a job.

The perceived gap between rich and poor may also play a role in violent behaviour. Often there is a correlation between the Gini coefficient (a measure of income inequality in a country) and violent crime (Ward *et al.* 2013: 77). Not many studies have addressed how individuals perceive the gap between rich and poor, and some express the view that perceptions of this gap are used to justify violence, which in turn reduces any internalised moral justification (Ward *et al.* 2013: 77). In a study investigating why young people join gangs in Cape Town, consistently young people reported that gangsterism provided access to items such as brand name clothing that that perceived to be necessary for their full participation in society (Ward *et al.* 2013: 77). There is a moral danger in emphasising perpetrator gains for physical or social survival. Whilst perpetrators justify obtaining items through their criminal actions (at times violent) as a necessary way of life, so that they can have what wealthy people are able to afford, the challenge with this justification is that it disengages moral judgement and makes violent behaviour even more feasible (Ward *et al.* 2013: 77).

Inequality is a major driver of violence. Research shows that fatal violence tends to occur in places with high levels of social and economic inequality (Mamabolo 2015:143), but not entirely without the combination of other risk factors. Life in South Africa still reflects the democratic transition along racial lines and studies suggest that the despair, guilt, shame, and

anxiety experienced with inequality, lack of opportunities and scarce resources contribute to violence in the country, particularly in the context of a high unemployment rate (Cramer 2011: 2). In a patriarchal society men bear the burden with the expectation of being providers to their families, and not being able to do this, creates the circumstances for violence (Hatcher *et al.* 2020: 14). Poverty increases the likelihood of being both a perpetrator and a victim of gender-based violence, and especially IPV (Idris 2016: 11). The socioeconomic marginalisation of youth comes with decreased opportunities for quality basic education and tertiary education, thereby limiting life opportunities and justifying violence to obtain material goods and social standing, often so through gang membership and the required gang activities (Maringira and Masiya 2018:164).

2.8.4.2 Attitudes and ideologies of the culture

The Constitution (1996) and government policies promote anti-violence, nonetheless, its leaders adopt a pro-violence tone, for example, as witnessed in the remarks of Zizi Kodwa, the African National Congress Youth League spokesperson, when he stated “dogs [political opponents] to be hit very hard until their owners and handlers come out into the open” (Ward *et al.* 2013: 77). Since 2004, South African communities have resorted to violent riots, destroying houses of underperforming local government councillors, libraries and schools as citizens confront the government on its perceived lack of basic service delivery and corruption claims (Breakfast *et al.* 2019:107). Aderemi and Mekoa (2017: 196) point out that in the country’s democratic era manifestations of violence have reached an exceptional scale, thereby creating a substantial threat to democracy ideals - electoral violence remains a major source of political instability in a democratic society and some have argued that violence has become infused in political processes in most new democracies in Africa. It is problematic that within political circles there are elements aligned to violence as a problem-solving technique, and therefore impressionable young people are likely to be more inclined to follow what they see in practice and accept pro-violence social norms, and thereby justifying the use of violence for such purposes.

2.8.5 Chronosystemic risk factors

Violence was a real part of the apartheid experience for young people in South Africa (Panday *et al.* 2013: 97). Many young people who participated in the liberation struggle, did so as victims and perpetrators (Ward 2013 *et al.* 2013: 77). There is a long history of the use of socially sanctioned violence to solve problems in South Africa. These responses to Apartheid gave legitimacy to violence, upheld it as a standard, provided a legacy of heroes, and came

to be accepted as commendable. Given the absence of anti-violence norms and standards, for many children and youth it became unavoidable to learn violent behaviours.

Brankovic (2019) suggests on the website of the Centre for the Study of Violence, that we view violence as a web, with criss-crossing forms that blur the lines between victim and perpetrator as they evolve over time and makes the point that it is important to pay attention to how context turns the risk of violence into a reality. In a South African context social and economic inequality, frustrated masculinity, lack of social cohesion, and alcohol and firearms are the most significant risk factors. Adding to these high levels of unemployment and population density, a high demand for alcohol is created, which in the prevailing informal trading networks prove difficult to regulate. Although interventions targeted at alcohol distribution and firearms reduce the rates of violence in the short term, they do not address the more systemic risks deeply rooted in inequality. Herein lies the challenge.

2.9 Integrative Theory on Peace (ITP)

The ITP posits that “peace has its roots in the satisfaction of human needs for survival, safety and security; in the human quest for freedom, justice and interconnectedness; and in the human search for meaning, purpose and righteousness” (Danesh 2006: 64). This conceptual framework on peace with its implications for peace education purports that in all human states of being, inclusive of peace, it is our worldview, meaning our view of reality, that shapes our thoughts, opinions, beliefs, vision, and action associated with our reality. Worldviews “are constructed, transmitted, confirmed, and reconstructed in social interactions, and they mediate social action” (Clark-Habibi 2005: 39 - 49). In brief, the ITP asserts that effective peace education is based on four pre-requisites: unity-based worldview, a culture of healing, a culture of peace and peace-oriented curriculum (Danesh 2006: 55).

World-embracing concepts such as the oneness of humanity and the inter-connectedness of all human affairs are gaining momentum and provide a motivation for the application of the ITP as a useful theoretical approach in the process of creating peace. From the perspective of the ITP the relationship between worldview is briefly discussed. The unity paradigm of the ITP is aligned to conflict transformation, a culture of peace and healing, embedded in peacebuilding. The development of a culture of peace at schools as aligned to the ITP approach is one of the important aims of such a unity-based framework, and thus drawn attention to in this study.

2.9.1 Conceptual foundations of the ITP embedded in peace education

Danesh (2008b: 158 - 159) states that “the foundation of every culture is based on its worldview and understanding of the nature of civilisation and the way this understanding is translated into reality and transmitted to the next generation”. The author points out that civilisation and peace are not synonymous and that many civilisations have manifested conflict-based worldviews supported by concepts and practices that legitimise violence in various ways and manifestations. In a peace education programme, the conceptualisation of a civilisation of peace must be incorporated in both the framework and the content of the curriculum (Danesh 2008b: 159). Furthermore, it is pointed out that peace must constitute a framework within which all aspects of life, such as, educational, social, economic, political commence. The education of generations of children and youth is a significant consideration regarding what they are taught about the nature, principles and practices of peace. Danesh (2008b: 159) purports that three fundamental concepts unity, worldview and individual/collective development are essential in the framework and content of a curriculum aligned to peace education.

2.9.2 The Concept of Unity

Unity is the central governing law of life. When unity is established, conflicts are often prevented or easily resolved. Unity is defined as:

...a conscious and purposeful condition of convergence of two or more unique entities in a state of harmony, integration, and cooperation to create a new evolving entity(s), usually, of a same or a higher level of integration and complexity. The animating force of unity is love, which is expressed variably in different conditions of existence (Danesh 2008c: 2).

Danesh (2008b: 159) states that unity rather than conflict is the primary force in bringing about and shaping human life at all levels (biological, psychological, social, moral, and spiritual). At the biological level, unity is a purposeful process encoded in the genetic properties of the organism reflected in the harmonious operations of bodily organs of a healthy person, clearly manifest in the synergetic functioning embedded in the chemical and hormonal processes in living organisms, and the interconnectedness in the web of life in the world of nature. In the natural world these processes are programmed, predetermined and essential for both formation and maintenance of life. When these processes are disrupted in any way the results are decay and death. In this sense unity is tantamount to life.

Danesh (2008b: 159) elaborates on this theme of unity from the perspective of unity in diversity. The author expresses the view that in the human species the operation of the law of unity has biological as well as psychological, social, moral, and spiritual dimensions. According

to this view forms of unity are purposeful, conscious processes that are expressed in extremely diverse ways, disarming in both their simplicity and complexity. Unity is manifest in the co-presence of seemingly opposite attributes as expressed in easy and difficult, accessible and at times beyond reach, one and many, and many and one. Therefore, unity can be experienced as a state of oneness (meaning one in many) and diversity (many in one). Danesh (2008b: 159) explains that the co-presence of these seemingly opposite attributes is because unity and diversity are the two sides of the same condition. The concept of one in many draws' attention to the fact that at the core of our humanness we are all the same and, in this sense, we are in reality one. Furthermore, Danesh (2008b: 159) clarifies that the concept of many in one refers to the "process of bringing many people with different views, characteristics, needs and aspirations together and creating conditions in which they could pursue their legitimate objectives within a united and just framework."

Danesh (2008b: 159) presents another insight on unity in a definition which states that "unity is a conscious and purposeful condition of convergence of two or more unique entities in a state of harmony, integration, and cooperation to create a new evolving entity or entities, usually, of a same or a higher nature." Furthermore, the author points out that the animating force of unity is love, which is expressed variably in different conditions of existence.

Unity both creates and maintains life. Therefore, in the absence of a conscious, deliberate effort to create unity, disunity and conflict result, and life is endangered. Unity in all its expressions — psychological, social, and moral — "is a deliberate phenomenon and not a chance occurrence devoid of intention, purpose, and informed operation" (Danesh 2008: 2). This means that we have the option to create unity and conditions conducive to life or to do the opposite. When the law of unity is violated, conflict with all its destructive properties shapes our intrapersonal, interpersonal, and social processes and relationships. Therefore, conflict is the absence of unity and disunity, the source and cause of conflict (Danesh 2008c: 2).

2.9.3 Worldview

Worldviews are underpinned by their foundational aspects of culture, which are referred to as "social representations" (Moscovici 1993, cited in Danesh 2006: 64) and "cultural fabric" (Hägglund 1999, cited in Danesh 2006: 64). Accordingly, worldviews are associated with discursive multiplexes of values, norms, beliefs and knowledge, obeyed and clung to in various aspects in peoples' lives. Generally, worldviews are expressed at a subconscious level (Zanna and Rempel 1988; Guerra *et al.* 1997; Van Slyck *et al.* 1999, cited in Danesh 2006: 64), and there is sufficient evidence indicating that most people live in conflict-oriented worldviews, be this religiously, ethnically, or environmentally. Some worldviews are firmly grounded in peace-

related concepts and approaches, particularly in the examples of storytelling, contact theory, collective narrative and dialogue.

In the ITP, the concept of world view incorporates our view of reality, human nature, the purpose of life, and the character and quality of all human relationships (Danesh 2008: 3). World views emerge through an evolutionary process as a direct response to the development of human consciousness, as fashioned by our cumulative life experiences. In other words, it is our individual life stories in the context of our cultural histories, which shape our worldviews. It should also be noted that the important issues of personal and group narrative and identity formation that play a significant role in relation to both conflict and peace, are significant aspects of this articulation of worldview (Bar-Tal 1999, 2000; Salomon 2002, 2006, cited in Danesh 2008c: 3). Not only are our worldviews formed by our respective life experiences, but also our education, and unique individual faculties and creativity. In relation to these foci of influence on worldview development, the role of education is particularly significant because of its profound effect on how we not only respond to life experiences but how we shape these.

Throughout the world societies define the aims, philosophy, and scope of the type of education it provides for its children and learners at home and schools, including community resources as provided through religion, culture, and history. Danesh (2008c: 3) states that “it is within the framework of our worldviews that we understand ourselves, explain events, and interpret the words and deeds of others”. In addition, the author points out that our worldviews also influence our paradigms, philosophical perspectives and scientific formulations. In individuals and societies, it is possible to identify three distinct meta-categories of worldview by taking into consideration the dynamics of the development of individual and collective consciousness. The survival-based, identity-based and unity-based worldviews mirror the distinctive characteristics of specific aspects and phases in the development of each individual and society (Danesh 2002, cited in Danesh 2006: 66). I provide insights on each of these worldviews below:

2.9.3.1 Survival-based worldview

A survival-based worldview is typically characteristic of the infancy and childhood stages in human development, and likewise this is the case for the agrarian and pre-industrial phase of societal development. In conditions abound with injustice, poverty, mayhem, physical danger and imminent war, a survival-based worldview is likely to develop at any time and in any social setting, also regardless of age. At such times, the unequal distribution of power is evident, impacting on the nature of relationships and prompting an inclination to the use of force, not excluding conformity to achieve the desired objectives Danesh 2008c: 3-4). In such

environments, it is usual for one person or a small group of people to reign with power and act with presumed authority. Often, followers in the group either remain as placating conformists, or withdraw as pessimists, while some continue as dissident activists. The unfoldment of these dynamic forces pertains to small groups such as families, schools and workspaces, but also large groups as in countries and religious groups across nations. This hierarchical power structure with its significant inclination to conflict and violence is the dominant use of power in the survival phase because within this approach the world is regarded as perilous, functioning within a paradigm of forcefulness and control, the joint aim being the survival and security for the individual and the specific group. Not only does the survival-based worldview condone authoritarian and despotic practices but justifies its method of operation (Danesh 2008c: 3-4). The survival-based worldview is not aligned to the goal of establishing lasting peace, particularly keeping in mind the concept of unity in diversity, given the reality of diversity in many societies. Blind obedience, submissive acceptance, and rigid conformity fuel its existence and keep those reigning in power (Danesh 2006: 66). It is the perfect recipe of systemic control and power as it places women, children, foreigners, minorities, and other vulnerable groups bereft of power and other resources, in circumstances of disadvantage, gross neglect, and flagrant abuse. It is, therefore, clear that peace and order which emanate from an authoritarian mode of functioning are deceptive, and at most lasts only while its leaders and the ruling class are kept in power, usually imposing upon their subjects an arbitrary peace.

2.9.3.2 Identity-based worldview

In human development there is a period of coming of age, and likewise in society the identity-based worldview there is a parallel process that unfolds. This stage is usually characterised by the introduction and development of new ideas and practices, the display of passions and viewpoints at high levels of intensity, rivalry, and often extreme competitiveness (Danesh 2008c: 3-4). Whilst identity development is known to be a lifelong process, in human development it peaks in adolescence and the early adult years, and similarly, this is the case within societies when there is a progression from the authoritarian mode of functioning to attempts in the creation of democracy. For both individuals and society, this is a time when physical, emotional, and mental powers thrive, evincing new levels of vitality and activism (Erikson 1968; Hogg *et al.* 1995; Rothman 1997, cited in Danesh 2006: 67). This period is distinguished by progress through scientific and technological advancement as well as the democratisation of society, though mostly within a power structure noticeably, adversarial in nature. At such a time in society, life-threatening competitiveness and intense power struggles are the driving standards of development and political arenas, including the social and

economic processes which advocate the survival of the fittest mentality. In the climate of such a framework of the identity-based worldview the main objective for individuals and groups is success and victory, which often has unfavourable consequences for important aspects of functioning, such as the rule of law and respect for human rights and democratic practices.

Within both the survival-based and identity-based worldviews there are clear manifestations of abuse and misuse in all aspects of human culture and specifically as pertaining to religion, science, technology, institutions such as marriage and family, and business ethics (Danesh 2006: 67) In terms of modern approaches to human and social relationships, the last one and a half centuries accentuate a predominance of the survival-based and identity-based worldviews; and similarly, in the two main approaches to governance, as in authoritarian and adversarial democracy and the two foremost economic philosophies, as in Marxist socialism and individualistic capitalism. In these early decades of the twenty-first century, humanity is still largely using scientific knowledge, technology, religious association and ethical conceptions as confined to the survival-based and identity-based worldviews, narrow in their vision and scope due to their predisposition to conflict, and mostly out of step with the needs of a new dispensation and stage of development in humanity. In all of this, it is evident that for science and technology, as well as religion and morality there are indications of good use, but also abuse seemingly in the name of humanity (Danesh 2008c: 3-4). Nonetheless, there are clear signs of a new level of consciousness gradually emerging across the globe, presenting itself as a new worldview, aligned to the creation of a civilisation of peace, as humanity becomes more cognisant of its fundamental oneness and unity as a people of one planet (Danesh 2006: 67).

2.9.3.3 Unity-based worldview

The hallmark feature of the unity-based worldview, which exemplifies the age of the maturity of humanity, is directly related to the essential understanding and recognition that humanity is one (Danesh 2006: 67-68). Given the parameters of this worldview, society embraces this principle and functions according to the belief of unity in diversity, upholding the fundamental aim of the establishment of a civilisation of peace - one which demonstrates equality, justice progressiveness, morality and embracing diversity with unity. The unity-based worldview involves gender equality, and as such involves the equal participation of women and men in the management of all affairs in human society. Segregation and all forms of prejudice have no place in this worldview and at all spheres of government and leadership the application of universal ethical principles is essential. Within such a worldview, basic human needs and rights, that is, survival and security; human associations are aligned to justice, equality and freedom; and the opportunity for a productive life for all (Danesh 2008c: 3-4).

The unity-based worldview safeguards basic human needs and rights such as, our survival and security requirements; established rights such as justice, equality and freedom in all human relations; as well as prospects for personal life experiences as meaningful and productive; and all attained within the societal structure of the rule of law and principles aligned to morality and ethics (Danesh 2006: 68). It is important to note that a consultative, cooperative power structure typifies the unity-based worldview and creates the environment and circumstances in which power is excised legitimately and enabling spaces in which empowerment is facilitated, recognising that both are essential for survival and identity formation, nonetheless taking place within the framework which demonstrates interpersonal and group relationships which are unified and caring.

2.9.3.4 The Concept of Individual and Collective Development

Danesh (2008c: 4) states that “the subject of human development has been the focal point of many researchers and theorists, among them Freud (1940), Piaget (1960), Erikson (1968), Flavell (1999), Bandura (1977), and many others. These theories are primarily concerned with the development of the individual and, secondarily address the dynamics of development of social entities and focus on biological as well as environmental and experiential dimensions of human development.

The environmental and experiential aspects of development refer to the monumental human capacity for learning, thinking, and self-awareness - in brief, human consciousness. Human development takes place on the axis of consciousness, which shapes both our worldview and the way we engage in the task of influencing and changing our environments. Thus, over time, we develop a greater understanding of ourselves, of other human beings, of nature, and of reality in all its varied expressions. This new understanding, in turn, modifies our behaviour toward self, others, and the environment, and helps us to continuously refine the nature of all our relationships. The normal direction of the development of worldview is toward ever-higher levels of integration and unity. The two main engines of human development are science, which discovers fundamental laws that govern all natural phenomena, and religion that enunciates and elucidates spiritual laws that inform us of the purpose and direction of human life (Danesh 2008c: 4).

Development of human consciousness has integrative and creative qualities, and its beneficial outcomes affect all involved - the individual, the society, and the environment. In this creative cycle, the development of the individual contributes to the advancement of the society which, in turn, facilitates the process of individual development. It is here that the true power of the

individual resides and the capacity of society to empower its members is expressed (Danesh 2008c: 4).

2.10 Peace education underpinned by the unity-based worldview of the Integrative Theory of Peace (ITP)

Peace education is proposed as the alternate to school violence in this study. The United Nations International Children's Emergency Fund (UNICEF) describes peace education as:

... the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Tinker 2016: 29).

This definition is couched in language intended to be both specific and general, to address the many social and political contexts globally.

Whilst there is a yearning and quest for peace, often peace education is focussed on divisive issues such as for example group conflict and in some instances preparation for war to deal with enemies whether real or seemingly so (Danesh 2006: 56). Given the ever-present scenarios of war and conflict across the globe, this reality has imposed and prioritised education for conflict management and war preparation resulting in cycles of lives being lost in each generation. As bleak as this description appears, despite the technological advances in warfare since the 19th century, it is noteworthy to observe the parallel emergence of unifying concepts, world-embracing in essence and emphatic in its fundamental principle of the oneness of humanity and the interrelatedness of human affairs, recognising it as the hallmark of just, democratic and ever-advancing societies.

Although peace education has become increasingly common, conceptual frameworks, programme aims and objectives, and specific curricular components aligned to peace outcomes vary considerably (Bar-Tal 1999, cited in Danesh 2006: 56). Peace education activities have been summarised under four categories (Gavriel 2002, cited in Danesh 2006:56) viz:

- Peace education as a matter of changing mindset.
- Peace education as a matter of cultivating a set of skills.
- Peace education as a matter of promoting human rights (particularly in the Third World countries).

- Peace education as a matter of environmentalism, disarmament, and the promotion of a culture of peace.

There is a clear need for a theoretical framework of peace that will bring together these divergent, yet interrelated, objectives and concepts and would provide the necessary framework for a comprehensive, effective peace education programme. The absence of a universally agreed upon approach to peace is not the only reason for the very high incidence of conflict and war in different societies.

Adding to this need for a theoretical framework that brings divergent yet interrelated objectives and concepts together, is the nature of the education we provide to children and learners. Education has a significant impact on the presence or absence of an inclination to violence in each generation, hence the need to review not only current approaches and perspectives, methods and content but also the framework (conflict-oriented or peace-oriented) in the provision of this education.

Essentially the ITP is based on the concept that peace is associated with a psychological, social, political, spiritual and ethical state with manifestations and representations at the levels of interpersonal, intrapersonal, intergroup and international domains of the lives of human beings. The theory asserts that all human states of being, which includes peace, are the result of three main human capacities - cognitive (knowing), emotive (loving) and conative (choosing), which together shape the nature of our worldview (Danesh 2006: 63). When the focus is a peace-based worldview, the essential elements of a culture of peace, specifically respect for human rights and freedom take on a distinctive nature.

The ITP is comprised of four sub-theories:

- Sub-theory 1: Peace is a psychosocial and political including a moral and spiritual condition.
- Sub-theory 2: Peace is the main manifestation of a unity-based worldview.
- Sub-theory 3: The unity-based worldview is essential for creating not only a culture of peace but also a culture of healing (Danesh 2008a).
- Sub-theory 4: For a transformation from the conflict-based meta-categories of survival-based and identity-based worldviews to the meta-category of unity-based worldview, the most effective approach is a comprehensive and lifelong education within the framework of peace.

Danesh (2006: 56) asserts that peace is a requirement for effective peace education, and peace education creates higher states of peace. The author asserts four prerequisites for

effective peace education to occur, viz: a unity-based worldview, culture of healing, culture of peace and peace-oriented curriculum. In this study the main emphasis was on the unity-based worldview to build positive relationships and a positive school environment.

2.11 Summary

This chapter presented the theoretical framework and relevant concepts which underpinned the study. These included Johan Galtung's theory on conflict, violence and peace with its clarification of negative peace and positive peace. John Paul Lederach's theory on conflict transformation provided the insight to establishing desired positive outcomes beyond conflict management and conflict resolution. Furthermore, peace-making, peacekeeping and peacebuilding were also considered. The interrelatedness between conflict transformation, peacebuilding and positive peace became clear all aimed at addressing the root causes of the conflict and violence. Bronfenbrenner's ecological theory provided insight into the risk factors that contribute to school violence. The ITP which advocates the importance of worldview, highlighted concepts such as unity, unity in diversity, including individual unity and collective unity. Furthermore, the unity-based worldview is espoused as an essential element of peace education regarded as an alternative to violence in this study. The next chapter discusses school violence reduction strategies.

Chapter Three: School violence reduction strategies

Whether peace is to be reached only after unimaginable horrors precipitated by humanity's stubborn clinging to old patterns of behaviour or is to be embraced now by an act of consultative will, is the choice before all who inhabit the earth. At this critical juncture when the intractable problems confronting nations have been fused into one common concern for the whole world, failure to stem the tide of conflict and disorder would be unconscionably irresponsible (Universal House of Justice 1985:1).

3.1 Introduction

Violence in South African schools is a severe manifestation (Le Mottee and Kelly 2017: 46). Kutywayo *et al.* (2023: 89) in a recent baseline cross-sectional survey conducted with 3432 grade eight learners in the Girls Achieve Power (GAP Year) trial comprising of 26 high schools in three townships (Soweto and Tembisa, Gauteng and Khayelitsha, Western Cape) confirmed a high rate of school violence. A total of 2383 respondents were included. Most (63.1%) were girls, 81.5% aged 12-14. In total 25.9% confirmed experiencing violence, higher among boys. Physical violence was most common (35.7%), then psychological (21.8%), sexual (13.1%), neglect (10.6%), cyberbullying (7.6%), corporal punishment (6.5%) and economic abuse (4.8%). Boys experienced more physical violence (36.0%), whilst girls experienced more psychological violence (22.2%). Violence happened most at school (27.4%), followed by the park (19.8%) or their friends' home (12.9%).

Kutywayo *et al.* (2023: 89) point out that there is an urgent need for wider adoption, scaling, and sustaining of evidence-based primary violence prevention and structural violence to reduce the high burden of adolescent violence. Furthermore, the authors state that stakeholders across the ecological model are needed to tackle harmful cultural norms that perpetuate violence. The creation of peaceable schools requires effective school violence reduction strategies. The DoBE has responded to the persistent scourge of school violence with the NSSF as a policy (Makota and Leoschut 2016:19). More recently the WCED invited schools to participate in its (2020-2025) T2P strategy which focuses on four key aspects, namely, Growth Mindset, Change Mindset, ViE and Leadership Development.

In the past two decades the persistence of school violence has given rise to the emergence of strategies to reduce school violence. These strategies include improving safety and security measures, specific programmes for at-risk learners, anti-bullying programmes, addressing gender-based violence, empowering learner councils, involvement of parents in contributing towards positive factors for the learners, policy frameworks, and sensitising school

management teams to the application of democratic processes and procedures in decision making in schools.

In this chapter I provide general insights on primary prevention as the goal of school violence reduction strategies. Furthermore, I include the approach taken by the DoBE, the Provincial School Safety Plan initiative of the WCED, and the perception of the LO learning area. The emerging key elements of school violence reduction strategies in the literature indicate the relevance of an ecological paradigm in nurturing positive factors to reduce school violence. The last section of the chapter provides practical examples of the application of violence reduction strategies in South African schools in more recent years. The effectiveness of these school violence reduction strategies varied given the complexity of school contexts.

3.2 Primary prevention: the goal of school violence reduction strategies

From the literature on school violence reduction, primary prevention emanates as a key theme, inclusive of a whole school approach and nurturing positive factors described in the ecological approach in chapter 2. Although several school reduction programmes exist, not many can claim a global reach an evaluatory status. In this regard, the Alternative to Violence Project (AVP), described below, stands out and offers some insights. In addition, given the contribution of structural violence to the high level of violence in schools, there may be value in considering restorative justice as a useful element of school violence reduction strategies. These aspects are presented very briefly for reflection in this section.

3.2.1 Primary prevention and strengthening protective factors

Primary prevention should be the goal of any strategy tackling school violence and characteristically it includes the promotion of protective factors with the general aim of building a culture of peace (Ferrara *et al.* 2019: 288). Accordingly, these authors point out that effective school violence preventive strategies are multidimensional, including four important levels: individual, relationship, community, and social. There are two main objectives for strategies focused on preventing school violence at the individual level, viz: (1) encouragement of non-violent behaviour in children and youth, so that violence is prevented before it is manifested, and (2) aiming to change attitudes of those learners who have already displayed violent behaviours or are at risk of harming themselves or others. It is also the expressed view that: (1) strategies aimed at preventing school violence at the relationship level should principally aim at influencing the type of relationships that both offenders and victims of school violence have with the individuals they regularly interact with usually such as members of their family, educators, bystanders and mentors; and (2) at the community level strategies to prevent

school violence should focus on raising public awareness and debate about typical school violence issues and discussing openly social and material causes of school violence in the various local environments, and essentially should provide care and support for victims and encouraging community action by focusing particularly on developing supervising initiatives and promoting cultural and environmental activities should be a priority (Ferrara *et al.* 2019: 289). Furthermore, key values should be the focus of school violence prevention at the societal level, which should include the normative cultural, social, and economic factors that shape societies, with the intention to inspire accordingly, and aligned to requirements and possibilities to influence the educational systems and institutional policies that emerge from them (Ferrara *et al.* 2019: 289).

The *World Report on Violence and Health* notes that individual cognitive, social and behavioural factors and social systems that shape positive social factors need to be addressed when trying to prevent violence (Lazarus *et al.* 2012: 138). The identified approaches implemented tend to focus on attitudes, skills and beliefs and often include anger management, modifying behaviour, adopting a social perspective, moral development, building social skills, solving social problems, and resolving conflicts. Relationship approaches to violence prevention with youth include home visitations, training in parenting, mentoring programmes, and therapeutic approaches such as family interventions. Accordingly home-school partnership programmes to promote parent involvement, as well as compensatory education such as adult tutoring, have also been identified as being promising.

Garner (2014: 490) points out that responses to school-based interventions to violence have been the subject of considerable analysis over the last two decades. The analysis of 221 studies involving 56, 000 individuals indicated that whilst the content of the intervention programmes is important, it is the way in which it is delivered that is equally important (Garner 2014: 490). These authors also reveal that personnel training, external monitoring and the full involvement of the leadership at schools are crucial components of success. Features of each of these elements are exemplified by The Council of Europe's Violence Reduction in Schools initiative (Garner 2014: 490). According to this report a comprehensive programme was designed to train school leaders in a range of actions needed to create a climate of *convivencia* (that is, co-existence) as a means of reducing violence against children; it confirms that successful school-based interventions tend to have a wider, eco-systemic effect; programmes have other effects beyond those on violent or aggressive behaviour, including reduced truancy and improvements in school achievement, 'problem behaviour,' activity levels, attention problems, social skills, and internalising problems (for example, anxiety and depression); and at the time there was evaluative evidence that interventions such as the UNICEF Child Friendly

Schools Programme and the Council of Europe's Violence Reduction in Schools programme were showing signs of success because they embodied a holistic approach. It was encouraging to note that a consensus view found that the most effective programmes are those that offer longer-term action in schools; and that those initiatives that connect separate actions at each level of the ecosystem are more likely to be successful.

Nonetheless, globally responses to school violence are of significant variation in depth and quality. For example, variation is apparent in respect of the magnitude of the intervention. Countries such as Vietnam, Nigeria and the Philippines have implemented major intervention programmes based on the UNICEF (2006) Child Friendly Schools programme. Accordingly positive evaluations of these nationally driven strategies signal the potential of such programmes to address causal factors at each level of the ecosystem (UNICEF 2008, cited in Garner 2014: 490). There are also other approaches designed for regions with an emphasis on specific violence-related issues in exploratory case-study settings. Effective peer-led initiatives, particularly those that embrace the full account of the student voice, have also been well documented. It is worth noting that when schools include and engage with children at all stages in the programmes to reduce violence, this is an indication that they are also respecting their democratic rights as espoused in the UN Convention (Garner 2014: 490).

Lester *et al.* (2017: 187) state that studies of interventions for school violence suggest that it can be prevented but that the evidence base is challenging to navigate. The authors completed a systematic review of interventions to reduce four types of school violence: (a) peer violence; (b) corporal punishment; (c) student-on-teacher violence and (d) teacher-on-student violence. The reviewers who included studies published in English between 2005 and 2015 on school-based interventions for children, searched databases and journals. In completing a systematic review of systematic reviews, only systematic interventions on peer aggression and for IPV were found, and these reviews were generally of moderate quality. This systematic review noted that research on both types of violence was largely completed in North America; that only a handful of programmes demonstrate promise in preventing IPV (noting its relevance to male and female learners at school); and that cognitive behavioural, social-emotional and peer mentoring/mediation programmes indicated positive outcomes in reducing the levels of perpetration of peer aggression. These authors indicated that further research needs to determine the long-term effects of interventions.

According to a systemic review the literature on prevention of teacher-on-student violence (including corporal punishment) and student-on-teacher violence, though common in occurrence, is scant (Lester *et al.* 2017: 206). The authors also highlight another bias, viz. that the research on the effectiveness of interventions was almost exclusively completed in

wealthier regions, particularly in the USA. Notwithstanding the limitations, some violence prevention programmes have been successfully delivered at some schools and several promising interventions focused on preventing IPV could be identified. Furthermore, in this systemic review it is suggested that cognitive behavioural, social-emotional and peer mentoring/mediation programmes were effective for preventing perpetration of peer violence, and cognitive behavioural and whole-school violence prevention programmes show promise for preventing peer victimisation.

Nkuba *et al.* (2018: e0201362) evaluated the feasibility and efficacy of the preventative intervention which took place at eight schools in four regions in Tanzania, viz. Interaction Competencies with Children for Teachers focused on approaches that aim at preventing violence by teachers. The feasibility was positive in that participants' acceptance was high and they reported a good integration of the core elements in their working routine. Initial evidence of the efficacy of the intervention in follow-up sessions to the school indicated a significantly stronger decrease in the use of emotional violence reported by educators and learners. But the authors point out that further evidence for the sustainability of its effect is needed.

A consistent finding is that effective programmes incorporate the strengthening of protective factors and social development (Cox *et al.* 2016: 219). Four high-risk adolescents group programmes in Australia were found to be ineffective in reducing violent behaviour; and similarly reviews on treatment outcomes indicate that the intended benefits are reduced and even lead to negative outcomes when at-risk adolescents are placed with deviant peers (Cox *et al.* 2016: 219). However, successful programmes were those that incorporated formal parent training in reducing targeted behaviours, including problem and difficult behaviours, also delinquency and verbal and physical violence (Cox *et al.* 2016: 220). It should be noted that many of these parent-training programmes incorporated not only skill development but also practice-based learning of skills, which were two elements identified in other successful programmes too. Furthermore, Varela (2020: 831) highlights the role that school climate can play as a protective factor as indicated in a national study in Chile. In this regard the author points out the imperative for collaboration and dialogue between schools, families, and communities.

3.2.2 Alternatives to Violence Project (AVP) as a global programme

John (2016: 369) highlights the Alternatives to Violence Project (AVP) which commenced in 1975 when in New York at Green Haven prison inmates requested help to reduce the physical violence there. Quakers designed and implemented a conflict resolution workshop which became so successful that several inmates became AVP trainers and continued to run further

workshops in the prison. From these humble beginnings a global organisation came into being and offered these workshops not only in prisons but also in schools, universities, places of worship and various community settings across the globe in close to sixty countries of which thirteen are in Africa, including South Africa. In Rwanda for example AVP workshops have been used in transitional justice processes, in Liberia with former child soldiers and in South Africa with school peace clubs.

The AVP workshops are available at three levels, viz. AVP Basic, AVP Advanced, and Training for Facilitators. Each of these experiential workshops, are run over two to three days with the aim to prepare participants to respond non-violently to conflict. Participatory pedagogy which employs the use of games, activities, dialogue and critical reflection focussed on fostering deep experiential learning is a key feature. Through role play and discussions, the workshops facilitate an enabling space for the participants to engage with their most pressing conflict issues. The content in the AVP Basic workshop introduces and explores nonviolent alternatives to conflict by increasing participants' skills in affirmation, communication, trust-building, cooperation, and community-building. In the Advanced workshop the focus is on building consensus. The third level builds facilitation skills and leads to accreditation as an AVP facilitator, where novice facilitators gain experience in facilitation by serving as apprentices with more experienced facilitators. The transformative potential of AVP is connected to the five key principles namely, think before reacting; ask for a nonviolent path; expect the best; respect for self; and caring for others.

According to Kathryn Tomlinson “there seems to be considerable evidence, both quantitative and qualitative, for the effectiveness of AVP in bringing about change in relation to violence” (John 2016: 370). It appears from further reflection on the programme that much of its effectiveness is embedded in the versatility of AVP curriculum, which has been designed for standardisation and recontextualization enabling it to carry an international identity and coherence but also adaptable to cultural sensitivities and able to address immediate conflict dynamics in the local context.

3.2.3 A whole school approach

Cox *et al.* (2016: 206) report the findings of a systematic review of the peer-reviewed published evaluation literature which documents the outcomes of Australian youth violence prevention programmes. These authors point out that most knowledge about effective violence prevention concerns universal level prevention programmes which target the whole population, irrespective of risk; most studies rely on self-report measure of violent behaviour, and more objective measurements are needed; and the strongest evidence is for those programmes that

incorporate parent training, skills enhancement, and social development, and adopt a “whole of school” approach to bullying.

3.2.4 Restorative justice as an approach to school violence reduction

In a systematic literature review on the application of restorative justice practices in schools Katic *et al.* (2020: 579) states that the results of the review indicate a high degree of variability regarding the implementation and evaluation of restorative practices in schools. However, most studies reported positive outcomes, including improved social relationships and reductions in office discipline referrals. Restorative justice provides school community members with a framework for the prevention and intervention of school violence (Katic *et al.* 2020: 592). The authors indicate that school violence prevention programs are most effective when they are: (a) evidence-based and rigorously evaluated, (b) strengthened by community-wide prevention activities that are strategically planned, implemented, and (c) evaluated through schools, community leaders, organizations, and families.

3.3 School violence reduction strategies of the Department of Basic Education (DoBE)

This section considers the approach of the DoBE to school violence reduction in South Africa. For the most part the DoBE has focused on safety. Makota and Leoschut (2016:19) provide the insight that South Africa has achieved remarkable strides in the development of a policy framework that promotes the rights and safety of learners and educators in the school environment. The Centre for Justice and Crime Prevention (CJCP), in partnership with UNICEF South Africa, and DoBE developed the NSSF (Makota and Leoschut 2016:19). In essence international, regional and national laws and policies have shaped the NSSF in its recognition of the safety of learners and educators as a prerequisite for quality learning at school. School management is provided with a management tool to effectively formulate, implement and monitor school safety plans as contained in the framework. Provincial departments of education have also provided plans to reduce school violence. The LO learning area also contains elements of content which potentially can contribute to the reduction of school violence. In the section below the NSSF, the provincial safety plan of the WCED and the LO learning area are discussed briefly within the context of school violence reduction.

3.3.1 National School Safety Framework (NSSF)

In its wide-ranging approach to addressing violence the NSSF is focussed on prevention, intervention, and response. In general, the approach underscores four main building blocks towards achieving a safe and secure environment. The focus of the first building block is on

the school's preparedness to prevent and manage any safety related problems that may arise. Regarding preparedness, the school is required to have the necessary codes of conduct, school safety policies and procedures in place and ensuring that educators and learners are acquainted with the content of safety policies and procedures.

Key considerations include, firstly, to ensure its continued relevance to the school context and evolving safety requirements these policies must be reviewed regularly. Secondly, it is a requirement of schools to be thoroughly acquainted with what is happening in their premises through information obtained by the application of the NSSF data related tools. An in-depth assessment of the school's level of functioning emerges as the data tools are applied and the level of functioning of the school pertaining all physical aspects such as layout of the school buildings and infrastructural vulnerability, administrative and management practices of the school, its disciplinary systems, and the nature and dimension of various forms of violence, including other safety-related threats happening at the school is documented. Specific interventions (a combination of universal and localised school context safety plans) would therefore be informed by this baseline information received from the learners, educators, and other members of the school management team, providing a platform against which the success of school safety measures can be monitored and evaluated. The NSSF considers that individual, relational, community and societal factors interrelate in contributing to the risk for school violence. It makes the point that school safety measures must extend beyond the formulation of policies and learner disciplinary measures and must also focus on critical interventions such as teacher training, engagement with parents and the broader community, referring troubled learners to the appropriate counselling and support services, school property maintenance, training in conflict resolution skills for educators and learners, establishing a zero tolerance to violence school culture, assisting learners in their commitment to their schooling, providing recreational or after-school activities geared to fostering personal growth and development, and constantly monitoring and evaluating the safety situation at the school.

Thirdly, schools must be ready to respond when something happens through the management of safety incidents according to the policies and procedures, vigilant to early warning signs and promoting a school environment characterised by culture of human rights. According to the NSSF school safety should therefore be regarded as the norm for the school management team and not as an add-on responsibility. A collaborative effort is required to build a safe and secure school environment. Lastly, it states that schools must make the necessary effort to build a caring institution by nurturing relationships between all the stakeholders of the school body and developing a network of support to refer learners, whether they are victims or perpetrators to relevant services where necessary. The NSSF reinforces a whole-school

approach to violence prevention and acknowledges that school principals are not solely responsible for school safety (Makota and Leoschut 2016: 20). Figure 3. 1 below indicates the procedures for implementing the NSSF.

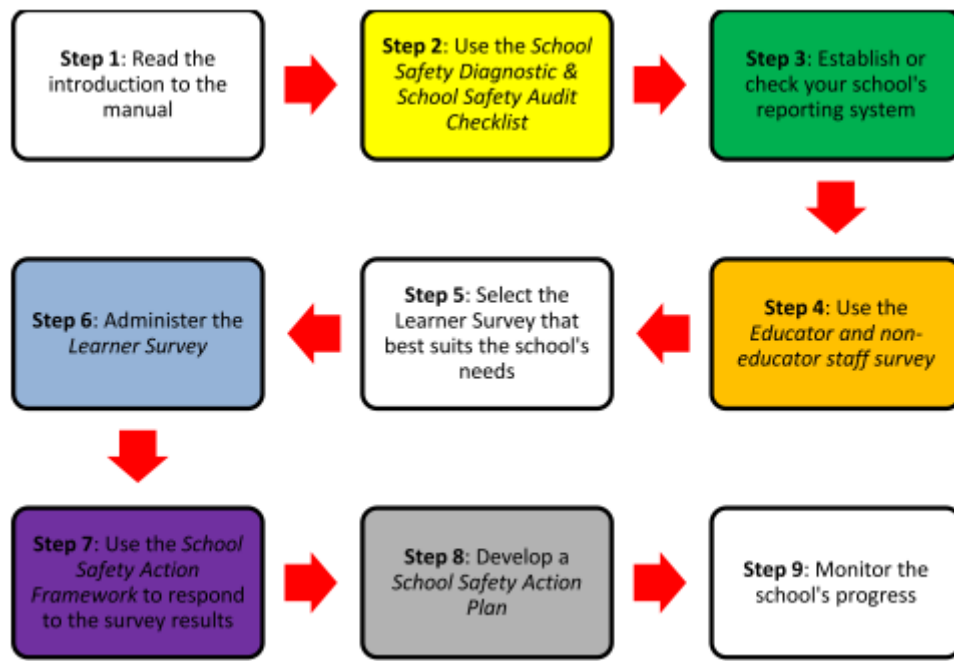


Figure 3.1: Procedures for implementing the National School Safety Framework (NSSF) (Source: Makota and Leoschut 2016: 20)

CJCP has been working with 40 primary and secondary schools across four provinces since 2014 and some lessons regarding the NSSF have emerged (Makota and Leoschut 2016: 21-23). These include:

- Although the NSSF emphasises a whole-school or whole-of-society approach to reducing violence in schools, there is a common perception among schools that school safety and violence reduction is largely the responsibility of the police or the DoBE.
- Rather than police presence, effective school governance is required to stem the tide of violence in schools.
- The efficient and effective implementation of the NSSF is dependent on the buy-in and active participation of all relevant stakeholders.
- Less emphasis is generally placed on other interventions aimed at modifying and managing learner behaviour. Although certain visible measures need to be in place for

a school to be safe, the physical measures alone will not be sufficient to reduce the levels of violence since it will fail to address the underlying causes of school violence.

- The provision of after-school recreational activities has been found to be a significant way to foster learner participation in school activities.
- The NSSF is a toolkit that aids schools in becoming environments that are safe and secure.

However, Makota and Leoschut (2016: 21 - 23) assert that change can only be attained through on-going research and evaluation of school safety and violence prevention strategies.

In a study that examined the mechanisms of the NSSF in addition to school contexts, the findings reveal that the NSSF mechanisms find little enabling teacher agentic action, pertaining to learning (Hanaya *et al.* 2020: 1). The authors point out many roles are assigned to educators to promote school safety but none of the NSSF measures involve pedagogic strategies or techniques. Given the struggle that educators are confronted with regarding the disruption of teaching and learning, the NSSF mechanisms are viewed as inadequate as an education policy focused on school safety within the current context of insecurity in South African schools. Clearly peace education and peacebuilding elements are missing from the NSSF. A multi-sectoral approach to dealing with school violence, which involves parents, homes and the community as well as government departments is required in South Africa (Burton 2008b, cited in Lazarus *et al.* 2012: 138).

Recommendations for addressing violence in the school draw attention to focusing on the classroom, the curriculum, the school, and local support services (Donald *et al.* 2010, cited in Lazarus *et al.* 2012: 138). Regarding the classroom the role of educators as role models is emphasised; and regarding dealing with conflict, the authors note that while general conflict management skills will help, the situation may call for additional strategies which include the type of punishment or seeking additional help. Regarding the curriculum it is important to note the following: protecting the learners through the inclusion of life skills education focusing on interpersonal skills, conflict and anger management skills, communication skills, gender role clarification and sensitisation, and the promotion of positive masculinities through the LO programme is essential (Donald *et al.* 2010 cited in Lazarus *et al.* 2012: 138). In addition, extramural programmes, including afterschool programmes, are known to be successful in providing positive alternatives for children and youth, particularly in high-risk communities (Lazarus *et al.* 2012: 144). There must be policies of zero tolerance for any behaviours which may be harmful to any person; educators should serve as role models of self-respect and being respectful of others; all of which should evince and support egalitarian gender relations (Lazarus *et al.* 2012: 141).

3.3.2 Provincial school safety plan of WCED

It should be noted that school safety forms part of the provincial Safety Schools programme launched by WCED in 2019. The WCED's contribution is two-fold in that it promotes physical safety and promotes a strategy focused on instilling values that will mitigate against anti-social behaviour. Regarding physical safety the WCED is committed to the physical safety of children through the provision of perimeter security and prioritising secure fencing at endangered schools to curb crime from spilling over into the school's premises from the surrounding environs of the community. This is done with the desire that the communities will ensure that the fences are not vandalised. WCED also has Safe Schools officials who liaise with the SAPS on a continuous basis to provide safety to the learners. The second focus is the WCED's 2020-2025 T2P strategy aimed at instilling values that will contribute to a positive school climate, largely focused on learner behaviour. More information is provided on this in Chapter Seven.

3.3.3 Life Orientation (LO) learning area

LO as a learning area in the curriculum in Basic Education in South Africa is compulsory according to the Curriculum Assessment Policy Statement of the DoBE. LO was conceived in the previous curriculum viz. National Curriculum Statement as a learning area focused on the study of self in relation to others in society. In its intended holistic approach, it has to do with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and used in life (Adewumi 2012: 1). Furthermore, the author points out that this learning area aims to guide and prepare learners for life, and for its responsibilities and possibilities. LO addresses knowledge, values, attitudes and skills relating to the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation, physical activity and career choices. It teaches learners to solve problems, to make informed decisions and choices, and to take suitable actions to enable them to live meaningfully and successfully in a rapidly changing society (South Africa, Department of Education 2003, cited in Adewumi 2012: 1).

As the educators started teaching the content of the LO area a number of challenges came to the fore, and these included amongst others: educators expressing difficulty in teaching a learning area which contains content pertaining to personal and societal values which are at variance with their own beliefs; and they cite the example of not being comfortable with teaching children about topics such as safe sex they believe should not be taught to learners. It appears that learners sense the discomfort of such educators and in some way, this contributes to learners questioning the value of LO (Adewumi 2012: 3).

Other areas of concern regarding the LO learning area pointed out by Mayeza and Vincent (2019: 3) include: educators seem often to be placed in situations where they lack expertise or find themselves totally out of their league, which creates stressful situations for them; small groups are ideal for the discussion in the content of LO, but this is hardly possible with classes up to 60 learners in one group in some schools and a lack of physical space and no educator assistants to manage large groups; and the LO programme remains marginalised since allocated periods in the time-table are used for other learning areas such as Mathematics, which are deemed more important, given that LO does not involve external assessment, even though it is a compulsory subject. It seems that against this backdrop the LO learning area seemingly has lost the opportunity to teach skills that would contribute to reducing violence or creating a positive school climate in many schools.

3.4 School violence reduction in South Africa: themes emerging from the literature

From the literature on school violence reduction initiatives in South Africa, pertinent themes have emerged. Key themes accentuate a prevention paradigm, democratic practices, the application of whole-school approaches, promoting and safeguarding the rights and responsibilities of all stakeholders, and an openness to philosophical approaches such as constructivist research paradigms and CER in efforts to learn more about effective school violence reduction strategies. In the section below I briefly share reflections and insights gained from these themes.

3.4.1 Prevention paradigm

Gevers and Flisher (2013: 188) point to the need to develop successful school-based interventions. This need is expressed in response to the view that although the LO curriculum is being implemented the high levels of violence persist and efforts to date have not produced the desired results. But well-developed evidence-based guidelines are required to fulfil this need.

The implementation of effective interventions requires careful consideration of several factors during the development phases. In resource-poor South African schools a thorough development phase is particularly pragmatic to ensure careful use of scarce resources for programmes that are most likely to be effective (Gevers and Flisher 2013: 188). It is necessary to note that although empirical evidence is available to guide decision-making at certain points, the unique and dynamic contexts within which a particular intervention is to be implemented

must be taken into consideration and drive certain decisions, especially when there is little research to provide direction on specific issues (Gevers and Flisher 2013: 188).

Unfortunately, no specific and discrete violence prevention programmes appear to have been evaluated in South Africa (Gevers and Flisher 2013: 188). Examples of discrete programmes in the context of youth violence prevention in South African schools include infrastructure development projects such as fencing, access control and appointing security guards for the school premises as they aim to prevent violence in the school, as well as discrete because they target the school grounds only.

Other examples of discrete violence prevention interventions include positive classroom management skills for educators; similarly, a conflict resolution skills workshop for learners would be located at the intersection of the specific content and discrete approaches to violence prevention (Gevers and Flisher 2013: 188). The authors claim that several such projects are being implemented in South African schools, but they are not being evaluated or made public to share successes with other schools. The authors suggest that this lack of knowledge in effective programmes can be remedied by identifying and evaluating existing programmes or investing in adapting international programmes of this type for the local context. According to Gevers and Flisher (2013: 188) there is a need to develop strong specific and discrete programmes for youth violence prevention in South African schools. Table 3.1 and Table 3.2 point out the advantages and disadvantages of comprehensive and discrete programme content and approaches.

Table 3.1: Advantages and disadvantages of comprehensive programme content and approaches (Source: Gevers and Flisher 2013: 194)

		APPROACH	
		Whole-school development	Discrete
CONTENT	COMPREHENSIVE	<p><i>ADVANTAGES</i></p> <ul style="list-style-type: none"> • Several risk behaviours and their correlates are addressed at multiple levels within the school environment • Changes are likely to be maintained in the long term and positive behaviours become the norm as all systems implement and support the programme • Relevant to all participants regardless of risk status <p><i>DISADVANTAGES</i></p> <ul style="list-style-type: none"> • May be costly • Demands the co-operation and buy-in of many groups • Change may be slow • Programmes may be too general and not address specific skills needed for change 	<p><i>ADVANTAGES</i></p> <ul style="list-style-type: none"> • By addressing a common aetiological factor, several problems may be averted • Evaluation and accountability of the programme may be enhanced because it is a contained entity • Simpler development and planning than a whole-school development approach • Schools may be more open to agencies coming in to implement such programmes rather than attempting to change everything about the school <p><i>DISADVANTAGES</i></p> <ul style="list-style-type: none"> • The social ecology of the school is not mobilised to engage in or support the changes that the programme is promoting • More resources are needed in comparison to specific programmes and additional resources may need to be accessed if the programme is not able to share resources with various school departments

Table 3.2: Advantages and disadvantages of specific programme content and approaches (Source Gevers and Flisher 2013: 195)

		APPROACH	
		Whole-school development	Discrete
CONTENT	SPECIFIC	<p><i>ADVANTAGES</i></p> <ul style="list-style-type: none"> • More time and resources can be targeted at more proximal, rather than general, risk factors • Every level of the school environment joins in the effort and reflects the changes that the programme promotes • Change is more likely to be maintained with many systems in the school environment reflecting the changes <p><i>DISADVANTAGES</i></p> <ul style="list-style-type: none"> • Various risk behaviours are related and by only addressing one form of risk behaviour, change may not be maintained if other systems are still supporting another risk behaviour that increases the likelihood of the target risk behaviour • All groups within the school have to agree with and be involved in the programme 	<p><i>ADVANTAGES</i></p> <ul style="list-style-type: none"> • Economical (relative to comprehensive and whole-school programmes) • More attractive to funders • More time to address a specific problem in detail and to address risk factors specific to this problem • Positive changes in the targeted domain are likely • Relatively simple to implement and evaluate • Short term <p><i>DISADVANTAGES</i></p> <ul style="list-style-type: none"> • May be missing other important problems • Programme may need booster sessions to maintain effects

The implications of a prevention model are such that the interconnectedness of the school to societal structures cannot be ignored. School violence needs to be addressed holistically through interventions that target risk factors at different ecological levels (Pahad and Graham 2012: 13). According to these authors this study highlights an ecological approach in drawing attention to various requirements. They advocate for early intervention at younger levels for learners through screening for learning difficulties and mental disorders (such as depression) and providing extra support for lower grades. In addition, younger, more inexperienced educators must be supported in managing difficult situations that could escalate into incidents of school violence. Healthy parenting styles and parental involvement are essential in preventing acts of violence perpetrated by learners (Pahad and Gaham 2012: 13). Furthermore, preventative measures should be targeted at strengthening the relationships between parents and schools for mutual support.

There appears to be several difficulties related to school management, the relationships between the DoBE and school and staff which also require intervention. Stable management structures must be developed with education contexts, and there is a need for the development of forums to create better communication between the schools and DoBE (Pahad and Graham 2012: 13). All of this requires further research, and this would include policy implementation, monitoring and evaluation. The implications of a prevention model would also consider what occurs at the community level. In this regard it was noted that the lack of support and social circumstances of the community especially with manifestations of crime and poverty, there was a strong likelihood of increased school violence. From an ecological perspective, a school would address poverty with activities such as food gardens, job creation and skills development in efforts to enrich communities and at the same time building a connection between the community and the school (Pahad and Graham 2012: 13). The authors point out that at the societal level this study noted that educators felt that disrespect from the new generation of learners emanated from their newly gained rights in conjunction with the constant exposure to violence in the media played a role in the risk of violent behaviour at school. Given that violence was also embraced in the Apartheid era as an acceptable practice, for many violent means to resolve matters are viewed as viable options. Hence, schools need to play a role in re-examining existing policies and there also needs to be a shift in thinking through consciousness raising campaigns, projects and programmes pertaining to violence, rights, and education (Pahad and Graham 2012: 13).

Within a prevention paradigm, the school itself through the management team and representative educators, should take the initiative to educate learners about the forms of

violence prevalent in schools (Maphumulo 2018: 74). On the other hand, Tshehla (2022: iv) points out the role that proper discipline could play in circumventing school violence.

3.4.1.1 School safety plans that address violence as a multidimensional obstacle

Researchers agree that a comprehensive school plan combating violence should be developed at each school in partnership with educators, parents, learners, and the community and that such a plan ought to be available in hard-copy format (Smit 2007, cited in Jacobs 2012: 128). The author suggests that such a school safety plan should include prevention measures, guidelines about managing situations, as well as plans to resolve situations when school violence occurs. School safety plans must be systemic, comprehensive, sustainable, and should be reviewed and adapted regularly. School safety plans should include prevention measures, guidelines about managing situations, as well as plans to resolve situations when school violence occurs Jacobs (2012: 128). In addition, the plan must be systemic, comprehensive, sustainable, and must be reviewed and adapted regularly. In developing the school plan to combat school violence, the school would be required to focus on developing security infrastructures, restricting admission, prohibition of firearms and weapons, surveillance of school grounds, combating crime, raising awareness, contingency plans and safety drills. Jacobs (2012: 132 -133) also mentions strengthening discipline in schools, equipping, and supporting staff members; equipping and supporting the learners; establishing parental and community support; developing a sense of ownership, belonging and pride in the school; creating a culture of respect and human dignity; applying restorative justice practices; providing a variety of extracurricular activities for learners; and strengthening the role of the government.

Smit and Scherman (2016:1) propose a theoretical exposition of relational leadership and ethics care as complementary approaches to educational leadership in counteracting bullying at schools. Within schools there are complex systems of activities, processes and dynamics. The social system in schools forms a web of interactions between various groups as part of the flow of information which reflects a process of socialisation and the transfer of moral values. Such moral values underpin the value of social justice for all stakeholders in the education system. The moral standing of a school principal is key to creating such an educational landscape, where leaders care for their educators and learners (Smit and Scherman 2016:1). They acknowledge that bullying is a social and an education challenge that threatens social justice and the development of citizens with strong moral values. For example, to counteract and mitigate bullying at schools, a relational leadership approach and an ethics of care is proposed.

3.4.1.2 Safe schools and gun free zones

Attempts to curb school violence include declaring schools gun free zones and banning dangerous objects as stated in the Firearms Control Act 60 of 2000, Section 140 (Van Jaarsveld 2008: 184). These dangerous objects include firearms, explosives, gas weapons and any other objects that can cause bodily harm to anyone on school properties. The author points out that this may prove difficult to accomplish as it is not possible to ban all objects that may cause bodily harm to others simply because harm can be caused with pens, mathematical instruments, scissors or cutlery when used as weapons. Van Jaarsveld (2008: 184) asserts that the problem lies with the learners who enter the school premises, community factors and the lack of security measures in schools. All schools need security measures to be implemented and not only the ones who can afford it (Van Jaarsveld 2008: 184).

Furthermore, the “Adopt-a-Cop” programme, which invites the SAPS officers into their schools to assist with training and security has been implemented in many schools. Since 1996 this programme has been in effect. Typically, these “Adopt-a-Cop” units visit schools participating in the programme regularly and mainly talk to the learners on topics such as gangs, illegal weapons, and child abuse (Van Jaarsveld 2008: 184). It appears that the programme assists police with building a positive relationship with the learners and to gain the support of learners and staff to prevent and solve crimes and violence (Shaw 2004, cited in (Van Jaarsveld 2008: 184).

Similarly, the “The Safer Schools” programme focuses on creating and ensuring a learning environment that is safe. This programme is a partnership between the Department of Education and the SAPS, dealing with issues such sexual offences, bullying, drugs and firearms in schools (Parliamentary Monitoring Group 2006, cited in Van Jaarsveld 2008: 185). However, Van Jaarsveld (2008: 185) more than a decade ago stated that it was important for the community to become involved in such programmes to create safe and secure environments and to build a positive system between all in the community.

Smit (2007: 56) states that although there is no guarantee that a school will ever be completely violence-free, it is essential to make school safety a priority. Accordingly, several general preventative security measures which can protect learners and promote learning are likely to lessen the chances of violence occurring (Smit 2007: 56). Furthermore, one advantage of a unique safe school plan is that intervention strategies that the community feel are important can be considered and included. Smit (2007: 56) states that the following programme options should be considered:

- **Create a climate of ownership and pride:** Every learner and educator should be made to feel like a key part of the school community. Every attempt must be made to involve all the stakeholders; it is important to include learners, parents, educators, and community leaders in the safe-school planning process.
- **Target troublemakers:** Usually, a small percentage of young people are behind most of the school problems. Identify troublemakers, then put supervision plans in place to prevent troublemakers from causing further harm to themselves and others.
- **School safety leadership begins at the top:** The best principals are engaged outside their office spaces. Being in touch with the school reality is important and it cannot be accomplished from an ivory tower.
- **Principals cannot create safe and secure schools alone:** They need parent power. They should work with parents to develop parental interest in their children's success and safety.

In addition, Smit (2007: 56) states that learners should be actively involved in their own safety as they rank amongst the best crime prevention planners in the school environment. Learners are likely to report on those areas in the school grounds they avoid as being unsafe and they will provide valuable insights regarding school crime prevention strategies. To assist learners in this regard Smit (2007: 56) suggests the following:

- Incorporate LO curricula into the learner area structure that focus on good decision making, responsible citizenship, and conflict resolution. It is important that educators should teach learners how to deal with conflict.
- Provide adequate adult supervision. Learners need responsible supervision, which can be provided by educators, parents, school leaders, and monitors.
- Establish in-service training. Training in techniques and skills of classroom management, conflict resolution and the handling of intruders must be provided.
- Establish a code of conduct. Clear communication of the rules is essential. As important is the consistent enforcement of the rules and its fair application to all learners.
- School crime problems must be monitored. Continuous tracking and monitoring of problems is required to create a safe school.
- There must be a close law enforcement partnership. It may be useful to include law enforcement officials in curriculum development and safety planning.
- A crisis response plan should be implemented. A good crisis plan considers prevention, preparation, management, and resolution.
- Adequate support and protection should be provided for victims. All victims require need special attention and support following an experience with crime.

- Collaborative partnerships should be established. There is value in creating partnerships of professionals who can assist the school to minimise crime and disruption.
- Increase the safety of the physical environment. Ensure maximum security of the actual physical environment.
- School communication networks should be established. Establish networks that link the classroom with the office.
- Access to the school ground should be limited. At all times the school ground must be monitored.

In addition, more than a decade ago the Minister of Education, Naledi Pandor, also listed “implementable” strategies to act against unacceptable forms of conduct in education (Barron 2006, cited in Smit 2007: 57). These include:

- Educators and learners should be protected. All schools need to be fenced, security staff engaged, and counsellors contracted.
- Parents or guardians should take primary responsibility for the conduct and discipline of their children and share the burden of inculcating discipline.
- Educators from disadvantaged schools should be supported in confronting the problems of violence and ill-discipline.
- Schools should have clear rules, act firmly against misconduct, and inform the police when a crime is committed.
- The curriculum should strengthen respect for others and the promotion of dignity for all.
- Schools should encourage a positive buddy system so that incidents of violence and the perpetrators are exposed; and
- Where drugs have entered the school gates, a sectoral response that directly responds to this problem is necessary.

It should be noted that study conducted by Lekalakala (2019: iv) found that school managing teams and educators are still struggling to curb an increasing number of sexual assaults and deaths because of violent activities in their schools. The author asserts that these challenges are mainly due to the problem of policy on school safety and its implementation within the management structure of schools.

3.4.2 Establishing democratic practices

Schools that are managed within authoritarian modes of functioning will struggle to reduce violence. Establishing democratic practices and procedures are essential to creating a culture of peace in schools. Consultation, dialogue, and collaboration are all important aspects of democratic practices.

3.4.2.1 The role of consultation, dialogue and collaboration

In considering strategies that reduce school violence Singh and Steyn (2013: 5) refer to consultation and collaboration as specific practices as it encourages the involvement of all stakeholders of the school in curbing learner aggression. A code of conduct is a consensus document arrived at through consultation, and its drafting process should be characterised by the involvement of learners, educators and non-teaching staff at the school, as well as the parents (Rossouw 2007, cited in Singh and Steyn 2013: 8). The authors point out that equally important in assisting the school in addressing aggression and violence, is the involvement of parents in their children's behaviour. In this regard Singh and Steyn (2013: 6) note that actual parent support is lacking as evidenced by absence, unavailability, and apathy in some cases which compounds the problem. Singh and Steyn (2013: 6) state that Bandura's social cognitive theory posits that parents are influential in confirming negative or positive outcomes for their children in a learning environment, and according to the theory parents who raise their children in a supportive and caring environment can assuredly contribute to the abilities of their children; and similarly, when parents lack interest in their children, it is likely that negative behaviour may be instilled in their children. Learner aggression escalates because of poor parent supervision (Bemak and Keys 2000, cited in Singh and Steyn 2013: 6). Clearly one of the strategies for schools to consider is to educate parents in this role of providing support and care to contribute to their positive behaviour at school and generally in all environments. In addition, educators should be staff-developed on the use of co-operative and supportive disciplinary approaches (Maphosa and Shumba 2010: 397).

Within a South African context McDonald (2014: 25) proposes that interventions in respect of school violence should focus on involvement in decision-making as a more effective way of communication in response to authoritarianism in society and schools, hence initiating a process that intervenes in the matter of school violence. There is a stronger likelihood that a school can resist violence when learners, parents and staff are involved in school policy and decision making (Mncube and Harber 2013, cited in McDonald 2014: 25). School violence cannot be effectively addressed in schools without the meaningful involvement of children, and meaningful involvement entails participation in school life, student councils, involvement

in disciplinary proceedings and integral to learning and experiencing human rights (SRSG 2012, cited in McDonald 2014: 25). Furthermore, this SRSG report indicates that initiatives where learners participate in decision-making through student councils have brought about change. The more involvement there is from learners, parents and staff in school policy and decision-making the more the school can resist violence given that a genuine community is being established (Mncube and Harber 2013, cited in McDonald 2014: 25).

3.4.3 Advocating holistic and whole school community approaches

Meyer and Chetty (2017: 121) state that “a comprehensive approach, foregrounding personal transformation and addressing the social and emotional as well as the physical aspects of safety is far more valuable”. They express that this does not preclude a focus on the socio-economic contexts such as poverty and the societal inequalities, which worsen the violence, but promote a comprehensive approach based on the dominant school safety approaches which have chiefly focused on punitive measures, emphasising physical safety and advocating for greater police involvement. Meyer and Chetty (2017: 121) emphasise that “personal transformation and societal reconstruction are dialectical processes that need to occur in tandem with each other.”

Mathews and Benvenuti (2014: 33) promote a prevention agenda which necessitates an intersectoral approach to stop the intergenerational cycle of violence by focusing on protective factors to shift the daily experiences of children. They emphasise that changing social norms and attitudes that support the use of violence is imperative to change current practices to prevent violence.

An intersectoral approach to end the intergenerational cycle of violence by focusing on protective factors is necessary to shift the daily violent experiences of children (Mathews and Benvenuti 2014: 33). Moreover, the authors point out that changing social norms and attitudes aligned to the use of violence is obligatory to change current practices to prevent violence. The reality of the situation is such that there must be commitment from government and partnerships between the government and all other sectors of society including businesses, donors, the media, civil society organisations because preventing violence against children is everyone’s business. Similarly, Akinsola (2010: 648) offers the view that in the context of the determinants of school violence in South Africa being multi-faceted, the strategies to address the issue should be designed and implemented at variety of levels.

Morrell (2001: 298) states that:

...measures should be complemented by programmes that examine a broad range of issues related to corporal punishment, for example, the way decisions are made, the meaning and exercise of authority and the rights of others. Only in this way will the gulf between human rights policy and current disciplinary practices be bridged.

Similarly, Grinshteyn and Yang (2017: 147) point out that schools should go beyond interventions and change their culture to become an environment that does not tolerate any form of aggressive behaviour. Concrete and empirically based strategies to achieve culture change in schools have been developed and should be implemented to prevent a climate that enables these behaviours (Grinshteyn and Yang 2017: 147).

The South African DoBE does have some programs in place, but they have been described as “disjointed and piecemeal at best” (Burton and Leoschut 2013, cited in Shields *et al.* 2015: 58- 59). They also point out that according to the educators, when help is available, it often comes too late or is delivered by unqualified personnel. In this regard the Office of the Special Representative of the UN Secretary General on Violence against Children 2012 provides a broad framework for reducing violence in South African schools, viz.: develop holistic, whole school strategies; partner with children; provide support for educators and staff; change attitudes and work with social norms; • secure children’s legal protection; and consolidate data and research.

Shields *et al.* (2015: 58) also point out that there is an emphasis on multi-sector involvement, including academic disciplines and relevant service-oriented organisations, such as schools and social service agencies. Its four key strategies are to: strengthen the personal capacity of youth to resist violence; build and support positive relationships between youth and adults; promote thriving, safer, and more connected communities; and create a society that promotes safety and health.

Mgijima (2014: 198) reports on a study from a larger community engagement project underpinned by the CER paradigm. Qualitative data was collected in 2013 through a series of focus group discussions involving 698 participants in two provinces. From the preliminary findings it was clear that weak leadership, ineffective or dysfunctional governance and management structures, poor parental participation, lack of teacher professionalism and an overall lack of accountability militate against effective implementation of intervention strategies (Mgijima 2014: 198). The author suggests that mobilising communities, empowering and equipping them with relevant knowledge and skills is likely to inspire appropriate action towards the reduction of violence in schools. The participants in the study advocated for a systemic, collaborative approach that involves all categories of school communities as the best strategy to address the problem. Mgijima (2014: 205) asserts that a whole school community

approach can only be effective in a framework of robust policy that is consulted upon and owned by all stakeholders. From this study it is concluded that violence in schools needs to be subverted through the implementation of potent strategies that meaningfully engage school communities (Mgijima 2014: 198).

Netshitangani (2018b: 166) with other researchers advocate invitational education theory of practice as an approach that can assist in reducing school-based violence for teaching and learning to take place without disturbance. The goal of invitational education is to transform the fundamental character of the school. It is founded on four guiding principles, namely, respect, trust, optimism and intentionality. Invitational education theory focuses on the five Ps, namely, people, places, policies, programmes and processes, which provide the means to implement invitational education theories (Juhnke and Purkey 1995, cited in Netshitangani 2018b: 166). The five Ps are used to transform the school culture by applying steady and continuous pressure from numerous sources over time (Purkey and Strahan, 1995, cited in Netshitangani 2018b: 166).

3.4.4 Promoting the rights and responsibilities of learners and educators

Le Mottee and Kelly (2017: 62) state that identifying, monitoring and managing violence against educators can create a broader understanding of victimisation in schools. They make the point that educators play a vital role at all levels of development with learners, hence, the more understanding there is regarding the victimisation of educators, the more likely the chances of reducing violence in general, but also school-based violence against educators specifically. It is vital to reduce violence against educators as it has benefits for the educators and learners. If educators are to be retained, and if the teaching profession is serious about recruiting young people as educators, a safe working environment must be created (Le Mottee and Kelly 2017: 62). The authors assert that stakeholders across the board, such as, the state, communities, parents, educators and learners, are equally bound by the Bill of Rights and have a duty to respect these rights. In this regard policies and practices must be put in place at schools to address school-based violence and schools must promote both the rights and responsibilities that educators and learners have (Le Mottee and Kelly 2017: 62). It is observed that the preparedness to equally educate learners to exercise responsibility along with their human rights tends to be ignored. Strategies applied must assist in the recognition that all human rights hold certain limitations and that the rights of an individual may not violate or disregard the rights of others (Makhasane and Khanare 2018, cited in Botha and Zwane 2021: 11).

3.4.5 Philosophical approaches to school violence reduction

Some responses to school violence reduction involve philosophical approaches. I provide insights from the constructive research paradigm and CER as examples of approaches focused on to reduce school violence.

3.4.5.1 A constructivist research paradigm to learner-on-educator violence

Botha and Zwane (2021: 1) provide insights on a literature study focused on learner-on-educator violence in South African schools coping strategies that educators use or can use to manage and restrict violence perpetrated against them. From a constructivist research paradigm this empirical study by these authors focused on how educators, as victims of school violence, experience and understand learner-on-educator violence in the school environment. The findings of the current study revealed that South African educators use different coping strategies such as departmental directives; collegial support; in-school training programmes; monitoring of classroom access; collaboration with the school environment and participation of parents. The authors concluded that these strategies are relevant in contributing to the reduction of learner-on-educator violence in South African schools.

3.4.5.2 Critical Emancipatory Research (CER) approach

Dube and Hlalele (2018: 77) promote CER as an alternative to mitigate school violence. Accordingly, CER is considered a good strategy to ensure effective communication among economics educators (Msimanga 2017, cited in Dube and Hlalele (2018: 77)). The author points out that that CER is critical in the academic space because it enables dialogue among educators and learners on difficult economic concepts. In addition, it was concluded that if dialogue is underpinned by CER principles such as social justice, education and the learning environment become user friendly and benefit all educational stakeholders. CER when used in the context of relations in the school creates the stimulus to transform schools, making these spaces safer for learners. In essence, the authors highlight social justice in school violence contestation. In the context of schooling, social justice “concerns quality in the distribution of an education service, and it also concerns the nature of the service itself and the consequences for society through time” (Connell 2012, cited in Dube and Hlalele 2018: 77). Social justice is viewed as a learned response fostered by progressive human development as well as the dignity that should be experienced by every person to create an equal society (Brady 2010, cited in Dube and Hlalele 2018: 77). Social justice encourages a move towards equality, and it fosters initiatives of peacebuilding and shared lives (Traitletler 2015, cited in Dube and Hlalele 2018: 77). Through this approach of social justice CER serves to frame schools’ relations so that safe school can be established.

Some educators are domineering and authoritarian rather than democratic, thereby creating tense relations with the learners that have the potential to escalate into school violence (Mncube and Harber 2013, cited in Dube and Hlalele 2018: 78). Addressing these situations from a social justice perspective with those in power, and particularly so in inadequate environments can be a challenge (Gerson and Opotow 2004, cited in Dube and Hlalele 2018: 78). It is suggested that such challenges should not be addressed randomly but through a CER approach which provides “societies with common languages through which to address people’s hopes and discontents” (Mendieta 2005, cited in Dube and Hlalele 2018: 78). Therefore, to create safer schools there must be an opposition to classroom practices that undermine the rights of learners (Nkoane 2010, cited in Dube and Hlalele 2018: 77). Therefore, regarding social justice a particular focus must be maintained on critical pedagogy principles such as dialogue and the dialectic voice.

Similarly, corporal punishment is problematised. Learners respond to corporal punishment in various ways which include attacks on educators or truancy. Schools need to be transformed to end corporal punishment. Mthethwa, a KwaZulu-Natal Member of the Executive Committee, in 2016 stated that “children have the right to be free from all forms of violence, to enjoy their education, and not to be treated or punished in a cruel, inhumane, and degrading way” (Pyatt 2017, cited in Dube and Hlalele 2018: 77). Social transformation in society not only “pictures insufficiencies in society but it also encourages reflection upon and liberation from any shortfalls toward igniting a desirable change” (Brooke 2002, cited in Dube and Hlalele 2018: 78). CER approaches are committed to ensuring that oppressive social structures are challenged and replaced with emancipatory structures that have respect for humanity (Dube and Hlalele (2018: 78). The educator element in school violence narratives has not been problematised adequately and the hope is expressed that school-based solutions that draw on the experiences within the school community will be implemented, this includes solutions that emphasise social justice, dialogue, and mutual respect (Centre for Justice and Crime Prevention 2013, cited in Dube and Hlalele 2018: 78). A key strength of this approach is that it calls for transformation of the learners’ and educators’ perspectives with the aim of changing the hearts and minds of people and liberating individuals from violent behaviour (Tshelane and Tshelane 2014, cited in Dube and Hlalele 2018: 78).

3.5 Implementation of violence reduction strategies in South African schools

Whilst Akinsola (2010: 658) points out that there are some programmes (such as All Stars, Life Skill Training, Project Star, and Project Alert) regarded as best practices in the USA which can be adapted for use in South Africa, in this section the focus is on school violence reduction strategies familiar with the local context in South Africa.

3.5.1 School management team establishing a democratic ethos

According to Netshitangani (2018a: 104) the findings suggested that the four schools in this study in Gauteng were still run in an authoritarian manner. It appeared that the actions instituted by the school management teams to reduce violence through codes of conduct, security, and consistency of application of rules or responding to learner needs and issues were inadequate. For most of the learners at the schools in this study schooling was commonly an authoritarian experience. This finding has implications for the changes that need to be made to modes of schooling to reduce violence because an authoritarian organisation provides an environment where learners' rights, needs and feelings can consistently be ignored or suppressed. When educational institutions operate in an authoritarian fashion, it is exceedingly difficult for educators or learners or learners to act independently and to offer critique on issues including those that may lead to violent behaviour and conflict (Netshitangani 2018a: 104). Authoritarian schools reproduce and perpetuate not only at the socio-economic and political inequalities, but also violent relationships that emerge are maintained. A well-run, inclusive, and democratic school can help to reduce external and internal forms of violence. Hence a key issue stemming from this study is the need to create well-managed school communities where learners feel they belong and are valued. School communities need to have values that support peaceful conflict resolution. Involving parents and the broader community may also assist as it was clear that the violent influence was also influential from outside the school premises. Given this reality it was suggested that initiatives intended to strengthen good school management and teacher professionalism in South African schools should reflect the importance of a democratic ethos (Netshitangani 2018a: 104).

3.5.2 Participation of the representative council of learners (RCLs) in managing school violence

Eke (2022: 251) reflects on a study conducted with two schools in KwaZulu-Natal in Imbali and Richmond in which the sample comprised of twelve participants in total (six males and six females) from the RCL's of both schools. The SASA Act No.84 of 1996 stipulates that the SGB is the highest decision-making body in South African schools. The learners have representatives serving on this structure, which is a mechanism that provides the learners an opportunity to have their voices heard and to be considered in school management decisions. The trajectory and style of leadership of the management leadership influences the attitude of high school learners and educators (Joyce 2015, cited in Eke 2022: 255). Similarly, a well-functioning and effective school management team, because of their positive management style, is likely to create a school climate in which unacceptable behaviours are reduced, and where tuition and learning thrive.

Peer leadership influence plays a significant role in the behaviour of youth. Studies have maintained that youths with similar inclinations and attitudes over time begin to behave in the same way (Ashley 2016, cited in Eke 2022: 255). It becomes evident that youth in the same friend circle at high school where disruptive behaviour is manifested are all likely to behave in such a manner. Peers are a vital socialisation agent for learners (Choo and Shek 2013, cited in Eke 2022: 255).

It is important to note that class representatives who exemplify leadership qualities have the potential to influence fellow learners in positive academic achievements and to reduce anti-social behaviour within the school (Teerachote *et al.* 2013, cited in Eke 2022: 255). Regarding class control, the optimisation of discipline and class control remain dependent on the behaviour of the class leaders; in addition, the command climate is influenced by the extent of the leadership displayed (Segal *et al.* 2016, cited in Eke 2022: 255).

Peer leaders can motivate other learners and shape their behaviour in school to create a school climate that promotes tuition and learning because peer leaders are intrinsically motivated (Tredinnick *et al.* 2015, cited in Eke 2022: 255). An efficient and effective class leader is typically identified through the level of respect the learners have for school rules, and this could be an indication of how well the leader can manage the class. Poor communication channels are likely to have a devastating impact on school management, therefore the utilisation of RCLs could remedy the situation (Dhlamini 2016, cited in Eke 2022: 258). Furthermore, the authors point out that an advantage of the collective effort of competent class leadership is a positive school climate that promotes tuition and learning. In addition, the burnout rate of educators could be lessened through a reduction in anti-social behaviour in the school. As liaison between the learners and the school management it has been found that the learner representatives facilitate the flow of information and assist the school management to identify perpetrators of school-based violence in high schools. The learner representatives can also identify high risk areas within the school with high incidents of violence.

Eke (2022: 260) asserts that school management are still to fully realise the strategic importance of RCL's in the management of school violence in high schools; the toning down of the roles of RCLs in school management could be responsible for the lack of development and training for skills development; the empowerment of RCLs with the appropriate skills will enable them to function effectively in their roles as leaders and provide much needed assistance in the management of school-based violence; the development of RCLs with the right skills would also enhance their strategic positioning as role models for their peers in school and within the community; and the development and training of RCLs serves as a good

model for the development and grooming of the next generation of leaders not only in the school community but also in the country.

3.5.3 Theory based prevention programme

In this study one public high school was randomly selected from a list of 20 public and private high schools in the Tshwane South District obtained from the Gauteng Department of Education (Masinga 2019: 426). The Think Smart-Take Charge-Turn a New Leaf Programme (Triple T) is intended to address both the lack of evidence-based interventions and to advance the knowledge base of social work practice (Masinga 2019: 424). The author expresses the view that 'thinking smart', 'taking charge' and 'turning a new leaf' are required to turn around school violence. The premise to the approach of this study was that teaching socio-emotional and ethical skills would enable learners to understand that violence is a violation of people's rights, to think about the consequences of their behaviour for themselves and others, and to subsequently turn around violent behaviour by learning decision-making, problem-solving, conflict-resolution and anger-management skills (Masinga 2019: 424-425).

The Triple T programme was comprised of six themes presented over six sessions, namely: (i) the nature, causes and impact of school violence, (ii) values, beliefs and the importance of supportive and caring interpersonal relationships, (iii) conflict resolution, (iv) problem solving, (v) decision making, and (vi) anger management. A hybrid method involved teaching and learning that incorporated didactic methods, group discussions, modelling, role plays, transfer training, positive role models, as well as information and communications technology (ICT) (Masinga 2019: 425).

The use of a mobile phone was incorporated in the Triple T programme as a technology- based teaching and learning tool that youth are exposed to and acquainted with. The ICT tool enhanced the learning experience through edutainment and the assessment of knowledge gained and levels of understanding (Masinga 2019: 425). There were online take-home exercises and quizzes on content covered in the session for the participants on their mobile phones. Two qualified social workers skilled in group work facilitated the sessions. It should be noted that the learners were involved in key stages of the development of the programme, contributing to a programme theory, resulting in the stakeholder's theory (Chen 2015, cited in Masing 2019: 425). The involvement of service users in the programme design provided a thorough understanding of stakeholders' needs including the processes necessary for an effective programme (World Health Organisation 2013, cited in Masinga 2019: 425).

According to Masinga (2019: 433) the preliminary findings revealed that the knowledge of the participating learners increased, they also learned more about the types of violence, the multi-

level causes of violence, the effects of violence, and the different types of violence-prevention steps and strategies. Furthermore, there was an opportunity to correct myths and misinformation pertaining to various types of violence, the causes and effects on the victim, the perpetrator, including tuition and learning. This approach supports the argument that more that more awareness and information help to improve conceptions of the self and/or to modify misconceptions (Ghojavand and Ramesh 2014 cited in Masinga 2019: 433). Masinga (2019: 433) maintains that when learners have adequate knowledge and understanding of the seriousness of the physical, emotional, academic, and long-term economic consequences of violence they are more likely to refrain from perpetrating violence in schools.

Preventive interventions that address behavioural problems through social and behavioural skills training are effective in changing the undesirable behaviour of school-going children (Ervin *et al.* 2018, cited in Masinga 2019: 433). It is encouraging to note that the participants in this study learned that violence affects the victim's family, peers, perpetrators, the school and the tuition and learning environment, including the victim. Moreover, the insight gained by the participants regarding the impact of their behaviour on themselves and on others, their exposure to knowledge on ethical values, and their capacity to be remorseful not only became heightened but they could show a caring and supportive attitude. This discernment was crucial in that it supported the view that "Values are beliefs that determine who we are and how we will respond to situations" (Rothery 2008, cited in Masinga 2019: 433). Antisocial behaviour can be changed by teaching positive behaviour and nurturing in learners a sense of respect for self, and all those around them viz. their fellow learners, parents, school staff and property (Le Roux and Mokhele 2011, cited in Masinga 2019: 433).

Masinga (2019: 433- 434) points out the following regarding the findings of this study:

- More time was needed by the participants to discuss values and beliefs and to reflect on the importance of supportive and caring interpersonal relationships.
- Through the information presented the knowledge gained was adequate to influence participants' attitudes to some extent.
- The participants learned about the importance of adopting positive and non-violent attitudes such as empathy, ubuntu (a sense of belonging and humanity) and respect for human rights. In this regard it was suggested that schools should introduce such lessons to help establish positive relationships between individuals and groups.
- Effects on behaviour change could not be shown as a result of the intervention.
- The results signalled that this programme showed challenges with implementing the hybrid model of teaching and learning.

- The use of transfer training, homework, ICT, modelling, and role play was unproductive. There appears to be divergent views regarding this. Mancini and O'Reilly (2013) argue that new technologies are not a panacea for preventing and reducing violence, whilst Adair (2006) asserts that interactive multi-media and ICT are effective tools to provide lessons and skills-training activities.
- Time constraints proved to be the primary obstacle by the facilitators regarding dealing with homework exercises, modelling and role plays to promote skills development. It was realised that it is crucial that interventions are robust enough to persevere through disruptions by extraneous variables in the classroom and should be practical enough to be implemented by other professionals, such as teachers, during normal teaching and learning hours (Ervin *et al.* 2018, cited in Masinga 2019: 434). Furthermore, it was confirmed that role plays are effective for building and enhancing learned skills and helping learners to internalise and apply these skills in their own lives, the school and communities (Ohmer *et al.* 2010, cited in Masinga 2019: 433);
- The combination of methods used such as didactic lecturing, group discussions, videos and music contributed to the positive outcomes of the programme. Group work provides opportunities for social skills training, where new behaviours can be tested in realistic contexts and where immediate peer feedback is provided (Wodarski and Hopson 2012, cited in Masinga 2019: 433).
- Through the knowledge imparted in the programme the participants became empowered to deal with prevention steps and strategies, and they were encouraged be empathic, respectful of diversity and the rights of others, caring, and supporting.
- Participation in the programme had a positive influence on the participants' beliefs about and attitudes towards violence.
- The participants needed more time to practise skills during and between sessions. Practising a skill is essential for its acquisition, therefore skill training in the classroom is likely to be more effective if positive behaviour is modelled, rehearsed, encouraged and rewarded (Smith and Low 2013, cited in Masinga 2019: 433).

Conflict-resolution, anger-management, problem-solving and decision-making skills are expected to be taught in the primary social groups such as family and school, where learners engage in social activities such as sports. In such settings, the possibilities for strife and conflict are rife, hence providing these skills to learners in such spaces goes a long way in violence reduction (Snodgrass and Haines 2005, cited in Masinga 2019: 434).

Based on the findings of this pilot study, Masinga (2019: 435) believes that the DoBE and the school authorities should review and implement policies and procedures along with learners as critical stakeholders. In addition, the author states that a school-based violence prevention programme such as Triple T should be adopted by the Department of Education and implemented in schools, as part of the LO module.

3.5.4 Educator training to deal effectively with teacher directed violence

Michael *et al.* (2023: 3047) point out that the previous decade has highlighted the victimisation of educators within schools in many countries. Furthermore, findings in considerable research have confirmed that learners are the common perpetrators of Teacher-Directed-Violence (TDV), and to a lesser degree by colleagues. Through a grounded theory approach these authors advocate for the voices of educators in promoting the safety of educators. Given that educators are victims of attacks occurring in schools, inflicted upon them by various role players, there appears to be little attention to the safety of educators in general. Michael *et al.* (2023: 3047) assert that through the implementation of the TDV model the results of the study revealed that empowering educators with skills and knowledge on how to prevent TDV remains paramount for their own protection and for the establishment of schooling environments conducive to teaching and learning. Through the implementation of teachers' safety model, a change in behaviour and practice may yield desirable results. The authors invite the DoBE to take the lead in providing policies and guidelines that address teachers' safety at the workplace to curb the phenomenon of teacher-on-teacher violence. They also submit that the model would contribute to creating new understanding of emerging issues in TDV. The authors emphasise that this model is not the only framework that could resolve a long standing and under-reported challenge of TDV that is complex in nature. However, the model may assist with well-informed findings to think about when designing models that will help teachers to oppose being victims or perpetrators of TDV. The emphasis is on change in behaviour and practice as a basis to prevent TDV.

3.5.5 Social networking as a strategic tool to manage school-based violence

Eke and Singh (2018: 1) provide insights on a study carried out in the uMgungundlovu district of KwaZulu-Natal, which focused on social networking as a strategic tool in the management of school-based violence in high schools. The sample of the study was made up of 18 participants and in-depth interviews were the main data collection instruments in the study. How school managers employed social networking as an information gathering tool and as a support mechanism in the management of school violence at a high school was revealed. Intervention strategies that reduce school-based violence and create a positive school environment for teaching and learning were developed by using the information gathered by the school managers through social networking.

A practical example cited in the study refers to the prohibition on the sales of muffins by learners in school which resulted in unacceptable behaviour by learners in a nearby school because of the consumption of a Marijuana muffin sold within the school grounds by a learner.

The ban on the sale of muffins in school by learners eliminated risk factors associated with Marijuana muffins in schools, which contributed to a school climate conducive to tuition and learning. Most participants claimed that social networking enables them to source valuable information that enhanced their managerial skills (Eke and Singh 2018: 5).

According to Eke and Singh (2019: 6) the findings from this case study revealed that some of the managerial benefits of social networking included the following: (1) social capital is created, which improves the decision-making ability of school managers and fosters a safe school climate that promotes teaching and learning; (2) social networking enables school managers to harness other school managers' information and resources that ease the management of school-based violence in high schools; (3) social networking reduces the turnover rate of educators by creating a safe school climate that assures educators of some level of safety in schools and minimises burnout rate.

This study emphasises that effective management of school-based violence is vital to create a safe school environment for educators and learners and to promote quality teaching and learning.

3.6 Summary

Considering the high rate of school violence in South Africa, this chapter focused on school violence reduction strategies. It acknowledged that primary prevention should be the goal of any strategy tackling school violence and that such an approach included the promotion of protective factors towards building a culture of peace in schools. It pointed out that effective school violence prevention strategies are multi-dimensional including four important levels, namely: individual, relationship, community and social. Furthermore, it presented the AVP as a well-established international programme which has been externally evaluated with good reviews and may be useful for schools in South Africa to consider as a strategy.

Holistic and whole-school approaches in school violence reduction strategies have proven to be effective. Given that structural violence is a contributor to school violence, it has been indicated that school-based violence reduction strategies based on restorative justice practices have shown promise. The NSSF as a policy response of the DoBE was discussed, including the provisional school safety plan of the WCED and the current challenges of LO in its usefulness to contribute to school violence reduction. Themes on school violence reduction that emerged from the literature included: a prevention paradigm which highlighted school safety plans in addressing school violence as a multi-dimensional obstacle and ensuring safe

schools and gun-free zones; establishing democratic practices, inclusive of consultation, dialogue and collaboration; advocating for whole school community approaches; the promotion of rights and responsibilities of all stakeholders; and philosophical approaches such as a constructivist research paradigm to learner-on-educator violence and CER.

The implementation of school violence reduction strategies in South Africa discussed included establishing a democratic ethos with the participation of the RCL in managing school violence; a theory-based prevention programme; educator training to deal effectively with teacher directed violence; and social networking as a strategic tool to manage school-based violence. The next chapter presents peace education as a viable school violence reduction strategy, and it includes examples of peace education initiatives in schools in South Africa.

Chapter Four: Peace education and educating for peace

“Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit there from.” (Baha’u’llah n.d.)

4.1 Introduction

Tinker (2016: 27) states that the practice of peace education is as old as war itself and that for generations people have sought ways to prevent war and violence and educate on ways to be peaceful. Some of the oldest theories of peace education derive from the worlds’ religions, following the teaching of such prophets as Buddha, Bahá’u’lláh, Jesus Christ, Mohammed, Moses, and Lao Tse (Harris 2002, cited in Tinker 2016: 17). Today, still peace education is regarded a prominent peacebuilding strategy as a response to school violence (Ensor 2013: 2). In this chapter peace education as a strategy is considered against the backdrop of the history of peace education, its definition and aims that have emerged since its inception. The definition and aims emphasise that peace education provides knowledge, power, skills, and attitudes to resolve conflicts peacefully; it creates the conditions for peace as one of its goals; it involves a normative type of education; and peace education can be defined as a process, philosophy, and pedagogy Kurian and Kester (2019: 21). As a process, peace education aims to replace cultures of violence to a culture of peace; as a philosophy it is focused on love, compassion, empathy, harmony, and nonviolence through education; and in its pedagogy it subscribes to transforming learning which assists individuals and societies in acquiring the necessary skills, values and attitudes to live in peace (Reardon and Cabezudo 2002, cited in Kurian and Kester 2019: 21). More recently researchers have asserted that definitions of peace education ought to acknowledge that it is wholesome and holistic, and therefore must consider the whole body and soul, mind, heart and will (Alimba 2013: 342).

Insights gained from the literature on peace education have revealed the following themes:

- Peace education is viewed as a contested field (Andersson *et al.* 2011: 1).
- Peace education is instrumental in cultivating and sustaining a culture of peace and core values such as global citizenship, planetary stewardship, and human relationship (Ardizonne 2001: 16);
- however, what to teach in peace education and how to teach it remains a point of discussion (Brock-Utne 1996: 43)
- and is it a subject on its own (Andersson *et al.* 2011: 4).

Furthermore, studies in peace education indicate that its learning content is associated with democratic values and character development of learners (Brock-Utne 1996: 43); and that peace education emphasises the importance of action, dialogue, cooperation, and participation (Brock-Utne 1996: 43). A key theme in the literature is the expectation that peace education should contribute to a more just and harmonious society (Page 2014: 596). It appears from studies in peace education that there is no clear correlation between knowledge level and attitudes hence the question around knowledge in relation to attitudinal and behavioural change has been integral to the peace education discourse (Brock-Utne 1996: 42). Given that interpersonal relationships are complex key competencies in peace education include social and communication competencies, with the emphasis on emotional control, active listening and communication skills as learners must be trained to participate in a democratic, complex, and multicultural society as active citizens (Andersson *et al.* 2011: 5). A more peaceful world requires us to educate for compassion and empathy (Shapiro 2015:14).

4.2 The history of peace education

Peace education, including its various settings and interpretations, present a long and changing history and as a field, it consists of multidisciplinary sub-fields, each with its own perspective and approach (Andersson *et al.* 2011: 1). The authors also point out that peace education has been interpreted as an ethnic, religious, moral and philosophical matter. From the perspective of war and peace, disciplines such as history, political and social sciences have enabled spaces for discussions focused on ways to achieve a peaceful society. Typically, the development of peace education was associated with skills and competencies on conflict handling with its roots in psychological and pedagogical theories (Andersson *et al.* 2011: 1). The *Journal of Peace Education* was started in 2004, and by 2008, Monisha Bajaj published the *Encyclopaedia of Peace Education*, followed by *The Handbook on Peace Education* in 2010, which Andersson *et al.* (2011: 1) views as a dialogue with a book produced by the title *International Peace Research Association* in 1974 during the Cold War. At this point there was a clear shift from disarmament education to an emphasis on psychological and philosophical perspectives. Finally, in 2009, an issue of *Peace and Change* in the academic journal *The Peace History Society* was dedicated to peace education practices in classrooms.

Lawson (1989) states that peace education started with Comenius in the seventeenth century and with his belief in a unity-based knowledge that aimed at bringing people together; whilst Verdiana Grossi dates peace education to the early nineteenth century as the peace movement started to form organisations (Andersson *et al.* 2011: 1). It was the accepted view then that children would be taught morals, ethics, and religious teachings in spaces such as Sunday school organised by churches. Around the end of the century, the peace movement

nationally and internationally considered peace education in the general school system and the possibility of writing a textbook in peace education. Accordingly, there was a desire to change the narrative of war in history. Grossi indicates that thirty-three conferences, most of which addressed peace education, took place between 1889 and 1939 (Andersson *et al.* 2011: 1). The American School Peace League was founded in 1912 with membership which comprised of educators in different countries and instituted the celebration of an annual School Peace Day on 18 May (Lawson 1989, cited in Andersson *et al.* 2011: 1).

At the beginning of the twenty-first century peace education was generally being carried out in five ways viz. human rights education, environmental education, international education, conflict resolution education, and development education (Harris 2004:3). The periods in which it unfolded are as follows: international education from 1912; human rights education from 1948; development education from the 1960s; environmental education from the 1980s, and conflict resolution education from 1974 initiated by Maria Montessori as published in her book *Education for a new world* (Andersson *et al.* 2011: 2).

4.2.1 Peace education post-World War II

UNESCO was founded in 1945 and it proclaimed in its Constitution: “Since war begins in the minds of men, it is in the minds of men that the defence of peace must be constructed²”. Three years later the Human Rights manifesto was launched by the UN. The following developments occurred in the four decades following (Andersson *et al.* 2011: 2-4):

- School projects based on international understanding were started by UNESCO and in the 1950s and 1960s there were learners from various countries, and some at times crossing the “iron-curtain” division between east and west, all with the intention to find out more about their countries of origin.
- Over time some nations raised questions about the project and a few left what was viewed as a cooperative initiative (Pikas 1987, cited in Andersson *et al.* 2011: 4).
- In 1974 UNESCO elaborated an important decree regarding education and international education.
- Education on human rights (1978) and disarmament (1980) became central themes at Conferences in the following years.
- These events impacted peace education in schools in Sweden and were supported by the Swedish National Board of Education.

² <https://unesdoc.unesco.org/ark:/48223/pf0000033223>

- International Peace Research Association, from 1964, started a Peace Education Commission, PEC, in 1974.
- Ten years later Teachers for Peace were founded, as national and international organizations.

In the 1980s there was a notion that peace education in the West would contribute to children and youth who would be able to manifest knowledge, feelings, and agency. At the same time the feminist and gender perspective entered the peace education arena (Brook-Utne 1989, cited in Andersson *et al.* 2011: 3).

The Environmental education movement influenced peace education prior to the end of the Cold War and another shift came at the end of the Twentieth century raised concerns around bullying with the focus on conflict development resolution courses and providing skills to learners and educators, but also to foster good discipline (Synott 2005, cited in Andersson *et al.* 2011: 3).

4.2.2 Regulations instituted in the Twentieth century to promote education for peace (EFP)

Torremorell *et al.* (2017: 21) states that peace is not only a need for every society and every citizen, but also a right and a duty. In this regard we are reminded by the authors that in the 17th century Comenius advocates a world union and peace from education. In the 18th century, Rousseau initiated a movement that became the New School in the early 20th century; in 1921, the International League for New Education was founded, with its emphasis on the importance of youth education for the future. Maria Montessori was an important pedagogue in The New School movement. After the end of World War II, a series of regulations between 1948 and 2001 were passed, classified in Table 4.1 below (Tuvilla 2002, cited in Torremorell *et al.* 2017: 21).

Table 4.1: Regulations for education for peace (EFP) (Source: Torremorell *et al.* 2017: 21)

PERIODS	REGULATIONS FOR EDUCATION FOR PEACE
1948-1973	United Nations Resolutions aimed at widely disseminating the Universal Declaration of Human Rights; promoting and facilitating this kind of teaching in the different educational levels with support from governments and other social agents, among them the mass media and different organizations.
	Proclamation of Tehran, resulting in 1968 from the International Conference on Human Rights. It asked all governments to study the main instruments of human rights in primary and secondary schools.
1974-1994	Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms in 1974. It defined the components of education for international understanding into six types of education: international understanding and peace; for disarmament; on human rights and fundamental freedoms; for democracy and tolerance; intercultural/multicultural education; and education concerning problems of mankind. Later, environmental education and education for development would also be added.
	World Plan of Action on Education for Human Rights and Democracy of Montreal (1993). It puts into context the directives and bases for an education that emphasizes the learning of tolerance, accepting others, solidarity, and citizenship based on participation.
1995-2001	Declaration and Plan of Action on education for peace, human rights, democracy, international understanding and tolerance approved by UNESCO (1995).
	Programme of action on a Culture of Peace adopted by the United Nations General Assembly in September 1999.
	Proclamation of the International Decade for a Culture of Peace (2001-2010), by Resolution of the United Nations General Assembly A/RES/53/25, of 19 November 1998.

4.3 Defining peace education and its aims

From varied definitions on peace education a few themes and aims can be derived. These themes refer to peace education as a process of promoting knowledge, power and skills to resolve conflicts peacefully; peace education is wholesome and holistic; creating the conditions for peace is one of the goals of peace education; peace education involves a normative type of education; and peace education as a process, philosophy, and pedagogy.

4.3.1 Knowledge, power, skills, and attitudes provided to resolve conflicts peacefully

UNICEF states that peace education “is the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully, and to create the conditions conducive to peace, whether at an intrapersonal, intergroup, national or international level” (Fountain 1999 cited in Alimba 2013: 340). This definition is envisioned to be both specific and general, to address the many social and political contexts around the world (Solomon 2009, cited in Tinker 2016: 29). It is suggested that the

definition is thought to signify a combination of practical experiences gained by peace education practitioners in developing including industrialised countries, in addition to ideas that have emerged from scholarly work and research in peace and conflict studies (Fountain 1999, cited in Tinker 2016: 29).

Peace education is described as “activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquiry into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and nonviolent way, and to study ways of constructing just and sustainable alternative future” (Hicks 1985, cited in Alimba 2013: 340).

Through peace education people are empowered with knowledge, attitudes, and skills (Harris 2004 cited in Alimba 2013: 341). The acquired knowledge, attitudes and skills should: build, maintain, and restore relationships at all levels of human interaction; develop positive approaches towards dealing with conflicts from the personal to the international; create safe environments, both physical and emotionally, that nurture each individual; create a safe world based on justice and human rights; and build a sustainable environment and protect it from exploitation and war.

4.3.2 Peace education is wholesome and holistic

It is important to note that peace education also has a spiritual component (Quisumbing 2000, cited in Alimba 2013: 341). The author asserts that peace education is wholesome and holistic as it takes into consideration the whole body and soul, mind, heart and will. Peace education:

...has the tendency to change the physical, intellectual, emotional and spiritual abilities of people within the context of their cultural, political and social milieus for peaceful and harmonious living. It is an essential instrument for changing the behaviour and perception of people for positive thinking and creativity (Alimba 2013: 342).

The spiritual aspect of peace education is not given much attention by peace educators. Alimba (2013: 342) asserts that it is a very important component of peace education because it gets people to understand the issue being considered from their inner being in the realm of the heart and this brings them into deeper touch with the whole selves, with others and the environment. Increasingly also peace education is viewed as encompassing our inter-relationship with our natural environment, hence all these dimensions come to be seen as inter-related (Page 2014: 596).

4.3.3 Creating the conditions for peace is one of the goals of peace education

Harris (2004:4) in making the case for peace education states that one goal of education is to create the conditions for peace, that is, societal conditions where citizens can freely voice concerns, be productive, are presented with opportunities to creatively use their time, appreciate human rights and manage conflicts without direct violence; and to recognise that civilization as a concept rotates around a peace axis, hence the significance of the role of education in such a process.

Harris (2004:3) in reviewing peace education in the USA accentuates that the twentieth century witnessed a growth in social concern about horrendous forms of violence such as genocide, ecocide, modern warfare, sexual abuse, domestic violence, and racism to name a few, and a matching growth in peace education which focused on warning citizens about impending dangers and advising on ways to peace.

4.3.4 Peace education involves a normative type of education

In analysing more than a hundred peace curricula guides from kindergarten through to high school more than two decades back, Betty Reardon, a leading expert on peace education at the time, concluded: "There are as yet no clear and precise limits to, nor standards for, what is to be included in peace education" (Reardon 1988, cited in Brock-Utne 1996: 41). Reardon's analysis revealed that a few topical areas viz. conflict resolution, cooperation, non-violence, multicultural understanding, human rights, social justice, world resources and global environment constituted the foci of peace education in the period; all of these areas have a cognitive component as well as an attitudinal and behavioural element; close analysis of the difference between the more cognitive, fact-oriented and formal approach to peace education as described in education about peace may mean the more limited, formal learning of subject matter, and the acquisition of knowledge, whilst Education for Peace (EFP) was about the broader informal learning of attitudes, values and behaviour. Both forms of education involve a normative type of education, and specific subject matter which peace educators may regard as appropriate to advance peace or they may have an interest in the arrangements conducive to nurturing a peaceful person. In stating the purpose of peace education, Betty Reardon states:

The general purpose of peace education, as I understand it, is to promote the development of authentic planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing social structures and the patterns of thought that have created it (Reardon 1988, cited in Brock-Utne 1996: 41).

It should be acknowledged that there is a normative element in all education. The German educator Leo Friedrich (1987) upheld the view that ‘the educational process is geared at aims and follows norms which cannot be readily deduced from that what is already given’ (Brock-Utne 1996: 41). This view emphasises that the educational process is supposed to lead to an aim which has not been fulfilled yet for the person in question.

4.3.5 Defining peace education as a process, philosophy, and pedagogy

Kurian and Kester (2019: 21) state that peace education can be defined as a philosophy, process, and pedagogy. From a philosophical perspective it emphasises love, compassion, empathy, harmony and nonviolence through education; regarding process, it aims to replace cultures of violence with cultures of peace; and as a pedagogy, it endorses a form of transformative learning to help individuals and societies acquire the skills, values, attitudes and behaviours necessary for peaceful living (Harris and Morrison 2013; Reardon and Cabezudo 2002, cited in Kurian and Kester 2019: 21).

Webster (2013: 67) states that the UN mandated graduate school of peace studies — defines peace education as “the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself, with others and with the natural environment.” Webster (2013: 67- 68) also points out that Ian Harris and Mary Morrison (2003) in the second edition of their book on peace education give a more detailed description of peace education:

Peace education is currently considered to be both a philosophy and a process involving skills, including listening, reflections, problem-solving, cooperation and conflict resolution. The process involves empowering people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment. The philosophy teaches nonviolence, love, compassion and reverence for all life. Peace education confronts indirectly the forms of violence that dominate society by teaching about its causes and providing knowledge of alternatives.

This definition of peace education combines aspects of both negative and positive peace to discuss cultivating peace on an interpersonal and structural level (Webster 2013: 68).

4.4 Insights gained from the literature on peace education

Insights from the literature pertaining to peace education are presented in this section.

4.4.1 Peace education as a contested vision

Some tend to view peace education as an old-fashioned concept embedded in the Cold War and doubt its relevance today (Andersson *et al.* 2011: 3). But as the brief history of peace

education indicates, there have been shifts in interpretations and there are likely to be according to observable developments (Andersson *et al.* 2011: 1). In this regard the Cold War was but one context. Another view against peace education is that the context must involve the threat of violence or conflict for it to be regarded as valuable. But if this be the case then peace education has forgotten its original task, viz., to “study the nature of peace and the dynamics of peace building” (Danesh 2008, cited in Andersson *et al.* 2011: 3). A further question pertains to how often learners study peace processes when peace is a part of daily life. One gleans from the *Journal of Peace Education* that since 2004 it has published numerous articles that focus on conflicts such as in the case of Afghanistan, South Africa, Ukraine and Turkey that are related to peace education (Andersson *et al.* 2011: 1).

There is also the question around who the target of peace education is, meaning whether it is for children, youth, or adults. Andersson (2011: 4) is of the view that the decision to focus on children seems to overlook that power is in the hands of the adults and how this power is used will determine the type of society the children are bequeathed (Salomon and Cairns 2010, cited in Andersson *et al.* 2011: 2). These authors assert that practices that are coherent with peace education and lifelong learning as well as reflecting on how the different generations can be used are important considerations.

Furthermore, Brock-Utne (1996: 40) states that peace education, as with the concept peace itself, is a contested concept and it faces many of the same analytical problems raised with the peace concept and that it contends with additional critique (Brock-Utne 1996: 40). It is claimed that one of the problems is that the whole field of peace education is exceedingly difficult to treat in a scholarly manner mainly because the term is open to various political interpretations. Purely for political reasons, it seems consensus achieved on a definition of peace education to be used by the international community or in school curriculum documents, occurred by accepting numerous interpretations, clearly to accommodate several viewpoints (Brock-Utne 1996: 40). Hence, the author’s observation that, in the attempt to make the cumbersome peace education field simpler to handle systematically, various subfields resulted by the end of the twentieth century, amongst these human rights education, disarmament education and development education, regarded as the central aspect of peace education for those who emphasised the structural violence element of the peace concept.

4.4.2 Critical peace education and a culture of peace

The concept “Culture of Peace” was introduced in the 1990s and the UN dedicated a decade to Culture of Peace at the beginning of the 2000s. Reardon places the emphasis on Culture

of Peace for its capacity in challenging institutions and norms and its potential for human advancement given its transformational character. Five capacities were identified as follows: Ecological awareness, Cultural proficiency, Global agency, Conflict competency and Gender sensitivity (Reardon 1999, cited in Andersson *et al.* 2011: 4). A decade later peace education and environmental education is discussed in the article Peace and Change in an intersectional perspective (Bajaj and Chiu 2009, cited in Andersson 2011: 4). It may very well be that perspectives and approaches described as different may be used to transform areas and fields into human capacities or to examine such as crossroads of empowerment. It is in this regard that an argument is made for a critical peace education (Bajaj 2008, cited in Andersson *et al.* 2011: 4).

4.4.2.1 Cultivating and sustaining a culture of peace

It is important to note that the general purpose of peace education is linked to a two-fold set of aims, viz., 1) to promote the development of authentic planetary consciousness that makes functioning as global citizens possible; and 2) the transformation of the present human conditions by changing the very social structures and patterns of thought that are responsible for its existence (Reardon 1988, cited in Alimba 2013: 341). The author asserts that peace education is a participatory education that is required for people to imagine, conceive, decide and act constructively in the interest of collective benefit of all in a society. Furthermore, peace education is viewed as a mechanism that promotes skills, attitudes and knowledge that are suitable for the inculcation of peaceful behaviour and the promotion of a culture of peace in a society. Cultivating a culture of peace in people and sustaining it in society is therefore the general purpose of peace education (Alimba 2013: 341).

4.4.2.2 Core values: global citizenship, planetary stewardship, and human relationship

Education for democracy, civic education, tolerance education, or human rights education, according to many education practitioners are all ultimately education for the creation of a culture of peace (Ardizzone 2001: 16). There is generally agreement that these are necessary requirements for peace. Adding to the chorus of voices pointing out that peace education has consistently been focused on understanding the root causes of all forms of violence and their consequent elimination, and some questioning whether there is any possibility of peace given the World Trade Centre tragedy (2001) and its global ramifications, Ardizzone (2001: 16) points out that whilst democracy, human rights and peace remain central to the goal of education, a “quick fix” solution or pre-packaged “tool” imposed either locally or globally, which does not take into account the local context will not work. What is required is a paradigm-shift that shapes content and pedagogy by incorporating issues of human security, equity, justice

and intercultural understanding through the promotion of global citizenship, planetary stewardship and humane relationship, recognised as the core values of peace education and promoted by the UN Charter, Universal Declaration of Human Rights (UDHR) and UNESCO and given that they can be derived from and applied to many contexts (Ardizzone 2001: 16). The author also claims that: there is agreement amongst international bodies including the UN that these shared values are crucial to human survival, and therefore a compelling reason to be incorporated into education; affirms that although dissenting voices critique EFP, human rights, democracy and similar approaches as another form of Western imperialist indoctrination, these forms of education attempt to create a critical citizenry, informed by the universal values derived from a global context that includes both western and non-western perspectives, which are not informed by western hegemonic values; and suggests that these values should be adapted to suit specific learners to prepare them to be global citizens in a changing world.

4.4.2.3 Peace education striving for positive peace

In making the point for the establishment of positive peace, (Harris 1996, cited by Harris 2004: 4) states:

Peace researchers understand that it is not sufficient just to strive for negative peace, the cessation of violence. To create a peaceful world, humans should strive for positive peace, a condition brought about by establishing standards of justice, human rights, and sustainable development in beloved communities. For educators, this implies not just stopping the violence to create a positive classroom learning environment but also establishing within students' minds a commitment to peace principles.

A significant observation made by Harris (2004:3) is that the main goal statements for schools in the USA for example neglected to mention the word “peace” despite the importance of educating future citizens in peace-making skills. The Commission on the Reorganisation of Secondary Education in 1918 promoted goals such as civic and moral education in support of the National Education Goals adopted by the US Congress in 1994 in which goal seven emphasised “Safe, Disciplined, and Alcohol- and Drug free Schools”. Creating school safety was the dominant discourse, not creating a peaceful society.

In considering education as peacebuilding, Willis (2017: 312) states that education and educational institutions can either inadvertently contribute to violence or reduce and prevent it. When educational institutions contribute to violence the following are likely to be manifest: (i) the uneven distribution of teaching and learning opportunities that create or preserve privilege; (ii) the use of education and curriculum documents as weapons of cultural repression; and (iii) the production or doctoring of textbooks that promote extreme political and

social bias and violence. Education can strengthen the roots of conflict in three ways: (1) reproducing and reinforcing socio-economic groups and marginalisation; (2) reproducing violent 'masculine' gender relationships; and (3) transmitting or affirming 'essentialist' identities based on religion, tribalism and nationalism (Davies 2005, cited in Willis 2017: 312). Peace education must be aligned to positive peace.

4.4.3 What to teach in peace education and how to teach it

Peace educators have grappled with the two related issues, viz "what to teach" and the "how of teaching" in peace education. Brock-Utne (1996:42) states that Wolfgang Klafki (1958) repeatedly advised that search of method had to be the final move, irrespective of its necessity, and perhaps could be regarded as the crowning element in good instruction preparation. It is clear, that the division of the two aspects is problematic for peace educators. In this regard the author acknowledges that Gandhi has stated that there is no way, categorically stating that peace is the way. This congruency of aims and methods is essential; in practical terms with peace education, it underscores that the learning content is of such a critical nature in the application of democratic values and character development of learners; and if the methods used to impart the learning content are authoritarian and do not appeal to the emotions of the learners, it is of no use to the peace agenda (Brock-Utne 1996: 43).

4.4.3.1 Action, dialogue, co-operation, and participation are favourable for peace education

Peace educators strongly favour a school environment that encourages and integrates action, dialogue, co-operation, and participation given that such an approach is aligned to the aims of peace and non-violence, simply because this approach to teaching demonstrates what peace is about and for (Brock-Utne 1996: 43). Furthermore, the author points out that the dilemma for many learners for whom the normal school setting is such that the educator is experienced as a person with power over children within current education systems. In addition, it is extremely challenging to teach peace in environments where learners are taught to compete against each other. Such practices in schools therefore work against the aims of peace education and makes some question how equality will be taught when boys are allowed to dominate girls in class. Hence, Brock-Utne (1996: 43) raises the question: "Is it possible to teach democracy in an authoritarian school?" Similarly, Galtung discussed the same dilemma and asked: "Will it not merely sound hypocritical? - or, even worse, remain empty words that are nullified through the much stronger message of verticality and dominance being normal and acceptable, conveyed through the structure itself?" (Galtung 1975, cited in Brock-Utne 1996: 43).

4.4.4 Peace education should contribute to a more just and harmonious society

Page (2014: 596) states that at a simplistic level, peace education can be thought of as educating learners to create a more peaceful world. In unpacking this the author states that our thinking of peace is such that there is recognition that peace is more than the absence of war, and that peace education is more than educating learners the importance of avoiding war; understanding that peace is the presence of justice, necessitating a comprehensive definition of peace education which embraces educating learners to create a more just and harmonious world. In its international dimension peace education would involve peace and social justice between nation states; a domestic dimension would entail educating for peace and social justice within societies, families and groups; and at a personal dimension it would entail educating for peace and justice in our individual relationships and educating for inner peace (Page 2014: 596). All these dimensions of peace education are viewed as interrelated by the author.

Brock-Utne (1996: 12) shares a story from a secondary school in Finland where one day learners came to the cafeteria to get their luncheon. The first ones were served of all the delicious foods, the next batch got some and the last group received very little, some not even soup. One can imagine that the last group of students expressed their anger and pointed out the injustice of some getting all the food whilst others had little or nothing. Their anger led to a constructive dialogue with the ones who served the food. In the discussion the learners posed the question: Do you know how resources are distributed in our world to-day? And it was pointed out that only two out of ten people may eat as much as they want. Simply stated most people in the world eat less than they need, and many are starving to death. They also asked: Why do you not protest this situation when you get so angry because you were among those to-day who did not get any hamburgers? The narrator indicated that after this experience these learners studied the problems of developing countries and structural violence with a high emotional commitment; and suggests that learners who belong to the last group who received little food are likely to be of the ones when exposed to peace education could achieve a change in attitude and behaviour given their personal involvement in the issue of injustice by experiencing it and analysing it.

4.4.5 Peace education is a prominent peacebuilding strategy

Peace education is among the most prominent peacebuilding strategies currently considered (Ensor 2013: 2). The informal, non-formal and formal channels are the main channels through which EFP can be dispensed (Alimba 2013: 314). The informal channel of propagating peace education relies on developments at home and family settings, which exemplify how peaceful

behaviours are nested and encouraged. Role modelling, imitation, and other forms such as storytelling, poems and proverbs are approaches associated with the informal channel of peace education. The formal channel for transmitting peace education entails the use of schools to educate people for peace. This entails the incorporation of peace values into the school's curriculum so that one can be taught how to pursue peace with self and others in the environment. Typically training people through workshops, seminars and conferences provide spaces for non-formal channels in peace education as a way for them to become aware of how to live harmoniously and peacefully with others.

4.4.6 Social institutions initially the main ones to focus on peace education

Furthermore, Harris (2004: 3) refers to educational endeavours in the USA for the most part generally indicating a lack of teaching and learning in a systematic manner regarding how to achieve peace. It is social institutions such as the family and the church which have been left to focus on teaching and learning peace, ideally promoting values of love, tolerance and charity, but at the same time these institutions are fraught with unsettled conflicts. Misunderstanding and varied approaches began to emerge for example when Secretary of Education, William Bennet (1993) perturbed by the escalating levels of school violence promoted teaching children in school values such as respect, honesty and caring. Peace educators emphasised promoting the additional value of commitment to non-violence. This lack of vision by the Minister of Education was directly linked to the notion that if children adopted values of care and respect, a civilised and peaceful society will be established. This peacebuilding strategy was based on, the assumption that conflicts are caused only by individuals and not broader economic forces. There was, however, some support to this approach advocated by peace educators in education circles where "character development" was taught (Lasley 1994, cited in Harris 2004: 5).

4.4.7 Is peace education a subject of its own?

It has been asked whether peace education is a subject of its own or whether it should influence other subjects. Andersson *et al.* (2011: 4) points out that: since its inception peace education has been associated with morals, ethics, religion and history; it has been observed that all these subjects including the social sciences have been utilised by educators in peace education to form cross disciplinary subjects; in addition, schools have included activities outside school to bring about a community impact with regard to peace education; and in more recent times the internet has made it possible for all generations to participate in peace blogs and to think critically as they engage with such content.

In this regard Shapiro (2015: 7) states that peace education is not a standalone subject, as this content is covered in many related subjects including History, Islamic studies, Poetry and Arts. According to the author the Somali Government developed the curriculum in 2014 and this study has found that History as a subject in the secondary school addresses human rights issues. It provides learners with information about the end of slavery, social justice, the legal right to education and freedom. The learners also become acquainted with asserting their rights in a peaceful manner. In the context of Somalia in this study it was more important to include in the history curriculum topics that are covering human rights which equip learners with the knowledge of humanity, to understand that people around world, people from every colour, race and religion are equal and share the same principles of human rights.

4.4.8 No clear correlation between knowledge level and attitudes

The question around knowledge in relation to attitudinal and behavioural change has been integral to the peace education discourse. More than two decades ago Brock-Utne (1996: 42) aptly pointed out key aspects of this discourse, viz. had there been a clear correlation between the knowledge one is exposed to and the attitudes that are developed, the task of the educator would have been much easier. Nonetheless, some believe that a level of knowledge is often a prerequisite for an attitude change. It is perhaps worth noting that in a study some years before conducted by the UNESCO Institute of Education located in Hamburg, the main issue was about the attitudes towards specific social questions and knowledge about those questions amongst learners in primary and high schools in several of the member states of UNESCO (Brock-Utne 1996:42). The conclusion drawn in a Swedish report of this study states that there was no clear correlation between the knowledge level of the students and their attitudes. Raising the knowledge level of the learners without making other changes in the teaching and learning situation did not have a significant effect on the learners' values and social attitudes (Brock-Utne 1996: 42). This being the case that there is no clear relationship between increased knowledge and changes in attitudes and behaviour detected, the overall educational and social significance of the knowledge gains achieved must be questioned (Lemington cited in Brock-Utne 1996: 42). In this regard, the author points out that even if one third of the learners in the programme manifested a positive change in attitude or their behaviour, that may be viewed as a good result in the context of that group potentially influencing others, resulting in a multiplier effect.

4.4.9 Promoting unity-based peace education

“Education has enormous impact on the presence or absence of a proclivity to violence in every new generation” (Danesh 2006: 56). Education is viewed as the essential method of

social progress or reform (Dewey 1897, cited in Danesh 2006: 5 6). Based on this perspective the author asserts that it is necessary to review our current approaches to not only consider our methods and content but also the framework, meaning whether it is conflict-oriented or peace-oriented in which the education is delivered. It is with this in mind that the unity-based approach to peace education is promoted (Danesh 2006: 55). In section 4.9 a unity-based model of peace education is discussed as a large-scale programme which served in schools over a period of two decades until the current time with positive outcomes.

4.4.10 The importance of peace education is connected to our shared humanity

Pribac (2011: 219) captures the importance of peace education by referring to a Persian proverb which says: “There are two worlds: the world within us and the outside world”. The author expresses the view that it is through education we learn to unite the two worlds and live in harmony with ourselves and with others; that every child needs to learn, in their earliest school years, to respect the rights of others; and to learn to refrain from even the simplest forms of violence and to recognise peace as a jewel of life is one of the most important of all lessons. Pribac (2011: 219) states that when children are deprived of that lesson, no number of decrees and official instructions will make them respect the rights of others. Schools can be a powerful force for peace if they teach children everyday what is at the heart of the Persian proverb — our shared humanity and common destiny (Pribac 2011: 219).

4.5 Practices and approaches in peace education

In this section the main practices and approaches in peace education are presented.

4.5.1 Four broad categories of practices in peace education

Broadly peace practices can be categorised into four main streams. These include the distinction between “education about peace” and “education for peace”; progressive and critical pedagogies; education of the whole child; and dialogic approaches.

4.5.1.1 Education about peace and education for peace

Peace education is portrayed as a field encompassing two dimensions of practice in categories described as “education about peace”, which refers to education primarily concerned with acquiring knowledge about violence and peace (which may include teaching negative effects of war and violence or about the history of nonviolent alternatives); and “education for peace” which focuses on learning the skills necessary for living peacefully and promoting action to create peaceful alternatives (which include developing skills for constructive conflict resolution, intercultural communication, or nurturing orientations of respect, equity, and democratic

participation) (Reardon 2000, cited in Bermeo 2022: 462). In the case of “education for peace” the author points out the importance of achieving coherence between the aims and modes of pedagogical practice.

4.5.1.2 Education theorists’ analysis and influence

The influence of progressive and critical pedagogies has been noted by scholars in peace education as this practice pays attention to content and form (Hantzopoulos and Bajaj, 2021; Bajaj, 2008 cited in Bermeo 2022: 462). These scholars highlight the influence of education theorists such as John Dewey in the United States, Maria Montessori in Italy, and Paulo Freire in Brazil. Essentially this school of thought emphasises the coherence between purpose and process in education. They promote practices that include experiential, student-centred, and dialogic pedagogies to create democratic, inclusive, and autonomous learning processes that promote values of collaboration, independent thinking, democracy, and internationalism. It is important to point out that Dewey introduced a pedagogy that replaced hierarchical processes based on rote memorisation with experiential learning which entails blending theory, reflection and practice following democratic processes and procedures. In essence this practice of peace education encouraged pedagogic approaches that underscored learning through doing, and where learners and educators reflect on content, build connections, and become engaged in collaborative problem-solving (Bermeo 2022: 462).

In support of this approach Shapiro (2015: 13) draws upon the Greek concepts of parrhesia and hermeneutics which concerns the quest for education of a courageously articulate citizenry. The author elaborates that peace education always resides in that in-between zone where the ‘what is’ encounters the ‘what might be’. This has also been referred to as the voice that speaks in both ‘the language of critique and in the language of possibility’ (Giroux 2001, cited in Shapiro 2015: 13). Others view it “as a ‘critical utopianism’ in which the imagined world of human dignity, justice and peace is held up against the realities of our torn and divided world” (Shapiro 2015: 13). Parrhesia is the fearless voice that challenges and questions the world’s unnecessary suffering (Aronowitz 2008, cited in Shapiro 2015: 13). The author’s critique is that very few of those are concerned with driving policy in public education deliberate much with parrhesia and critical speech. It appears that education today is more concerned with things that have little to do with developing voices that can question and challenge what is in our world. Shapiro (2015: 13) provides further critique by adding that the general approach seems to be ‘one-size-fits-all’ kind of education, where nothing else but the correct answer on a test sheet matters, and little or no opportunity for engagement and unconventional thinking that questions the accepted understanding of way things are. The system and its practices

leave no room for those bold and outrageous challenges to the accepted nature of things (Shapiro 2015: 13).

Regarding parrhesia as a practice in the classroom Shapiro (2015:14) describes and motivates it as follows:

- It is a space where the sound of the learners' voices is heard;
- Such a classroom and space cherish the expressions of the learners, their opinions and experience;
- It is a classroom which embraces the essential elements of democratic culture, which include, the capacity to think, question and challenge what has been accepted and unquestioned, and to bring into a common space diverse perspectives, beliefs, and understandings of this young and emerging heterogeneous citizenry:
- The goal is always that of an education which nurtures the independent mind and the insistent spirit of unfinished inquiry; and
- Given that humanity faces unprecedented dangers and crises, the times demand an education that equips us with the capacity to speak up and speak out because in so many areas of our global community, there is a culture of human and environmental destruction, social injustice, violence and death.

Progressive and critical approaches in peace education address the practice of knowledge being transmitted in ways that convey a fatalistic sense of permanence and inevitability (Greene 1988, cited in Shapiro 2015: 14).

4.5.1.3 Education of the whole child

Maria Montessori was at the forefront of promoting the education of the "whole child". In this practice of peace education, the classroom is an environment that is learner-led, that is, the learners can learn at their own pace and through interaction with others. Montessori believed this approach would nurture autonomous thinking and build skills for cooperative learning, thereby contributing to a more peaceful planet (Bermeo 2022: 462).

4.5.1.4 Dialogic approaches

Bermeo (2022: 462) refers to Freire's work which advocates dialogic approaches. Freire's examination of the traditional modes of education highlights that learners are denied their sense of agency thereby maintaining the interests of the status quo. In dialogic approaches learners and educators come together to construct knowledge through reflection on real-world problems and the recognition that no knowledge is neutral (Bermeo 2022:462). This is a major shift from traditional modes of education. Hence, the dialogic approach to peace education

induces such forms of pedagogical practice which encourages the learner to be an agent of her/his own learning, relational dynamics are rooted in respect and human dignity, learning is experienced as collaborative and engaged in analysis of the world, acutely aware of injustices and focused on the possible alternatives. The dialogic approach can be viewed as future-oriented and engendering transformative agency (Bermeo 2022: 462).

4.5.2 The implementation of peace education

Bermeo (2022: 462- 463) points out that the implementation of peace education developed in two broad areas viz. formal education (including primary, secondary, and higher education) and nonformal education (including extracurricular programs, community-based initiatives, among others). Both areas of peace education provide a wide range of practical approaches which have been implemented. Examples of these are:

- **Social emotional learning:** Emphasises the importance of social and emotional development. Self-awareness, emotional management, social awareness, and decision-making are emphasised. Through these programmes young people are able to acquire pro-social skills, while educators and school leaders model and support positive and caring behaviours and inclusive pedagogical strategies which enable children's voices to be heard in the classroom and school.
- **Conflict resolution education (CRE):** These programmes offer skills training to support participants to engage constructively in conflicts that occur in their everyday lives. Such training includes skills workshops, peer mediation programs, creative controversy and cooperative learning methods, and restorative justice approaches. These programmes also incorporate efforts to build school climates that promote constructive engagement of conflict.
- **Problem-based, transformational approaches:** Learners engaged in this approach are encouraged to examine specific social problems affecting their community and develop ways to address and transform them. Typically, such practices involve supporting the development of capacities for critical and complex analyses, while also promoting transformative agency, often by supporting the development of specific skills as relevant to the specific issues and current reality (for example, supporting students to design and implement community-based change initiatives).
- **Human rights education:** HRE, a field of its own, incorporates education geared toward fostering human rights knowledge, skills, and values. Learners are taught about the UDHR and subsequent international treaties, as well as creating awareness and skills to exercise and respect human rights and human dignity.
- **Encounter and integration approaches:** This approach tends to be relevant in settings marked by histories of intercommunal violence, where peace education initiatives are focused on bridging divides through peer-exchange programs, integrated

schooling, and dual narrative textbooks, which contrast divergent versions of history. By using the contact hypothesis, these methods aim to build intergroup understanding.

- **Memory and transitional justice pedagogies:** Peace education efforts of this kind are focused on supporting learners to understand the legacies of history, to reflect on these and to experience processes of accountability and reconciliation. It also pays attention to how collective history informs current realities.
- **Intercultural and antiracist education:** The dynamics of racism and discrimination internationally remain the central focus of this broad area of practice in peace education. It includes efforts to foster critical analysis of systemic racism, reflexivity to uncover and transform internalised racism, and cross-cultural dialogue and understanding.
- **Safe schools and cooperative school climate:** This area of practice within peace education focuses on reducing school violence and building a school climate centred on cooperation and well-being. These approaches blend efforts to integrate peace education curriculum, peer mediation, restorative justice, and other practices to schools to foster a positive and cooperative relational climate.

Bermeo (2022: 463) states that these examples of peace education approaches do not capture the full range of peace education but offer some insights into the multitudes of ways it is offered. The author also notes that these approaches are not mutually exclusive and they are often put into practice concurrently.

4.6 Key competencies in peace education

This section considers key competencies required in peace education. The emphasis is on social and communication competencies, which include emotional control, actively listening and communication skills. It is important to know how to develop critical, independent thinking and peaceful dialogues. Active listening and the intention to seek solutions are important for citizens in a democratic society. In addition, the cultivation of virtues also contributes to positive peace.

4.6.1 Social competences in peace education

Interpersonal relationships tend to be difficult at times given that as individuals we are different in the way that we think and so too it is with our feelings and expressions about our emotions and thoughts (Andersson *et al.* 2011: 5). Hence, it is beneficial to acquire social skills that make it possible to treat others in a good way.

Social competencies or abilities can be defined as:

... the amount of behaviours done/performed for an individual, within an interpersonal context that expresses the feelings, attitudes, wishes, opinions or rights of this individual in a way according to the situation, respecting those behaviours in others and, normally, solve the immediate problems of the situation while minimize at the same time the probability of future coming problems. (Caballo 1987, cited in Andersson *et al.* 2011: 5)

These social competencies include emotional control, actively listening and communication skills. In a school context learners need to be prepared to participate in a democratic, complex and multicultural society which can be acquired through a citizenship perspective of social competencies (Zwaans *et al.* 2008, cited in Andersson *et al.* 2011: 5). These authors also make the point that group functioning has its own dynamics, and that dealing with the dynamics could be viewed as “social tasks”; and that knowing how to participate in society and dealing with social differences requires an application of such tasks. A further expectation is that socially competent individuals should be able to make their own contribution to society (ten Dam, Volman, 2003 cited in Andersson *et al.* 2011: 5). Another significant social competence is reflection as it increases the quality of participation and communication (Zwaans *et al.* 2008, cited in Andersson *et al.* 2011: 5).

4.6.2 Communication Competencies

Philosophy is a means to develop critical, independent thinking and peaceful dialogues (Andersson *et al.* 2011: 5). The focus in philosophical dialogues is on listening, posing genuine questions, and providing genuine answers. The same question is posed to another person because there is a sincere intention and interest in finding an answer with no hidden agendas regarding possible answers. Andersson *et al.* (2011: 5) point out that “a genuine question is clear, unequivocal, and relevant to the context”. The aim of a philosophical dialogue is to elevate the consciousness of the learners to a meta-level whereas a collective they form a peaceful, inquiring community who desire to explore concepts means of questions and the expressions of their various views (Andersson *et al.* 2011: 5).

4.6.2.1 The merits of philosophical dialogue

Andersson *et al.* (2011: 6) point out the advantages of philosophical dialogue as follows:

- As a philosophical dialogue aims at opening one’s mind towards other people and their opinions in a peaceful way, hence, the method is a useful tool for peace education as well as for the development of citizens in democracy.
- Each democracy needs active citizens who are able to think critically and independently; and

- Philosophical dialogues can provide learners with these types of thinking skills and assist them to apply democratic principles and practices, which are important in a democracy.

4.6.2.2 The importance of active listening and thinking skills

In becoming active citizens learners must be exposed to methodologies and opportunities that enhance thinking skills and philosophical enquiry to partake in society's organisations and decision-making bodies. Andersson *et al.* (2011: 6) raise the question about how learners are to be trained in active listening, thematising, judging, and even changing their mind if one viewpoint is better than their own. They assert that philosophy is a tool that can be used to assist learners to think as clear as possible, not only for themselves but also in their decision-making for others, which is essential in a democracy. Not being skilled in active listening and critical thinking is risky because citizens who have never become acquainted with their own abilities to think and reason can easily be manipulated by demagogues (Andersson *et al.* (2011: 6). Furthermore, as society becomes more complex there will be a growing need for citizens to pose critical questions and to be able to shed light on matters of importance. The application of active listening and critical thinking also must be carried out in a peaceful way primarily through dialogue.

4.6.2.3 Genuine dialogue required to find solutions

Andersson *et al.* (2011: 6) state that a dialogue is a process in which two people or groups explore an issue to learn more and find solutions. In the case of a dialogue the persons remain calm in their exchanges of views; however, with a discussion the exchanges may be heated with elements of power play and participants focused on winning points and persuading others. In a school setting learners will be encouraged in decision making (Haavelsrud 2008, cited in Bajaj 2016: 64). An important part of peace education involves genuine dialogues (Noddings 2008, cited in Bajaj 2016: 88-89) and avoiding discussions that may lead to arguments and possibly conflicts (Andersson *et al.* 2011: 6). In Table 4.2 the difference between a discussion and dialogue is illustrated:

Table 4.2: The differences between a discussion and a dialogue (Source Andersson *et al.* 2011: 6)

Discussion	Dialogue
A discussion is here defined as a power play with these characteristics	A dialogue is here defined as a mutual learning process with these characteristics:
You strive to win	You seek an enrichment of all participants
The others should obtain the same opinion as you	You can respect the differences in opinion between the participants
You want to be right, convince, pinpoint errors, attack, defend, persuade	You want to understand, be inspired, listen, explain, explore
You are beside yourself	You are yourself

When learners become engaged in the mutual process of seeking enrichment, and they respect the differences of opinion and try to understand what is being shared by others they are learning important elements of dialogue. As more learners come together and become more acquainted with sincere dialogue as a tool to seek solutions, they are learning to use consultation as a tool. This is a good violence reduction strategy. The genuine dialogue contributes to creating a culture of peace and respectful communication can become the norm.

4.6.3 Living with conflict

“Paradoxically, peace education comes from exposure to conflict, learning from people who disagree with you rather than those who agree” (Davies 2005, cited in Andersson *et al.* 2011: 6). Webster (2013: 68-69) points out that “peaceful life can be infested with conflicts and frustrations, but in the peaceful order of things, problems are handled, strategies beyond mere survival are developed, life is continuously constituted and reconstituted.” There is a common acceptance in recognizing a conflict as “perceived differences of interests, or the belief that the current aspirations of the parties cannot be reached simultaneously” (Rubin *et al.* 1994, cited in Andersson *et al.* 2011: 6).

4.6.3.1 The Phases of Conflict

When there are conflicts and disagreements tension arise between people. At one level conflicts are the same in that there are common and recognisable patterns and at another level they are different because no two conflicts are the same (Andersson *et al.* 2011: 8). Recognisable patterns in all conflicts can be described in various ways, but a common way of doing this is the “conflict staircase” model which outlines the basic and typical course of a conflict as it worsens, commonly used by the Danish Centre for Conflict Resolution (Andersson *et al.* 2011: 8- 9). According to Figure 4.1 seven steps are outlined in the model:

- **Disagreement:** There is a disagreement about something which leads to discomfort.
- **Personalizing the problem:** It is the other’s fault. The other is stupid, and the other is the problem.
- **Escalation:** More problems occur, and old issues are brought into the conflict. At this level conflict is a reality.
- **Forming alliances:** Each part of the conflict gathers around and seeks alliances among friends. Each part talks about rather than with the other. At this level dialogue is usually abandoned, there is no communication between the conflicting parts, instead there may be taken actions.
- **Enemy imaging:** The counterpart is described in negative ways (often as a non-human being: an animal or a monster). At this stage the parts often focus on how they have been and feel offended.
- **Open hostility:** Now there is one aim which is to hurt the counterpart. If anybody tries to use diplomacy or tone down the conflict, he/she will be looked upon as a traitor.
- **Separation or fight:** The viewpoint at this stage is that there is not enough space for both of us at the same territory. A physical separation, maybe even by violent means such as war, is necessary.

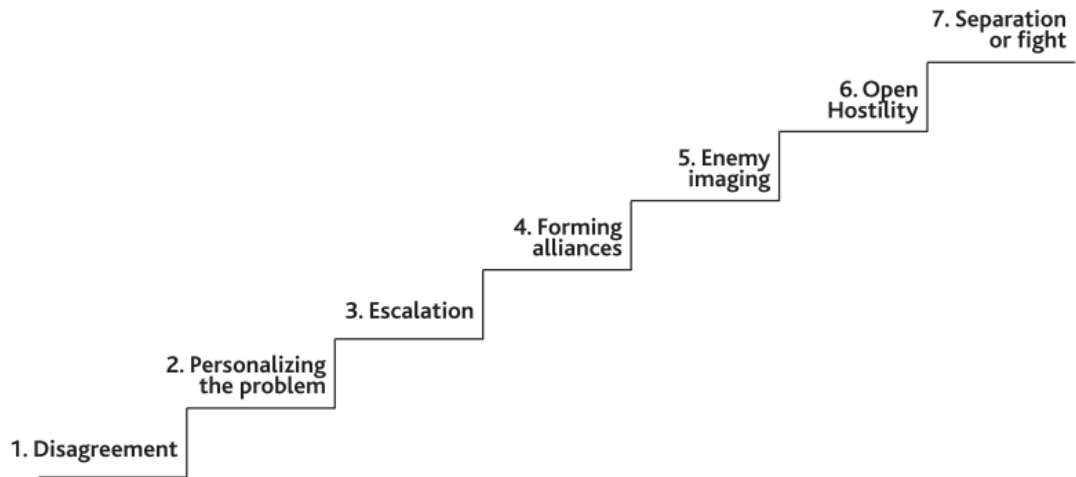


Figure 4.1: The “Conflict staircase” model (Source: The Danish Centre for Conflict Resolution: cited in Andersson *et al.* 2011: 9)

Andersson *et al.* (2011: 9) emphasise the importance of active listening (which involves listening to the other person to obtain more information about the other’s perception of the situation) during the initial phases of the conflict as it will diminish the level of discomfort. In addition, one would express one’s viewpoint positively. Every effort should be made to solve the problem, but if confrontation arises a mediator is required to facilitate a resolution process.

4.6.3.2 Conflict resolution processes

People tend to respond to conflict with a particular style which displays different behaviours. To describe each style, one must consider the two main aspects viz., the goal each party has and the relationship between parties (Andersson *et al.* 2011: 10). Depending on what is more important for the person, either the goal or the relationship, both, or none, he will show one of these most common styles (Scott 2005, cited in Andersson *et al.* 2011: 10):

- **Avoidance:** it is the non-negotiation of one’s position. This strategy implies that the worry for the relation and the goals is low, so the person avoids conflict that means he denies that conflict exists. This position could be characterised by “I lose – You lose”.
- **Accommodation:** Here the relation is very important and the worry for goal is low. The person does not want to spoil the relationship and prefers to compromise. It is another way of avoiding conflict. This is the position “I lose – You win”;
- **Competition:** The result is the most important aspect. A person that follows this strategy sees conflict as “one is wrong and the other one is right”. It is the typical “I win – You lose”; and

- **Solution:** With this strategy both aspects are important: keeping the relationship and reaching goals for both parties. They both try to reach the best result as possible for all. They are not focus on who is right/wrong but on trying to find a satisfactory solution for both parties. It is the position “I win – You win”.

The most common conflict resolution intervention processes at educational centres are peer tutoring, mediation, and negotiation. Each of the processes are described as follows (Andersson *et al.* 2011: 10 -11):

- Peer tutoring emanated in the United Kingdom schools. The focus is on the creation and training of a group of learners that can listen and accompany those peers that have a conflict to solve. The school is required to introduce the philosophy of the management of living together. Learners are exposed to using negotiation skills and the application of respect. It is also centred on the promotion of empathy and improving interpersonal relationships.
- Mediation is a voluntary process, and it is necessary when the parties involved in the conflict are not able to solve it alone. The third party is an impartial expert and tries to assist the parties to find the best solution as possible. The impartial third-party expert aids the parties to find the solutions themselves and never gives a solution.
- Negotiation is a process that allows parties to solve a conflict from the perspective of “I win – You win”. The difference with mediation is that here there is no third party. Both parties involved in the conflict collaborate in the process following different guidelines: identification of needs and interests, keeping a respectful communication, looking for many possible solutions, choosing the best solution for both, planning of action to decide who does what and when.

The key point is that the process is not about winners or losers but to build up a culture based on collaboration and agreement (Chica Jiménez 2007, cited in Andersson *et al.* 2011: 11). Kabasakal *et al.* (2015: 57) state that in a study conducted in Turkey it was determined that conflict resolution skills of the students in the experimental group increased significantly in comparison with students in the placebo and/or control groups.

4.7 International efforts in peace education

Bermeo (2022: 464) provides a sampling of peace education efforts which range from the grass roots community-based to large scale mainstreaming ones within national curricula across the world. The selection includes six examples:

Building peaceful classrooms and communities

The everyday practices of educators are one example, as recounted by Williams (2017) in a study of how educators respond to school violence in Trinidad. Williams’ study shows the

varied ways in which six teachers in a Trinidadian secondary school developed praxes of care toward their students, including efforts to sustain continuous self-reflection, model behaviours of mutual respect, develop spaces where students can safely express their experiences, and build caring relationships. Furthermore, examples are captured in the book *Peace Education from the Grassroots* (Harris, 2013), which shares descriptions and analyses of community-based peace education initiatives from across the world. Another initiative is the Justice and Reconciliation Project in Uganda. This project gathered knowledge of traditional methods of forgiveness through dialogues with community elders, and then created spaces for community learning about these traditions and to support the reintegration of ex-combatants. The project also brought these experiences into classrooms by supporting peace activities through peace drama/role playing, writing/poetry, debates/community dialogue, music, and dance.

Mainstreaming peace education

The *Cátedra de paz* is another key line of action in the Colombian context. Introduced in 2014 as a curricular requirement to introduce a specific subject area focused on peace in schools, this flexible requirement has since been primarily integrated to three subject areas (social sciences, natural sciences, and ethics), in addition to informing transversal projects. While the effects of these initiatives differ, and are largely dependent on local implementation, Colombia remains a good example of efforts to mainstream peace education across the educational system.

Developing professional development and classroom resources, Facing History and Ourselves

The US-based organization, Facing History and Ourselves has developed resources and professional development modules to support the critical teaching of racism, antisemitism, and prejudice through pivotal moments in history. The organisation partners with educators around the world, primarily in middle and secondary levels of schooling. Not only have their teaching strategies shown impact but their resources cover a wide array of contexts too.

Convening peace educators, International Institute on Peace Education and Global Campaign for Peace Education

Another area of practice in recent years is that of bringing peace educators together to share experiences and learning from each other. An excellent example is the International Institute on Peace Education (IPE), a weeklong residential experience for educators started in the 1980s, which has since brought together educators, academics, and practitioners in the field of peace education from across the world in a different location each time. The IPE operates

as an “applied peace education laboratory that provides a space for pedagogical experimentation; cooperative, deep inquiry into shared issues; and advancing theoretical, practical and pedagogical applications” (IIPE Website n.d.). In 2006, Community based Institutes on Peace Education, with the aim of supporting locally developed and contextually relevant peace education teacher training initiatives has been included in IIPE. The Global Campaign for Peace Education (GCPE n.d.) grew out of the growing global network of peace educators fostered through these gatherings. The GCPE is an international network with a website and monthly newsletter that aims to promote peace education by sharing news about peace education, this includes reflections on practice, profiles of peace education initiatives, listings of events, conferences and training, new publications, among other resources.

Contributing to peacebuilding in conflict-affected contexts, UNICEF’s Learning for Peace

In recent years, there has been a call for more systemic approaches to peace and education in conflict-affected contexts. The UNICEF has led an important effort in this vein through their Peacebuilding, Education, and Advocacy in Conflict-Affected Contexts “Learning for Peace” program (2012 – 2016). The design for this program grew out of an earlier process, the “Education in Emergencies and Post-Crisis Transition” program, from 2006 to 2011, in which an extensive review of literature was carried out, leading to the development of an analytic framework that oriented three country case studies and that collectively informed the development of the Learning for Peace program. The main aim of Learning for Peace is “to strengthen social cohesion, resilience and human security through improved social services delivery, with a specific focus on education policies and practices” (Shah *et al.*, 2016 cited in Bermeo 2022: 464). Fourteen (14) countries have participated in this programme, including: Burundi, Chad, Côte d’Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Pakistan, Sierra Leone, Somalia, and South Sudan.

Developing professional development and classroom resources, Facing History and Ourselves

Another contribution to peace education efforts is found in the wide array of professional development and curricular resources that have been developed to support educators to carry out peace education in diverse settings. One example is the US-based organization, Facing History and Ourselves (www.facinghistory.org). This organization has developed resources and professional development modules to support the critical teaching of racism, antisemitism, and prejudice through pivotal moments in history. The organization partners with educators

around the world, primarily in middle and secondary levels of schooling. Their resources cover a wide array of contexts, and the teaching strategies they promote have shown impact.

These are a few examples, among many. They offer insight into the diversity and range of peace education efforts across the globe.

4.8 South African context

John (2018: 71) states that “peace education must be part of society-wide efforts to disrupt South Africa’s culture of violence and to replace this with a culture of peace, equality, and justice”. The author substantiates this claim with the view that South Africans will never be truly free unless the fear and trauma of the past associated with violence and deep inequalities have been addressed. John (2018: 71) asserts that it is not sufficient to deal with only the more visible and direct forms of violence as this will not provide sustainable peace; only when the root causes of poverty, gender discrimination, and inequality receive attention in peace education programmes can we aim for a just peace. Similarly, racism and other forms of prejudice must also become foci of peace education interventions. Soudien and Sayed (2004: 102) assert that “education has become a prime site through which a re-articulated racial state can be observed”.

For a country such as South Africa afflicted by legislative Apartheid for decades the peace agenda is well captured in the words of Nelson Mandela who said:

no one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite (Mandela 1994, cited in Shapiro 2015: 71).

The school is the microcosm of society, and this idea of Nelson Mandela is a big part of what must be achieved through peace education in schools.

Msila (2011: 82) states that peace education can be one of the potent parts of the South African curriculum. However, there are arguably still people in the South African society who have not embraced the values of a “rainbow” nation, and who may still be instilling divisive behaviour in their children (Msila 2011: 82). Therefore, peace education in South Africa must seek to influence the goals towards which prosocial and cooperative behaviour are directed and to expand social conscience beyond national borders (Hinde and Bateson 1989, cited in Msila 2011: 82). In this regard children must be raised in wholesome and nurturing ways. The goal of humanisation as advocated by Paulo Freire will remain a major conceptual framework underpinning many programmes focused on peace education (Gill and Niens 2014, cited in

Msila 2011: 82). Dehumanization through oppression and violence raises the need for peace education which heals and re-humanises.

Peace education in South African schools is in its infancy but recent studies are indicating the implementation of peace education initiatives. Amongst these are the studies carried out by Ngidi and Kaye (2022) which focused on reducing school violence amongst stakeholders in Umlazi, the study of Ndwandwe and Adigun (2023) which is an exploratory study of peace education; and the study of Maphalala and Mpofo (2018) with its emphasis on values in the South African curriculum.

4.9 Unity-based peace education model

Tinker (2016: 38) draws attention to peace education initiatives in Bosnia-Herzegovina (BiH) and states that since 1995, an estimated 47 out of 57 projects have been carried out by a range of international actors in BiH, including UN-based agencies, donor agencies, and international NGOs.

Against the backdrop of civil war peace education programmes have represented a broader effort to assist the international community in rebuilding BiH's entire educational system. Of note is EFP as it has remained one of the longest running and largest projects of its kind. It started in as a poorly funded pilot project in 2000. In little more than twelve years it has been adopted and mainstreamed as an integral part of BiH's educational system. Approximately 2200 primary and secondary schools have participated in this programme, with about 1.5 million students and 110,000 teachers and school staff. It is encouraging to note that the programme has received official recognition and endorsement from all participating school communities, including the BiH Ministry of Foreign Affairs, all thirteen ministers of education, as well as eight pedagogical institutes. In addition, the international community has recognised EFP including the Office of the High Representative and the Organisation for Security and Co-operation in Europe. As of 2012, efforts were underway to bring EFP into all eight public universities in BiH to train the future generation(s) of educators, ensuring that EFP becomes a permanent feature of the entire country's educational system.

The EFP programme is based on the ITP embedded in the concept that peace is, at once, a psychological, social, political, ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international, and global areas of human life (Danesh 2006: 55). The theory holds that all human states of being, including peace, are shaped by our worldview—our view of reality, human nature, purpose of life and human relationships. It promotes four

prerequisites for effective peace education viz., unity-based worldview, culture of healing, culture of peace and peace-oriented curriculum.

This approach has worked well in the BiH context and there may be value in implementing EFP in other contexts.

4.10 Lessons learnt in peace education and barriers to peace education

In considering some of the lessons learnt, it is worth noting that peace education needs to be a continuous activity lest its effects become eroded (Salomon 2013: 11). It is crucial to provide continuous scaffolding and reinforcement to maintain the attained changes lest they return to their initial states (Salomon 2013: 12). Hard feelings, animosity, distrust, hatred and anger stem from a society's shared collective narrative (Polkinghorne 1988, cited in Salomon 2013: 12). For this reason, the author expresses the view that peace education programmes need to affect not only the participants in school-based settings, but the effects must spread to other spheres of society.

Chelule (2014: 183) points out that structural violence is a major barrier to peace and the realisation of the rights of children. Although schools have made commitment to peace education, some factors hinder its implementation at times, these include teacher capacity overload, principal's lack of leadership, lack of financial resources, additional demands, complexity of the model, and lack of training on peace education.

Other factors that hinder peace education include the lack of coordination and collaboration between various initiators of peace education programmes; goals and objectives are not always clearly defined; measures that support democratic procedures are not always in place, especially pertaining to internal staff; a lack of gender balance, with women either absent or less visible; a lack of funds to support the programme sustainably; a lack of updated materials including language barriers especially among the minorities; and a lack of political will in supporting teams designated to the peace education programme (Gbesso 2006, cited in Chelule 2014: 183). Curriculum that is well adapted to the local need is also lacking in some instances (Adebe *et al.* 2006, cited in Chelule 2014: 183). Based on their findings (Maphalala and Mpofu 2018: 19) point out that there is a need to follow an eclectic approach that involves a partnership between the school and its community.

Chelule (2014: 183) states that effective peace education programmes can be achieved by ensuring that a situational analysis is done before designing the programme and planning for the monitoring and evaluation before the intervention commences. Furthermore, enough time must be allocated for training staff who will facilitate the peace education skills and concepts;

gender and cultural diversity must be included; and the provision of training materials contribute to the promotion of peace education.

In the twenty-first century schools must teach children the essential skill for a thriving society, that is, the skill of living peacefully with others (Pribac 2011: 213). The author asserts that awareness of religious, ethnic, linguistic and racial diversity should not be banished from the classroom. These are the aspects that must be recognised and embraced. “No country can hope to establish lasting foundations for peace unless it finds ways of building mutual trust between its citizens – and the place to start is in the classroom” (Pribac 2011: 213).

There is a strong emphasis on excellent academic performance, leaving little time in school to teach values associated with peace (Harris 2004: 5). Besides educators looked good when their students scored well academically and were therefore practically less inclined to invest time in the academic programme to the teaching of values. The impediments to peace education are of a systemic nature as the approved curriculum was jammed to capacity with mathematics and science with few opportunities for young people to dream, discuss and create the kind of society and community they want to live in. It appears, schools are preparing young people to operate in a consumer economy.

Webster (2013: 69) states that the value of peace education has been affirmed in official documents of UNESCO, the United Nations General Assembly and the Hague Appeal for Peace. All these documents show that there is an international awareness of peace education and an inherent value recognised in the notion, but there is no well-developed philosophical rationale for peace education (Webster 2013: 69).

4.11 Summary

This chapter presented the history of peace education, its definition and aims. It also provided insights gained from the literature on peace education. In relation to school violence peace education is offered as a prominent peacebuilding strategy for schools to consider in creating a culture of peace. Key competencies such social and communication skills (emotional control, active listening, critical and independent thinking), and peaceful dialogues which are relevant to peace education and its association with positive peace were also presented. An overview of the international context on peace education programmes indicated the types of approaches undertaken over various decades to date. The lessons learnt and barriers to peace education were considered as information that may inform future peace education initiatives progressively. Furthermore, EFP, the unity-based peace education model with its two decades history of implementation as a large-scale programme in BiH is noted as a programme that

delivered positive outcomes in a specific setting. Peace education within a South African context was also provided and there appears to be a glimmer of hope in that recent initiatives have indicated a focus on peacebuilding in schools. In the next chapter I provide the research design and methodology of the study.

Chapter Five: Research Design, Methodology and Data Collection

“Methodology is a research strategy that translates ontological and epistemological principles into guidelines that show how research is to be conducted and principles, procedures, and practices that govern research.” (Nayak and Singh 2021: 1).

5.1 Introduction

This chapter provides information on the research design and methodology I selected to achieve the research aims and objectives. I elaborate upon the data collection techniques, the sample of the study, empirical research procedures and action research and how the data was analysed. I describe the action research approach and its application in this study.

5.2 The research problem and aims

As discussed in Chapter 1, in the National School Violence Study (NSVS) study, Burton and Leoschut (2013: xii) confirm that school violence has become a national concern in South Africa with 22.2% of learners in the survey indicating that they had experienced some form of violence at school. This survey points out that of those participating, 12.2% of the learners had been threatened with violence by someone at school, 6.3% had been assaulted, 4.7% had been sexually assaulted or raped and 4.5% had been robbed at school. Regarding corporal punishment, the NSVS states that a total of 49.8% of the learners claimed to have been caned or spanked by an educator (Burton and Leoschut 2013: 29).

The main aim of the research was to investigate strategies and develop skills and attitudes for all learners, educators and parents, to become more actively involved in peacebuilding. In achieving this aim, the following supporting objectives was to be achieved:

- To investigate the root causes, effects, dimensions, and consequences of the violence in a Cape Flats school.
- To ascertain the extent to which violence has been addressed at the selected school.
- To design a holistic peacebuilding intervention for educators and grade 11 learners in this Cape Flats school.

- To implement the designed peacebuilding intervention at the selected school; and
- To evaluate the effectiveness of the peacebuilding intervention at the school.

5.3 Research design

Research design refers to the plan for the research methodology (Abutabenjeh and Jaradat 2018: 256) and research methodology to systematically solve the research problem (Kothari 2005:8). Abutabenjeh and Jaradat (2018: 256) state that amongst scholars “there appears to be significant agreement on the definition of research design, all referring to it as a plan to guide the research process”. The design specifies the research’s purpose and explains the plan that will answer the research question(s) and is consistent with the study’s purpose (O’Sullivan *et al.* 2007, cited in Abutabenjeh and Jaradat 2018: 243-244). The authors clarify that the specific meaning of research design refers to both the type of study or design, which involves when and how often to collect the data as well as how much control the researcher will have over the research factors. They proposed the following six research methodology steps to guide the researcher in her collection and analysis of the data, namely: (a) decide when and how often to collect data; (b) develop or select measures for each variable for which data is collected; (c) identify a sample or test population; (d) choose a strategy for contacting subjects; (e) plan the data analysis; and (f) present the findings.

Furthermore, Mouton and Marais (1996: 175) point out that the research design indicates the plans that the researcher will implement to investigate the research problem that has been formulated; and it assists the researcher to plan, structure and carry out the project in a way that maximises the validity of the findings.

The research design of this study included a case study approach. Cousin (2005: 421-422) states that “broadly speaking, case study research aims to explore and depict a setting with a view to advancing understanding of it.” In case studies, the researcher explores in depth a programme, an event, an activity, a process, or one or more individuals (Cresswell 2003: 17). The case(s) are bounded by time and activity, and researchers collect detailed information using diverse data collection procedures over a constant period (Stake 1995, cited in Cresswell 2003: 17). In this study, the main subject of enquiry was school violence and the development of strategies to build a peaceable school, hence the relevance of Maree (2010:75), who points out that case study research is a systematic inquiry into an event, or a set of related events aims to allocate and explain the phenomenon of interest. A mixed methods research methodology, in which elements of the qualitative and quantitative approaches were applied, was utilised in this case study research design. “Research methodology continues to evolve and develop, and mixed methods is another step forward,

utilizing the strengths of both qualitative and quantitative research” (Creswell and Creswell 2017: 203). The authors also point out that: (1) the problems addressed by social science researchers are complex; (2) the use of either quantitative or qualitative approaches by themselves is inadequate to address this complexity; (3) there is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself; and (4) their combined use provides an expanded understanding of research problems.

The research design includes research methods and the logic behind the methods used in the context of the research study, inclusive of an explanation as to why a particular method or technique was used and why others were not used, so that research results are capable of being evaluated by the researcher herself and others. In other words, the research design considers the following: the reason for a study being undertaken, how the research problem has been defined, the formulation of a hypothesis, what data have been collected and gives consideration to a specific method to adopt for the study, and it explains why a particular technique of analysing data has been used, including other factors impacting on a study (Kothari 2005:8).

The data collection techniques included semi-structured questionnaires, focus group discussions, semi-structured interviews, and a PAR approach.

5.3.1 Participatory action research (PAR)

PAR provided the research approach for this study. For purposes of this study, the terms action research and PAR are used interchangeably. PAR is defined as “a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes” (Reason and Bradbury 2001, cited in Ozanne and Saatcioglu 2008: 2). Action research is defined as a form of enquiry that enables practitioners in every job and walk of life to investigate and evaluate their work (McNiffy and Whitehead 2011, cited in Kaye and Harris 2017: 9). There is general agreement among the action research community that action research is about taking action to improve practice; it is also about research, meaning finding things out and coming to new understandings, and thereby creating new knowledge; and the new knowledge generated is about how and why improvement has happened (McNiffy and Whitehead 2001, cited in Kaye and Harris 2017: 10). Action research “seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities” (Reason and Bradbury 2001, cited in Kaye and Harris 2017: 10). Action research begins with a general idea and data is sought about the presenting situation (McHugh and Kowalski 2010: 223). The degree of focus on participation

is arguably one difference between action research and PAR. Central to both is collaboration and the participation of those experiencing the problem (Kaye and Harris 2017: 9).

The origins of PAR can be traced to the work of Kurt Lewin (1944), regarded as the founder of action research (MacDonald 2012: 37). Lewin, a Prussian psychologist, and a Jewish refugee from Nazi Germany, advocated the philosophy “that people would be more motivated about their work if they were involved in the decision-making about how the workplace was run” (McNiff and Whitehead 2006, cited in MacDonald 2012: 37). Lewin’s original ideas continue to be used in this century, with researchers organising their work and reports in a cycle of steps which include observing, reflecting, acting, evaluating, and modifying. At times, these cycles can repeat themselves (McNiff and Whitehead 2006, cited in MacDonald 2012: 37).

The roots of PAR can also be traced to Paulo Freire, who was of the view that critical reflection was essential for personal and social change (MacDonald 2012: 37). In Paulo Freire’s PAR approach, he was most interested in empowering poor people and marginalised citizens about issues related to literacy, land reform analysis and the community (Freire 1970, cited in MacDonald 2012: 37). As the author of critical works of pedagogy and an adult educator, he challenged social relationships in traditional education which manifested dominance and power. Freire advocated for critical consciousness in bringing about social change. Critical consciousness can only take place when individuals are knowledgeable about political, social and economic inconsistencies, and taking the necessary action to liberate those oppressed by the reality of their circumstances.

The Handbook of Action Research defines PAR as:

... a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Reason and Bradbury 2008, cited in Baldwin 2012: 467).

Baldwin (2012: 467-468) points out that from this definition of PAR as a cooperative or collaborative form of enquiry, there are some significant aspects, viz.,

- The central feature is that PAR conducts research with people, not on them, meaning that those involved in the problem under study form part of the research process;
- Co-researchers work together to develop knowledge to inform practice and solve concrete problems, thereby ensuring that the actions of those involved are well informed, and even changed through the research process.

- PAR is a process of knowledge development involving action and reflection, and as such is a creative process of testing knowledge in action and through critical reflection on action; and
- PAR aims to solve concrete problems and, in so doing, make a positive difference in the lives of those involved in the research process and those who benefit from it. Consequently, PAR is transformative rather than simply informative.

The transformative aspects and shift in power relations are captured in the definition of PAR as an 'experiential research process where people are collectively involved on an equal basis in collective action aimed at knowledge development, education, social change and empowerment' (van Rooyen and Gray 1995, cited in Baldwin 2012: 468).

The review of the literature by these authors describes three aspects of participatory approaches which are the source of their strength as a research methodology, viz: those affected by the problems are actively involved in the collective investigation of the problems; participants are able to gain an enhanced understanding of both the problems identified and their underlying structural causes through their collective analysis of the data; both short- and long-term solutions are generated through the collective action of the participants (van Rooyen and Gray 1995, cited in Baldwin 2012: 468). Similarly, Baum *et al.* (2006: 854) in their definition of PAR, state that the reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships. The process of PAR should be empowering and lead to people having increased control over their lives.

PAR is considered an alternative approach to traditional social or scientific research, in that it considers the contextualised nature of people's lives in its re-positioning of social inquiry from a linear cause and effect perspective to a participatory framework (MacDonald 2012: 36). Furthermore, PAR's cyclic process of research, reflection and action offers a critique of, and challenge to, dominant positivist social science research as the only authentic and effective source of knowledge (MacDonald 2012: 36). The goal of PAR is the radical transformation of social reality and progress in the lives of the individuals involved; accordingly, community members are the principal beneficiaries of the research, and as such the PAR process is potentially empowering, liberating, and consciousness-raising for individuals, because it provides critical understanding and reflection of social issues (MacDonald 2012: 39). In essence PAR is a systematic approach that seeks knowledge for social action (Ozanne and Saatcioglu 2008: 2).

PAR goes through a cycle: exploration; design of an intervention; implementation of an intervention; and evaluation of outcomes. In other words, the process involves reflection, planning, action, and evaluation. Common underlying concepts of PAR are therefore active

participation, open-ended objectives and high levels of commitment from the researcher and the participants to the research problem and active learning (Morales 2016: 159). It is also to empower people to provide deep processing through knowledge construction and implementation (Ngwenya and Harris 2015: 1).

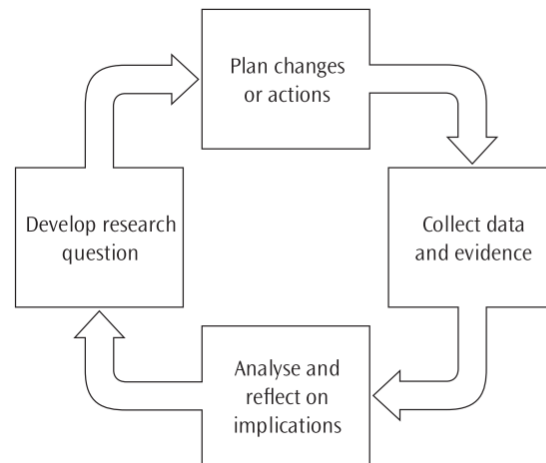


Figure 5.1: The action research cycle (Source: Gaffney 2008: 9)

Morales (2016: 158) states that one of the aims of PAR is to produce knowledge and action directly useful to a group of people through research (Morales 2016: 158). Therefore, in PAR, it is vital that the participants collaboratively and actively participate in the research process. The goals of PAR are such that new knowledge is created through the process of solving real problems, such as a school addressing violence through the development of skills and attitudes. This process can contribute to a more peaceable school ethos through a process of learning in a cycle which involves planning, action, reflection, and evaluation (Gaffney 2008: 10). In Figure 5.1, for example, the action research cycle may flow as indicated with developing a research question, planning changes or actions, collecting data and evidence, and analysing and reflecting on implications (Gaffney 2008: 10). It is not unusual that more than one cycle may occur in working towards conflict transformation and peacebuilding. Since this study took place in an educational setting it is useful to consider the perspective of Clark *et al.* (2020: 8), who point out that action research is also about creating new forms of understanding, because action without reflection and understanding is blind, in the same way that theory without action is meaningless.

The data generated in the study provided the participants the opportunity to identify the problem they wished to find solutions for; to agree upon a plan of action, prioritising the

important issues; to reflect on their experiences in their context and consider the views of other participants; and making a note of the actions they regarded feasible and relevant in their attempts to reduce school violence.

Informed by the insights of a comprehensive literature review, in this study I explore with the participants their experiences of school violence, particularly focusing on its nature, causes and effect; and through consultative processes determined a feasible intervention strategy in the given school context. Isidiho (2009: 7) states that research demands a clear and unambiguous statement of the goal, in other words, what the research intends to accomplish.

5.4 Research methodology

Kothari (2005:8) states that “the scope of research methodology is wider than that of research methods”. The author clarifies that research methodology has many dimensions and that research methods do constitute a part of the research methodology.

5.4.1 Mixed methods

I applied mixed methods research in this study. Lingard *et al.* (2008: 461) state that “central to the effectiveness of a mixed methods study is a clear and strategic relationship among the methods to ensure that the data converge or triangulate to produce greater insight than a single method could. Creswell (2003: 17) points out that “the concept of mixing different methods probably originated in 1959, when Campbell and Fiske used multiple methods to study the validity of psychological traits. In doing so, others were encouraged to employ their "multi method matrix" to explore multiple approaches to data collection in a study. This prompted other researchers to mix methods, and before long approaches associated with field methods, such as interviews and observations typically associated with qualitative data, were combined with traditional surveys usually associated with quantitative data (Sieber 1973, cited in Creswell 2003: 17). The author also acknowledges that all methods have limitations, hence researchers offered upfront the notion that biases inherent in any single method could offset the biases of other methods. During this period of research methodology triangulation as a concept came into being. Triangulating data sources refers to seeking convergence across qualitative and quantitative methods (Jack 1979, cited in Creswell 2003: 17). The original concept of triangulation gave rise to other reasons for mixing of various types of data.

In the mixed methods of this study the questionnaires primarily generated quantitative data. Qualitative data emanated largely from the individual interviews and focus groups. In the questionnaires, the learners were asked to provide responses to questions focused on the form and frequency of violence; risk factors that contribute to school violence; effects and

consequences of school violence; and school violence reduction strategies. The information that learners provided on each of these categories could be compared with the information provided by the educators, parents and learners who participated in the individual interviews and focus groups. In the data, learners, educators and parents provided information on forms of violence such as bullying, corporal punishment, gender-based violence, and other forms of violence such as physical fights, assaults, gangsterism, vandalism and substance abuse. In the data analysis, the themes related to the risk factors pertaining to school violence that emanated from the quantitative data provided by 200 learners in 2 schools included the following: (i) emotional, social, and mental health; (ii) language, communication, and social media; (iii) bullying, power and domination; (iv) domestic abuse; (v) physical violence; (vi) school related and academic work; (vii) socio-economic; (viii) substance abuse; (ix) romantic and intimate relationships; and (x) lack of role models and skills. In sharing information of the effects and consequences of school violence the insights of learners, educators and parents refer to punitive consequences, emotional impact, academic impact, remedial action, and physical harm. Each of these themes also provided insights from the educators and parents. There was much overlap and agreement in the data from the learners, educators and parents from both schools which provided the baseline data on school violence. Triangulation in this study has strengthened its validity and reliability.

Creswell (2003:17) points out that whereas there are those who advocate that the results from one method can help develop or inform the other method, some suggest that one method can be nested within another method to provide insight into different levels or units of analysis, or the methods can serve a greater, transformative purpose to change and advocate for disenfranchised groups. The global advancement in mixing methods has led writers to develop procedures for mixed methods strategies of enquiry, which in turn gave rise to terms such as multi method, convergence, integrated, and combine (Creswell 1994 cited in Creswell 2003:17) and shape procedures for research (Tashakkori and Teddle, 2003, cited in Creswell 2003:17). In this case study, I applied concurrent procedures which involves converging quantitative and qualitative data to provide a full analysis of the research problem. In this design, the investigator collects both forms of data at the same time and then incorporates the information in the interpretation of the results.

Tashakkori (2010: 8) states that the first general characteristic of mixed methods research as methodological eclecticism, (defined as selecting and then synergistically integrating the most appropriate techniques from a myriad of qualitative, quantitative, and mixed methods), is to investigate a phenomenon of interest more thoroughly. This definition goes beyond simply combining qualitative and quantitative methods to cancel out respective weaknesses of one

or the other. According to Tashakkori (2010: 9) methodological eclecticism means that “we are free to combine methods and that we do so by choosing what we believe to be the best tools for answering our questions”. The author asserts that this choice of “best” methods for answering research questions in effect refers to “design quality” and views it as an essential part of a framework for determining the inference quality of mixed methods research (Tashakkori 2010: 9).

Beyond the methodological eclecticism and paradigm pluralism, “mixed methods research is an emphasis on diversity at all levels of the research enterprise, from the broader, more conceptual dimensions to the narrower, more empirical ones” (Tashakkori 2010: 9). The author also suggests that mixed methods research can: (1) simultaneously address a varied range of confirmatory and exploratory questions, while single-approach studies often address only one or the other; and (2) properly conducted mixed methods research also provides the opportunity for a mixture of divergent conclusions and inferences stemming from the complexity of the data sources and analyses involved in the research.

Johnson *et al.* (2007: 113) points out that mixed research is positioned between the extremes of Plato (quantitative research) and the Sophists (qualitative research), with mixed research attempting to respect fully the wisdom of both viewpoints while also seeking a workable middle solution for many (research) problems of interest; while noting that currently the primary philosophy of mixed research is that of pragmatism. In conducting this study, I acknowledge that mixed methods research is an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints - always including the standpoints of qualitative and quantitative research (Johnson *et al.* 2007:113).

Doyle *et al.* (2016: 632) state that one of the main challenges when conducting mixed methods research is what to do about divergent findings given that most researchers strive for congruency between quantitative and qualitative findings. Regarding divergent findings these authors state that through the discrepancies new theories and insights can be uncovered (Creswell *et al.* 2008, cited in Doyle *et al.* 2016: 632). Nonetheless, when confronted with such a reality there is a requirement that mixed methods researchers acknowledge and attempt to address inconsistencies between the two sets of findings as the quality of a study may be adversely affected by not addressing divergent findings (Ivankova 2014, cited in Doyle *et al.* 2016: 632). In this study, a concerted effort has been made to address the inconsistencies in the data.

5.5 Rationale for the study

Given that this case study investigates the root causes, effects, dimensions and consequences of school violence, seeks to ascertain the extent to which violence has been addressed, and requires the involvement of the participants to design, implement and evaluate a holistic peacebuilding intervention, the mixed methods application lends itself well to obtaining detailed information regarding this as enabled by elements of the qualitative paradigm pertaining to a natural setting in this instance the school, close interaction with participants assuming the role of insider and the opportunity to probe, thereby adding to the depth of the information, whilst the quantitative paradigm supported the quantitative elements of the findings, considered useful in attempting to put measures in place which responds to a given reality, particularly regarding scale and dimension of issues.

In focusing the study on the creation of a peaceable school, this conceptual framework on peace with its implications for peace education signifies that in all human states of being, inclusive of peace, it is our worldview, meaning our view of reality, that shapes our thoughts, opinions, beliefs, vision, and action associated with our reality.

5.6 Study population and profile of two schools in the research area

This target population of the study in the Kleinvlei/Blue Downs area forms part of the Eastern section of the Cape Flats. According to the 2011 census of the City of Cape Town, Kleinvlei (Sub Place 199035013) had a population of 6 759, with 1405 households (over 1 772.65 per km²). This website also indicated that the main languages in the area are Afrikaans (93%) and English (4%), with smaller percentages of other language groupings including Setswana, isiXhosa, isiZulu, Sesotho, Sepedi, and isiNdebele, indicating an emerging multi-cultural community through its language diversity. In 2011 the population of Blue Downs was 50 601 and the number of households was 12 243, with an average household size of 4.13 at the time. An unemployment rate of 24.41% was documented in the 2011 census.

For the purposes of this study, a secondary school in the Eastern region of the Cape Flat, viz. School 1, was used for primary data collection and for the implementation of the action research project. A neighbouring school across the arterial road, viz. School 2 was used for primary data collection only. This action research process was guided by the ITP which purports that effective peace education takes place within a unity worldview (Danesh 2006: 55).

In 2018/19, at the time of the research data collection there were 436 259 crimes reported in the Western Cape. It is regarded as the worst crime area is Cape Town Central, with 16,246

reported crimes (3.7% of the total). The 10 worst precincts together make up 23.5% of all reported crimes in the province (102 363 crimes). Kleinvlei reported 7590 of these crimes and Mfuleni in the Blue Downs area reported 7731. Blue Downs integration zone is included in SA new priority. The two schools in the study form part of the Kleinvlei/ Blue Downs area, and with the surrounding communities share a main transport route. Two schools in this area participated in this study. School 1 was established in the early 1990's and has become a much sought-after educational institution by parents in the surrounding communities very much still segregated along racial lines. School 2 was established in the 1980s and is located 1 kilometre from School 1 on the opposite side of a busy arterial road separating the community in a lower socio-economic bracket from the visibly more enriched community around School 1. In Chapter Six I provide more information on each school.

5.7 Sampling methodology and participants

Within the non-probability category of sampling, for this study I opted for purposive sampling, viewed as a strategy in which settings, persons or events are selected deliberately to provide important information that cannot be obtained from other choices (Maxwell 1996, cited in Taheerdoost 2016: 22). Acharya *et al.* (2013: 332) point out that the sample is chosen based on the convenience of the investigator with the respondents being selected because they are at the right place at the right time. However, the authors also point out that they are not without limitations, the foremost being that variability and bias cannot be measured or controlled; and secondly, results from the data cannot be generalised beyond the sample.

It should be noted that non-probability sampling is often associated with case study research design, in that case studies tend to focus on small samples and are intended to examine a real-life phenomenon, not to make statistical inferences in relation to the wider population; and a sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others (Yin 2003, cited in Taheerdoost 2016: 22). It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion. With the assistance of the LO educator at the school I purposively selected the Grade 11 learners, parents, and educators bearing in mind that it was important for the participants who have been at the school for some time to share their knowledge and understanding of the extent and dimensions of school violence in the school context and to contribute to the design, implementation, and evaluation of the planned intervention strategies. Conscious of the need for gender parity, every effort was made in attempts to achieve gender equality with the participants in the questionnaires, interviews and focus groups. Unfortunately, the design team comprised of only one male

learner and one male educator, an indication of interest, time available, and the after-school transport arrangements for learners.

In total 8 members comprising of four learners, two educators and two parents formed the design team focused on the action research component. This included the planning and implementation of the school violence reduction intervention required at the school. Learners were selected from the participants in the questionnaires, interviews and focus groups; parents were selected from the participants in interviews and focus groups; and educators were selected from the participants in interviews and focus groups. The design team understood that the main goal was towards creating a peaceable school with the focus on reducing school violence. It is very unfortunate, that gender parity was not achieved in the design team, as the boys were not that forthcoming, and girls generally were more inclined to participate in what was required.

5.7.1 Selection criteria of data collection participants and schools

According to Maree (2010: 79) participants in purposive sampling are selected because of some defining characteristics that make them the holders of the data required for the study. Researchers therefore opt for sampling decisions which make it possible to obtain the degree of information best suited to answer the research questions, usually to the point where no new themes emerge in the data collection process. This study focused on high school learners, educators, and parents of the school community. Below are the selection criteria of the participants and the schools:

Semi-structured Interviews

At each of the two schools six participants, viz. two grade 11 learners, two educators, and two parents indicated to the LO educator assigned by the principal to this research project, their willingness to be interviewed. Hence, in total 12 individual interviews were recorded on the dates provided by the LO educator at each school and in accordance with the research ethical guidelines contained in the letter to all participants. For learners under the age of 18 years, the parental consent was also obtained.

Focus groups

The sample included six focus groups in total from two schools. At each school one focus group with learners, another focus with educators and the third focus group with parents, each comprising of five participants. Although every effort was made to achieve gender balance in the focus groups, there were more females present in all the focus groups. In selecting

the sample, the intention was to focus on persons who had sufficient knowledge and information on the topic of the study. Hence, the grade 11 learners were selected given that they were in their fourth year at the school and were likely to have insights they could share regarding experiences with school violence and ideas and commitments on how to create a peaceable school. Similarly, parents who were involved with the school for some time would be able to share their experiences and ideas accordingly. Educators from different race groups, age, gender, and education qualifications were included and their contributions enriched the findings.

Semi-structured questionnaires

At each of the schools 100 grade 11 learners completed semi-structured questionnaires. In total the sample included 200 completed semi-structured questionnaires from grade 11 learners. In the first section of the questionnaire the learners provided information on their residential area and their gender. Walking to school or using taxi services are aspects that play a role in school violence, as the violence at the school at times is imported from other spaces particularly in the context of gangsterism (Richter *et al.* 2018: 185); and from a gender perspective, girls and boys are likely to experience different forms of violence (SRSG 2012: 7).

Schools

I selected two secondary schools from the Blue Downs/Kleinvllei area on the Eastern side of the Cape Flats. These schools attracted learners from surrounding communities with diverse characteristics specific to language and culture, including Mfuleni and Eerste River. Media reports typically indicated a high level of school violence on the Cape Flats (mention a specific example) with an infiltration of gang presence in schools, and the Blue Downs/Kleinvllei area was no exception in this regard.

Although the decision to focus the case study on School 1 was pragmatic to some extent in that I had easier access to the school in terms of it being closer to the arterial road, it was also the growing number of the Xhosa First Language learners from Mfuleni attending the school, that pointed to the relevance of creating a culture of peace at the school with a diverse learner group. From my first approach to the school about the aim of the research there was instant support from the principal and the LO department. Given that this was action research, the purpose was to work towards creating a peaceable school with engaged participants.

Learners

Grade 11 learners were likely to be knowledgeable on the information being sought given that they had been at the school three years already, hence, they were specifically selected to provide information in the interviews, questionnaires and focus groups. I sought the permission from the principals of both schools and the parents of the learners to conduct the research with these learners. Through the data collection processes with the learners, educators and parents, the issues pertaining to violence at the school would be revealed and they would contribute to the strategies devised towards creating a peaceable school.

Parents

The participation of parents in the study was based on their willingness, availability, and proximity to the school. I depended on the LO educator to determine the availability of the parents. The interview times and focus group sessions were arranged to take place at school by the LO educator. After explaining the ethical requirements of the study and obtaining the permission of the parents, I proceeded with audio recording of the interviews and focus groups.

5.8 Data collection

Research methods, also referred to as data collection tools in social science research are an essential part of any research project as they determine its success, validity and reliability (Alshenqeeti 2014: 39).

In this study I applied three data collection tools in collecting research data to address the research problem. Semi-structured questionnaires, semi-structured interviews and focus groups were used to collect data. The use of these data collection tools was discussed with the principals of the schools, who were agreeable to conducting the discussions with focus groups; arranging for the interviews to take place at a designated room in the school; and the distribution and collection of the questionnaires through the LO educators.

5.8.1 Semi-structured questionnaires

Questionnaires are one of the most widely used means of collecting data, and therefore many novice researchers associate research with questionnaires (Rowley 2014: 308). Given the prevalence of questionnaires, there tends to be an assumption that questionnaires are easy to design and use; however, this is not the case, as much effort goes into creating a good questionnaire that collects the data that answers the specific research questions, and which attracts a sufficient response rate. One of the distinctive characteristics of questionnaires is that they are normally designed to be completed without any direct interaction with the

researcher, either in person or remotely. Seemingly the boundary between questionnaires and interviews is fuzzy, given that they are question answering research instruments, with unstructured interviews at one end of a spectrum and questionnaires comprised of predominantly closed questions at the other end; and questionnaires are typically used in surveys and respondents may be asked to answer questions regarding facts (for example, their age) or their attitudes, beliefs, behaviours or experiences as a citizen (Rowley 2014: 308-309).

Researchers may use questionnaires to profile the sample in terms of the numbers or to be able to count the frequency of occurrence of opinions, attitudes, experiences, processes, behaviours, or predictions. Rowley (2014: 310) points out that questionnaires are typically used in survey situations, where the purpose is to collect data from a relatively large number of people of between 100 and 1,000; and that the big advantage of questionnaires is that it is easier to get responses from a large number of people, and the data gathered may therefore be seen to generate findings that are more generalisable. Further the author summarises questionnaires as useful when:

- The research objectives centre on surveying and profiling a situation, to develop overall patterns.
- Sufficient is already known about the situation under study that it is possible to formulate meaningful questions to include in the questionnaire.
- Willing respondents can be identified, who are able to provide meaningful data about a topic. Questionnaires should not only suit the research and the researcher, but also the respondents.

The researcher must think carefully about the type of question that is suitable for a specific context. Examples of the type of questions include open, closed, category, and ranking questions. In the open and closed category there is the use of the Likert scale questions where respondents are asked to indicate how strongly they agree or disagree with a series of statements. There are also scale questions which include different number options such as seven-point rather than five-point for example, and continuum scales with opposing words or concepts at opposite ends of a numerical spectrum (Rowley 2014: 311). Denscombe (2017: 167) identifies nine types of questions that can be used in a questionnaire, viz. a statement, a list, a yes/no answer, agree or disagree with a statement, choose from a list of options, rank order, degree of agreement and disagreement, the Likert Scale, rate items, and stating feelings about a topic which is known as the semantic differential.

Rowley (2014: 314) points out that closed questions are always accompanied by a few options from which to select; and they are quick for respondents (which may increase response rate); the responses to closed questions are easier to code and analyse, which the researcher will need to consider if the number of questionnaires collected is very large. On the other hand, open questions are useful for collecting more in-depth insights and permit respondents to use their own language and express their own views. The correct choice should be applied, since open questions are more time consuming to complete and to analyse, hence the need to ascertain when they are the best option.

Regarding the wording of the questions Denscombe (2017: 163) states that the researcher needs to be confident that:

- The questions will not be irritating or annoying for the respondents to answer for the simple reason that the success of the questionnaire depends on the readiness of the respondents to provide the answer voluntarily.
- The respondents will have some information, knowledge, experience or opinions on the topic questions. There is no use in designing perfect questions where most of the responses appear as “don’t know” or “not applicable”.
- The proposed style of questions is suited to the target group. Questions prepared for high school learners will need to be different in terms of conceptual complexity and wording from ones aimed at, for example, members of a professional association.
- The questions require respondents to answer only about themselves or matters of fact they can realistically answer for others.
- The questions are on a topic and of a kind which the respondents will be willing to answer.
- Leading questions were avoided.

The order of the questions is also an important consideration. Denscombe (2017: 165) advises the researcher to ensure that the most straightforward questions come at the start; that the least contentious questions and least sensitive issues are dealt with at the beginning of the questionnaire; and that the sequence of questions does not lead the respondents towards ‘inevitable’ answers, where the answers to later questions are effectively predicated on the answers to earlier ones.

Denscombe (2017: 169 -170) points out that the advantages of questionnaires include: questionnaires being economical, in the sense that they can generate a considerable amount of research data for a relatively low cost as in materials, money and time; they are easy to arrange; they supply standardised answers, as all the respondents are provided with the same

questions – with no scope for variation to blunder in via face-to-face contact with the researcher, thereby minimising contamination of data as in being affected by ‘interpersonal factors’; and pre-coded answers allow for the speedy collation and analysis of data by the researcher and also assist respondents, who, instead of becoming concerned about how to express their ideas, are relieved with the relatively easy task of selecting an option clearly spelt out for them.

Denscombe (2017: 170 -171) makes the point that in many respects the potential disadvantages of questionnaires go hand in glove with the potential advantages. In this regard the author points out that pre-coded questions can be frustrating for respondents and may potentially deter them from answering; pre-coded questions may be biased towards the researcher’s perspective, rather than the respondent’s, way of seeing things but good research practice will minimise the prospect of this; and questionnaires provide little opportunity for the researcher to check the truthfulness of the answers given by the respondents.

Given the time constraints in a regular school day, in this study it was a pragmatic decision to collect data from 100 students who completed questionnaires at two schools. At each school the LO educator provided the time and place for the completion of the questionnaires. The research procedures were clarified before the learners started the process and they were made aware that they could withdraw from the process at any point. At the end of the period all the completed questionnaires were handed to me.

5.8.2 Semi-structured interviews

The semi-structured interview typically is used to obtain non-numerical data in research which seeks to explore and describe the ‘quality’ and ‘nature’ of how people behave, experience and understand (Alshenqeeti 2014: 39). By interviews, we mean face-to-face verbal exchanges in which one person, the interviewer, attempts to acquire information from and gain an understanding of another person, the interviewee, who may be invited to converse about their own attitudes, beliefs, behaviours or experiences in roles such as a citizen, user, or employee (Rowley 2012: 260). Interviews, when compared to questionnaires, are more powerful in eliciting narrative data that allows researchers to investigate people’s views in greater depth (Kvale 1996 and 2003, cited in Alshenqeeti 2014: 39). The value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also, because it enables interviewees to “speak in their own voice and express their own thoughts and feelings” (Berg 2007, cited in Alshenqeeti 2014: 39). There are three types of interviews, viz. structured, semi-structured and unstructured, explained as follows.

Structured interviews follow a predetermined and standardised list of questions. The questions are always asked in almost the same way and in the same order. At the other end of the continuum are unstructured forms of interviewing such as oral histories . . . The conversation in these interviews is directed by the informant rather than by the set questions. In the middle of this continuum are semi-structured interviews. This form of interviewing has some degree of predetermined order but still ensures flexibility in the way issues are addressed by the informant (Dunn 2005, cited in Longhurst 2003: 105).

Longhurst (2003:106) points out that a semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important. Furthermore, the author states that semi-structured interviews are conversational and informal in tone; accommodate open responses in the participants' own words rather than closed 'yes or no' replies; they are more than just 'chats'; and that the researcher needs to formulate questions, select and recruit participants, choose a location and transcribe data while at the same time remaining cognizant of the ethical issues and power relations involved in research.

Conducted conversationally with one respondent at a time, the semi-structured interview utilises a combination of closed- and open-ended questions, frequently supplemented by follow-up why or how questions and the conversation can meander around the matters on the agenda—rather than adhering slavishly to precise questions as in a standardised survey—and may explore totally unanticipated issues (Newcomer *et al.* 2015: 493).

Regarding the questions of the semi-structured interview, Longhurst (2003: 107) offers the following insights: (1) researchers should brief themselves fully on the topic; (2) it is advisable to work out a list of themes or questions to ask participants; (3) prepare a list of actual questions in case the conversation requires focus; (4) questions may be designed to elicit information that is 'factual', descriptive, thoughtful or emotional; (5) it may be effective to design a combination of different types of questions depending on the research topic; (6) researchers typically commence with a question that participants are likely to feel comfortable answering; (7) more difficult, sensitive or thought-provoking questions are usually left to the other half of the interview when participants are feeling more relaxed.

For this study to obtain data pertaining to the research objectives, I had two learners, two educators and two parents at both schools responding to questions in the semi-structured interviews, hence I have data from 12 interviews in total. At School 1 the Deputy-principal and

LO educator whilst at School 2 the LO head of Department mainly assisted with the arrangements regarding the process of inviting participants to engage in the interviews, finding the right time in the school to conduct the interviews, ensuring that the necessary assistance would be available to any participant who became affected by any of the questions in the interview, and being vigilant that not more than one school period of 35 minutes was used per individual interviews thereby ensuring no loss of academic learning. Similarly, educators interviewed did so during an administration period or immediately after the last teaching period in the school timetable. Although one would not necessarily ask these questions in the order listed, I managed to facilitate the discussion to unfold in a conversational manner providing the chance to explore issues the participant felt was important. At the end of the interview, I checked my schedule to make sure that all the questions had been covered at some stage during the interview.

In this study, I remained compliant with all aspects of the interview process as referred to above, thereby ensuring the consistency between interviews, to increase the reliability of the findings.

5.8.3 Semi-structured focus groups

Kitzinger (1995: 299) states that focus groups are a form of group interview that capitalises on communication between research participants for the purposes of data generation; and that the method is particularly useful for exploring people's knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way. Kellmerit (2015:45) points out that when selecting the members, it must be ensured that their knowledge and experience of the discussed topic is sufficient. In addition, the author states it is beneficial if the members have common interests, experiences or demographic background because this would facilitate blending among the members and lead to a productive discussion. Furthermore Kitzinger (1995: 299) states:

Group discussion is particularly appropriate when the interviewer has a series of open-ended questions and wishes to encourage research participants to explore the issues of importance to them, in their own vocabulary, generating their own questions and pursuing their own priorities. When group dynamics work well the participants work alongside the researcher, taking the research in new and often unexpected directions.

Typically, a focus group comprises of a small group of individuals (six to eight people) to discuss a series of open-ended questions facilitated by a moderator (Cyr 2017: 1038). Hence, data is generated through the conversations and interactions which take place amongst participants. As a part of this process, participants can react to one another's responses. Cyr

(2017: 1038) states that participants may hone their ideas or enhance what others say, and that the social dynamic of a focus group offers a synergistic quality; and it also enables the researcher to capture nuance and tensions surrounding potentially contested or highly contextualised subjects. “What makes the discussion in focus groups more than the sum of separate individual interviews is the fact that the participants both query each other and explain themselves to each other” (Morgan 1996: 139). Secondly, focus groups generate emic data—that is, data that emerge with little interference or guidance from the researcher or the research setting (Krippendorff 1980, cited in Cyr 2017: 1038). Whilst the researcher has prepared a set of guiding questions, it is the participants who determine how the conversations evolve; and it is this open nature that allows for spontaneity and a free discussion on specific topics (Onwuegbuzie *et al.* 2009, cited in Cyr 2017: 1038). The author also points out that the focus group’s social element provides an environment in which many participants can grapple with complex or contested subject matter. These features of focus groups allow the researcher to capture greater nuance, which can be vital for measurement validity (Adcock and Collier 2001, cited in Cyr 2017: 1038).

Kitzinger (1995: 299-300) points out that most researchers recommend aiming for homogeneity within each group to capitalise on people's shared experiences. Focus groups reach the parts that other methods are unable to, revealing dimensions of understanding that often remain untapped by more conventional data collection techniques. The author expresses the view that tapping into such interpersonal communication is also important as such information can highlight (sub)cultural values or group norms and cites that an analysis of the operation of humour, consensus and dissent, including the examination of different types of narrative used within the group, enables the researcher to identify shared and common knowledge. To achieve this, the group must be led by a skilled interviewer for the discussions to be relaxed so that the participants enjoy sharing their perceptions and ideas (Kellmerit 2015: 46). The researcher serves as a moderator, listener, observer and analyst in conducting focus groups.

Kellmerit (2015: 49) mentions a few advantages of focus groups viz.: that data can be collected much more quickly and at the same time at less cost than it would be the case if every person of the group were interviewed individually; focus groups enable the researcher to interact with the respondents on a direct basis, thereby providing opportunities for the clarification of responses; the observation of nonverbal responses like gestures, smiles or frowns may either supplement or even contradict the verbal response; wide-ranging data can be obtained through the open response format; and if the group is homogeneous in respect of

the group members' experiences and feelings, an emerging atmosphere of security makes the participants comfortable and encourages them to share their ideas.

Regarding the limitations of focus groups Kellmerein (2015: 50) points out that dominant participants may influence the results, but a skilled moderator must intervene and handle the situation. The moderator must ensure that the group members are able to reflect on various views and are not being compelled by others Kellmerein (2015: 50).

Procedure for focus groups

I drew the sample from two secondary schools comprising of 30 participants in six focus group discussions - three focus groups at each school (one for learners, one for educators, and one for parents) with five participants per group established. In each of the discussions I introduced myself to the focus group and clearly explained the purpose of the study. Information on the data collection process was explained, including what was to be done with the data collection; and the outcome of the research focused on intervention strategies by the schools to reduce school violence and to create peaceable schools. To manage the focus group effectively, I politely made it clear to the participants that it was essential to adhere to the ground rules throughout the interviews. These included listening to others without interrupting them, appropriate voice projection was necessary for the audio recording, and that communication devices had to be on silent for the duration of the interviews. I then proceeded to inform the participants of the ethical considerations pertaining to confidentiality of participants and the anonymity of the data. Their voluntary participation in the research was emphasised with the further explanation that at any stage during the research project they were free to withdraw their participation if they had the desire to do so. I asked permission to audio record the interviews and to use the recorded information in the study. I provided more detail on the research procedures, and then asked the participants if they still wished to participate in the study in the focus group discussion. Once they agreed they were asked to sign the consent forms to participate in the discussions.

5.9 Data analysis

In the data analysis stage, the researcher reflects on the data collected to make meaning out of it. Data analysis encompasses organising, accounting for, and explaining the data; in brief, making sense of data in terms of participants' definitions of the situation, recording patterns, themes, categories, and consistencies (Cohen *et al.* 2011: 237). Collecting good quality data is of little use if the obtained data cannot be analysed effectively (Tustin 2005: 483).

The qualitative component of studies may accrue large amounts of data and early analysis diminishes the problem of data overload by choosing important features for future focus (Cohen *et al.* 2011: 537). Seven steps are suggested by these authors for the data analysis process as follows:

- Establish data analysis units and indicate how these units are similar or different from each other.
- Create a domain analysis where items and clusters are grouped together into related themes and patterns.
- Establish relationship between linkages and domains to ensure that the data, their richness and context-groundedness are retained.
- Make speculative inferences where the research will move from description to inferences.
- Summarise and write a preliminary summary of the main features, key issues, key concepts, constructs and ideas uncounted that far.
- Seek negative cases and discrepancies to weigh the significance of disconfirming issues against confirming issues.
- Generate theory that is derived from and grounded in the data and emerges from it.

Onwuegbuzie *et al.* (2010:15) point out that in qualitative analysis some form of coding typically takes place. Coding is a strategy that is used to find themes and patterns in qualitative data. Characteristically, the analyst codes meaning segments in the data, which can be utterances, words, phrases, sentences, lines of text, or paragraphs (Onwuegbuzie *et al.* 2010:15). These authors explain that common types of coding include (a) inductive coding (examining the data, categorising the meaning units, and assigning codes), (b) deductive coding (using a set of codes gained from sources such as the literature or theory to examine the data to find instances of these codes), and (c) abductive coding (derived from an interactive process of deductive and inductive reasoning).

With mixed methods research sequential mixed analyses are conducted either as (a) sequential qualitative-quantitative analysis, meaning the qualitative analysis phase is conducted first, which then informs the subsequent quantitative analysis phase; sequential quantitative-qualitative analysis, meaning the quantitative analysis phase is conducted first, which then informs the subsequent qualitative analysis phase; or (c) iterative sequential mixed analysis meaning the qualitative and quantitative analyses occur sequentially in more than two phases (Teddlie and Tashakkori 2009, cited in Onwuegbuzie *et al.* 2010: 21). When concurrent

mixed analyses are employed, the analytical strands do not occur in any chronological order (Tashakkori and Teddlie 1998, cited in Onwuegbuzie *et al.* 2010: 21).

The questionnaires produced significant segments of quantitative data and a portion of qualitative data in the semi-structured questions which required participants to provide their views on very specific aspects of school violence. A significant volume of qualitative data was generated in the interviews and focus groups. The data collected via all the research methods were presented in themes, which mainly focused on the forms and extent of school violence, the risk factors and indicators as contributory factors of school violence, the effects and consequences of violence, school violence reduction strategies and peace building initiatives to for a positive school environment.

The intention was to integrate the data from the qualitative and quantitative components as in a conversation between the two elements (Emerson 2010: 341). Through the application of triangulation which describes the process of studying a problem using different methods, a more complete understanding of the study under investigation emerged. The themes which emanated from the data are a significant component of the findings and are discussed in detail in chapter 6.

I recorded the interviews and focus groups with a recording application on my phone, which I listened to carefully, transcribed and organised into themes. I left the transcribed data at the school with the lead educator assigned to the research so that the data interpretation could be verified. In Chapter Eight I present the discussion of the findings.

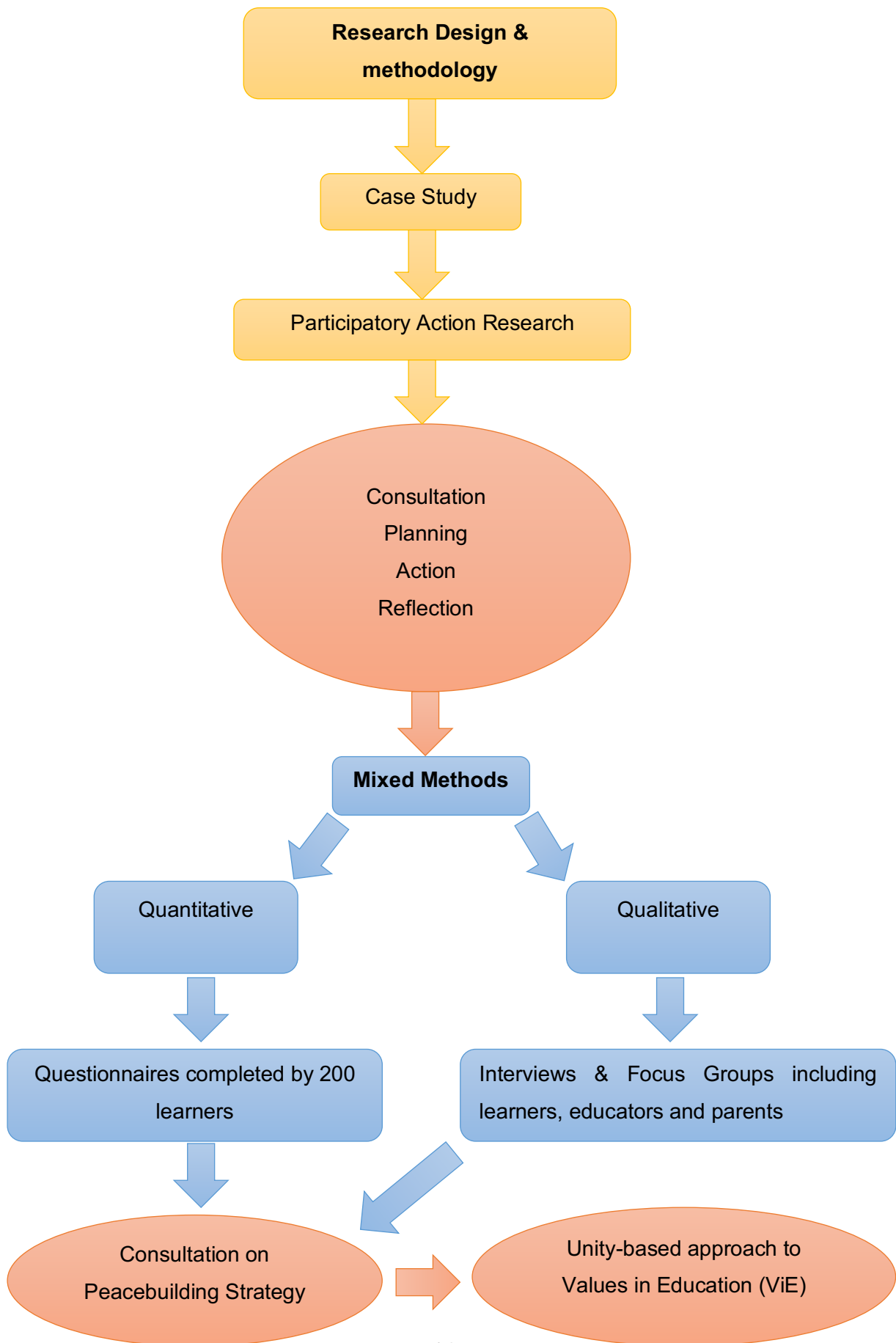
5.10 Intervention: Educating for peace: a unity-based paradigm

School 1 opted to participate in the study because the school population had become more diverse in the past decade and learners were engaged in violent responses toward each other. Racism also became evident. There was a desire to build positive relationships and for the school community to be more actively engaged in peacebuilding.

In the intervention applied at School 1 the main strategies adopted spanned two cycles viz.: 1) raising awareness of school violence, which involved a poster initiative, viewing of videos in class, and discussions and written assignments on bullying; school violence reduction training workshops and programmes; and learner leadership training on cyber-bullying organised by WCED and training with PeaceJam, an international foundation focused on peacebuilding and mentoring; and 2) adopting a unity-based peace education approach supported by the ViE stream of the 2020-2025 T2P strategy of the WCED. The intervention is discussed in more detail in Chapter 6.

The pre-intervention data collection provided a clear overview of the extent of the violence at the school and the design team came up with a phased approach to the unfoldment of strategies which could contribute to positive peace against the backdrop of the ITP and educating for peace strategy.

Figure 5.2 Summary of the research design and methodology process.



5.11 Evaluation of intervention

Harris (2014: 77) states that evaluation in peacebuilding studies may focus on measuring attitudes and behaviour, whilst Curran (2013) notes that it is difficult to judge the impact of training and measuring the attitudes and behaviour of participants. Given the brief period of this study, a short-term evaluation of a peacebuilding strategy embedded in the implementation of ViE sessions that was underpinned by a unity-based peace education approach, took place at the end of the intervention. This is by no means an evaluation of the entire peacebuilding approach undertaken in this study. Due to time constraints largely caused by COVID-19, an in-depth evaluation was not possible and is likely to be the focus of an independent study.

In summary, the participants found the sessions useful as a tool to assist them personally to demonstrate positive behaviour which contributed to the likelihood of a peaceable school environment.

5.12 Pilot testing

Pilot testing of the questionnaires was conducted with 2 classes of grade 11 learners at a school in an adjoining area, and the implementation of an intervention strategy took place at only one of the schools.

5.13 Validity and reliability

Validity and reliability refer to the accuracy and consistency of the research (Heale 2015: 66). The attainment of validity and reliability of this research was realised by a few mechanisms. The measures included: 1) noting that school violence is a topic which has a broad literature base, hence I was able to check consistency in my research with the existing literature; and 2) adhering to the ethical procedures of the research was an important aspect of the research I complied with in this study.

In this mixed-methods study, it was important to consider the quantitative elements of the research which have bearing on validity and reliability. The three identified types of reliability referred to in quantitative research relate to: (1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given period (Kirk and Miller 1986, cited in Golafshani 2003: 598). In quantitative research “validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Joppe 2000,

cited in Golafshani 2003: 599). In other words, according to the author, it is about whether the research instrument allows you to hit "the bull's eye" of your research object.

Golafshani (2003: 604) also points out that reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm which includes the elimination of bias as attained through triangulation. Triangulation is viewed as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell and Miller 2000, cited in Golafshani 2003:604). Triangulation therefore is a means for picking up any inconsistencies in the data. By applying triangulation, I was able to check whether the same views were expressed in the questionnaires, focus groups, and interviews. Nonetheless, discrepancies clearly leave the door open for further research (Golafshani 2003:604).

Truthfulness is the cornerstone of protecting the data from contamination. I honoured my pledge to truthful presentation of the data as a hallmark feature of the reliability of the research; and provided the necessary descriptions of what had transpired at the schools pertaining to all aspects of the research including circumstances regarding the design and implementation, and references to participants under pseudonyms which were included.

5.14 Ethical considerations

Fujii (2012: 717) states that ethics in research should matter to everyone, not just those who spend prolonged time in the field; and that ethics is a continuing responsibility, not a discrete task to be ticked off a checklist. Ethics matter in all types of social science research because most social sciences involve "human subjects." It is clear, that research ethics matter for the simple reason that social scientists can bring real harm to study participants and collaborators. These harms can be social and /or psychological. "A seemingly innocuous question can touch on sensitive issues" (Svensson 2006 cited in Fujii 2012: 717). In considering the importance of ethics in research, Fujii (2012:722) provides the following perspective:

If scholars and graduate students are uncomfortable with navigating the many ethical challenges that arise when conducting research with human beings, we must remind ourselves that to enter another's world as a researcher is a privilege, not a right. Wrestling with ethical dilemmas is the price we pay for the privileges we enjoy. It is a responsibility, not a choice, and, when taken seriously, it may be one of the most important benefits we have to offer those who make our work possible.

Voluntary informed consent is unquestionably at the heart of research ethics (McNamee 2001: 310) meaning that the principle of consent protects individuals' right not to be harmed nor to

have their conception of their interests overridden; and the right of the researched corresponds symmetrically to the duty of researchers to respect that autonomy and never to coerce or deceive. Researchers are invited to take into account the range of harms that may occur when issues to do with respect for the researched are not properly addressed, such as, taking into account the conditions of informedness (which relates to the explanation of all pertinent dimensions of the research and its comprehensibility by the researched) and consensuality (that the participant is capable of a rational and mature judgement) need to be considered prior to the commencement of the research (McNamee 2001: 311). There is agreement that participants should not be harmed, not be deceived, and should be willing and informed (Tustin *et al.* 2005: 47; Grix 2004: 59). I gave the assurance to all the research participants that their names would be kept confidential in the format of untraceable coded names used during the data collection process; and I asked all research participants in writing to participate in the study. At one school assembly session I explained all the procedures of the research, thereby allowing participants to choose their participation or to withdraw from the study. The consent forms (Appendices C to J) provided information pertaining to the purpose of the study and stipulated the procedures to be followed during the completion of the semi-structured questionnaires, and participation in the semi-structured interviews and focus group discussions. Learners, educators, and parents participating in the research were all informed to sign the consent forms as a compulsory procedure. The LO educators and deputy-principal assisted in returning the consent forms to me for verification.

The LO educator assisted in allocating a private space and times for the learners to complete the questionnaires, interviews and focus group discussions. The LO educator also allocated a private room for the interviews and focus group discussions with the educators and parents. The questionnaires for learners were numbered with no record of names. In the interviews and focus group discussions the participants had the option to conceal their real names.

I informed all the participants that all the data collected would be in safe keeping at the Department of Public Management at Durban University of Technology and would be used solely for the purposes of this study. It was clarified that prior to the final draft of the thesis being submitted, feedback would be provided to the participants. Only the supervisors of my research will have access to the data. The records of the data will be kept safe and archived in the researcher's office according to the stated period of DUT and afterwards will be shredded and discarded in all other forms.

5.15 Limitations and delimitations of the study

One of the limitations of this case study is that it focused on two high schools, thereby excluding other likely victims and perpetrators of school violence in the area. In such a small-scale study the findings may not be generalised to the entire Cape Flats area. However, it is conceivable that the findings are indicative of school violence in the Kleinvlei/Blue Downs school district beyond the two schools in the study.

I had to rely on the Deputy-principal and LO educators to invite participants in the study, and although I allowed ample time for participants to join the study, there appeared to be much less interest from boys to participate, thereby creating a gender imbalance in the study. Given that participants are reliant on transport after school, this too may have impacted on the availability of participants, as additional activities tended to take place during intervals or on a Saturday. For some this may have been too much of an inconvenience to join the study.

It was exceedingly difficult to do any of the activities pertaining to the study during the first and last terms in the school year in this study period simply because the academic programme and prevailing logistical challenges related to school management during the COVID-19 pandemic and its compliance regulations, added to the limited time available to the various facets of the study, since for the most part only one grade attended school daily. The workshops provided by PeaceJam originally planned to take place over three days had to be presented over two days as the day before the commencement, the country was informed of an imminent high-level lock down.

Given that the WCED does not allow any research to take place in the last term in any of the schools under its jurisdiction, effectively the peace-building implementation was halted for an entire year in 2020 as the participants came back to school very late in the year. In addition, the principal took early retirement, necessitating the appointment of a new principal, and this created another period of waiting as the new principal needed time to become acquainted with the school and its community. In addition, staff had to grapple with figuring out how to make things work in the new COVID-19 context given its logistical implications. In the last months of the study two grades per day were present at school. It was very difficult to secure parent participation especially in the time of the pandemic. Nonetheless, the study continued to be viewed as important by the participants and the school management, and eventually the planned intervention came to fruition.

5.16 Summary

In this chapter I discussed the approach applied in this study with respect to the research design and methodology, data collection, analysis of results and the limitations of the study. This mixed methods case study was deemed suitable to gain an understanding and insights on school violence and implementing a peacebuilding strategy in one Cape Flats school in attempting to achieve the research aims and objectives. The methods of data collection included: semi-structured questionnaires, semi-structured interviews, and focus groups. The data was analysed according to mixed-methods principles and a thematic approach pertaining to the research problem. Triangulation derived from the methodology provided the anchor in ensuring the validity and reliability of the data. I provide an analysis of this case study findings in Chapter Six.

To achieve the objectives of the study, in both schools I provided semi-structured questionnaires for learners to complete and conducted semi-structured focus group discussions and semi-structured interviews with learners, educators and parents. At each of the two schools: 100 learners completed questionnaires; two learners, two educators, and two parents participated in individual interviews; and five learners, five educators and five parents participated in focus group discussions. I took notes in meetings and responded in WhatsApp groups set up for the purpose of exchanging ideas and reaching agreement on matters which arose.

The action research project planned, implemented, and evaluated at School 1 was based on the information shared in the data collection process and agreed to in meetings and digital discussion forums. Connolly *et al.* (2015: 31) state that PAR provides a space for dialogue and critical reflection, and it draws upon Freire's critical conscientisation (Freire 1970), with its emancipatory intent for the co-participants who are being empowered in the process.

In the study it was a moment of illumination when the participants realised that they themselves were part of the school violence problem, and that they had the power to do something positive about their situation. When they realised the high prevalence of bullying at the school from the pre-intervention findings, it dawned upon them that they were a part of the problem and that it was not helpful to blame others solely for what was happening in their classrooms, playgrounds, corridors and taxis to and from school. Not only did they question why they were not learning how to live better lives, but they also strongly recommended that they learn more about all aspects of addressing bullying in the curriculum in that school term. More about this aspect is discussed in Chapter Six. The learners were empowered to use their voice and the educators were empowered to seize opportunities in teaching and learning beyond a

structured curriculum. This resulted from a process of consultation and critical reflection on how to reduce school violence.

Chapter Six: Violence at Two Schools on the Cape Flats

“Establishing lasting peace is the work of education; all politics can do is keep us out of war.”
(Montessori, cited in Ensor 2013:1)

6.1. Introduction

This chapter presents and compares the data provided by two schools in the study. Accordingly, the findings provide information and insights pertaining to two of the objectives of the study viz. to investigate the root causes, effects, dimension, and consequences of the violence in a Cape Flats school; and to ascertain the extent to which violence has been addressed at the selected school. The participants were 200 grade 11 learners (100 at each school) completed the semi-structured questionnaires; six focus groups (one for learners, one for educators and one for parents at each of the two schools) comprising five participants except for parents at School 2 which had six participants as a husband accompanied his wife and baby; six educators at School 1 with one educator leaving after ten minutes as she was required to attend to an urgent matter); and 12 individual interviews (two learners, two educators and two parents at each of the two schools). The participants in the study provided data pertaining to: the forms and frequency of violence experienced in the school; reasons for the violence at school; consequences of the violence; initiatives to reduce school violence; and the need for the investigation of strategies and the development of skills and attitudes that could contribute to the decrease in violence at this school. The findings in both schools confirm a high level of violence and note the phenomenon in South Africa is increasingly disturbing (Khumalo 2019:1). The data provided assisted participants in the decision making on the design and implementation of a peacebuilding intervention at School 1.

6.2 Study area

Two schools in the Eastern area of the Cape Flats in the city of Cape Town in the Western Cape Province in South Africa participated in this study. For ethical reasons, the names of the participating schools are not mentioned in this study. Both schools are in the Eastern section of the Cape Flats and provide a service predominantly to learners who live in the Blue Downs/Kleinvlei/ Eerste River and Mfuleni areas, comprised of a mixture of working class and lower middle class income housing zones, clearly identified by the design of the housing structures, street cleanliness, gardens and maintenance of properties, vehicle ownership and

visibility of tuck shops. Although people previously classified as “coloured” live in the immediate area around the premises of each school, both schools have learners from Xhosa background and other smaller migrant African groups attending the school from the surrounding areas. The medium of instruction for all subjects is either English or Afrikaans at both schools. One busy main road separates the two high schools that are one kilometre apart, and the school population averages 1,000 learners. Both schools have grappled with school violence in communities gripped in the culture of gangsterism and its associated ills; and were therefore keen to participate in the peacebuilding research.

6.2.1 Profile of School 1

School 1 was established in the early 1990’s and has become a much sought-after public educational institution by parents in the surrounding communities very much still segregated along racial lines. In the immediate streets in the school vicinity, although the community has become more mixed racially over time, many more Coloured families live in well-maintained homes near the school. Just 3km from the school, a community comprising of mixed-race families but mostly of Xhosa descent, make much effort to send their children to this school. Three principals have served at the school in three decades, with the second principal leading the school from 1993 until 2018; and the current principal has been managing the school for two years. The academic results of the school have been consistently excellent, and the care given to the grounds and general appearance at the school is visibly noticeable to anyone passing the property. At the entrance to the school a large display board provides information on various achievements per term, creating the impression of an organised school. From the spotlessly clean reception area of the school and engaged learners busy in class during lesson times, one gets the sense of a well-run school. The school boasts excellent Matric results over two decades. Nonetheless, whilst the school exemplifies good academic results and management, the changing demographics of the school has created other challenges relevant to the aims of the study. I made a practical decision to work with School 1 which is not only closer to the arterial road, not only minimising personal danger to me, but I also had the support of the school leadership and LO educator from the start when approached about the study. This support proved to be invaluable during the study.

6.2.2 Profile of School 2

School 2 was established in the 1980s and is located one kilometre from School 1 on the opposite side of a busy road, separating the community in a lower socio-economic bracket from the visibly more enriched community around School 1. The school appearance is prison-like with high fencing and barbed wire to prevent gangsters from entering the school premises.

Nonetheless, gangsters still find a way to scale the fencing to recruit gang members amongst the learners, some of whom buy and sell drugs. Throughout the day people of all ages sit on street corners in the main street of the school and some mornings I would find housewives in nightgowns gathered in conversation across gates and neighbouring fences. The school staff battle with learners in this community where the social ills of the community dominate the school climate with the resultant negative impact on the academic programme. The Matric results at this school are weak in comparison to School 1. In most classes a high percentage of learners tend to be unmotivated to learn according to the educators and a high level of violence with fights on the school grounds regarded as the norm.

6.3 Demographics of the participants

Table 6.1 below presents all the code names including specific characteristics of the participants of this study. I have indicated the gender, age and grade of the learners participating in the interviews and focus groups. For the educators I stated gender, approximate age status and number of years teaching. The characteristics for the parents include gender, approximate age status and years of association with the school. Given that the study required 200 grade 11 learners to complete semi-structured questionnaires, I noted the demographic variables pertaining to gender and the proximity of the learners' area of residence to the school. Table 6.1 below provides the characteristics of participants in interviews and focus groups.

Table 6.1: Characteristics of participants in interviews and focus groups

Learners Interviewed				
School	Code Name	Gender	Age	Grade
1	IIS1L1	Female	17	11
1	IIS1L2	Female	17	11
2	IIS2L1	Female	17	11
2	IIS2L2	Male	18	11
Educators Interviewed				
School	Code name	Gender	Approximate Age status	Years Teaching of

1	IIS1E1	Male	45	20
1	IIS1E2	Male	50	35
2	IIS2E1	Male	30	10
2	IIS2E2	Female	35	11
Parents Interviewed				
School	Code Name	Gender	Age Status	Years Associated with School
1	IIS1P1	Male	45	5
1	IIS1P2	Female	40	3
2	IIS2P1	Female	50	10
2	IIS2P2	Female	65	20
Learners in Focus Group				
School	Code Name	Gender	Age	Grade
1	FGS1L1	Female	17	11
1	FGS1L2	Female	17	11
1	FGS1L3	Male	18	11
1	FGS1L4	Female	17	11
1	FGS1L5	female	17	11
2	FGS2L1	Male	17	11
2	FGS2L2	Female	18	11
2	FGS2L3	Female	17	11
2	FGS2L4	Female	17	11
2	FGS2L5	Female	17	11
Educators in Focus Group				
School	Code Name	Gender	Approximate Age Status	Years Teaching Of
1	FGS1E1	Female	60	28
1	FGS1E2	Female	30	5
1	FGS1E3	Female	60	35

1	FGS1E4	Male	50	30
1	FGS1E5	Female	45	23
1	FGS1E6	Male	50	25
2	FGS2E1	Female	60	36
2	FGS2E2	Male	65	39
2	FGS2E3	Female	50	27
2	FGS2E4	Female	35	11
2	FGS2E5	Female	35	12
Parents In Focus Groups				
School	Code Name	Gender	Approximate Age Status	Years Associated with School
1	FGS1P1	Female	50	4
1	FGS1P2	Female	50	4
1	FGS1P3	Female	40	4
1	FGS1P4	Male	45	5
2	FGS2P1	Female	50	10
2	FGS2P2	Female	40	4
2	FGS2P3	Female	45	9
2	FGS2P4	Female	35	4
2	FGS2P5	Female	50	8
2	FGS2P6	Male	35	4

The participation of males in the interviews was 25% (3 out of 12 from both schools) and in the focus groups 20% (6 out 30 participants at both schools). Table 6.2 below provides the demographic variables of grade 11 learners completing semi-structured questionnaire.

Table 6.2: Demographic variables of grade 11 learners completing semi-structured questionnaires

SCHOOL	GENDER		LEARNER'S AREA OF RESIDENCE	
	Male	Female	In School Area	Outside School Area
1	35	60	19	75
2	35	30		
Total	70	90	44	56
Note: 5 learners at School 1 and 35 learners at School 2 did not disclose their gender.				

From the demographic information 45% of the participants identified as female and 35% as male. It is striking that 75% of the participants in the questionnaires at School 1 indicated living outside the school area. This may be an indication of the parents' desire to have their children attend this school in the district. The following data was collected in April 2018, on the premises of each of the two schools, with questionnaires, individual interviews and focus groups with learners, educators and parents. The questionnaires had numbers allocated to each. Code names were created for each participant to protect the identity of those participating in the interviews and focus groups. Each code name comprised of the research instrument i.e. whether it was an individual interview or focus group, and it indicated the school number and whether it was a learner, educator or parent. S1 referred to school 1; S2 referred to school 2; the abbreviation II was used for individual interviews and FG for focus groups; L was used for learner, E indicated an educator, and P was used for a parent. For example, FGS1L3 refers to learner 3 at School 1 who participated in the focus group discussion; IIS2E1 refers to educator 1 at school 2 who participated in an individual interview; and FGS1P3 refers to parent 3 in a focus group at school 1.

6.4 Forms and frequency of violence

In the section below I provide the responses regarding the forms and frequency of school violence as indicated by the participants in the study at both schools. The forms and frequency of violence are discussed as categorised in the questionnaires, interviews and focus groups - (i) bullying, (ii) corporal punishment, (iii) gender-based violence, and (iv) other forms of violence such as fights, assaults and gangsterism. Tables 6.3, 6.4 and 6.5 below provide a

summary of the categories of violence learners of School 1 and School 2 who completed the questionnaires stated they experienced.

Table 6.3: Categories of violence grade 11 learners at two cape flats school experience according to their responses in questionnaires

Research Site	Bullying	Corporal Punishment	Gender-based	Other (fights, attacks, assaults, gang-related)
School 1	29	21	17	16
School 2	19	21	16	23
TOTAL	48	42	33	39

Table 6.4a provides information pertaining to the frequency of the forms of violence experienced by learners who completed the questionnaires.

Table 6.4a: Summary of responses of learners in questionnaires regarding the frequency of violence at school 1

Weekly occurrence	Bullying	Corporal Punishment	Gender Based	Other (for example gang related, assault, physical fights)
Once	20	15	7	4
2-5 times	7	3	6	7
6-10 times	2	0	1	1
More than 10 times	0	3	0	2
TOTAL	29	21	17	14

Table 6.4b: Summary of responses of learners in questionnaires regarding the frequency of violence at school 2

Weekly occurrence	Bullying	Corporal Punishment	Gender Based	Other (gang related, assault, physical fights)
Once	10	11	6	6
2-5 times	8	8	6	3
6-10 times	0	0	2	2
More than 10 times	1	2	2	2
TOTAL	19	21	16	13

In the section below I provide information pertaining to forms and frequency of violence as shared by learners, educators and parents who completed questionnaires and participated in the interviews and focus groups at both schools. In general, there is a high level of violence at both schools and the frequency of the various categories of violence is also a matter of concern as indicated in Table 6.3, Table 6.4a and Table 6.4b.

6.4.1 Bullying

From the responses provided by the learners, educators, and parents, it is evident that bullying is a cause for concern in both schools. In total, there were 83 references to bullying at the two schools.

School 1

The frequency of bullying in Table 6.4a speaks to poly-victimisation and raises the alarm for the long-term impact of such violence. Findings from other studies indicate that poly-victims have a higher likelihood of maladjustment given the more severe symptomatology associated with the co-occurrence of victimisation; and poly-victimisation is associated with an increased level of psycho-social problems (Ellonen and Salmi 2011, cited in Leoschut and Kafaar 2017: 83). Clearly, higher rates of poly-victimisation necessitate the need for adequate counselling services for learners.

According to learner FGS1L2 rude and racist comments were made about her African surname. The educators made references to verbal abuse from the learners and the use of gangster language when addressing the educators. Educator FGS1E3 cites an example of name calling where a girl was referred to as “Stinkerbelle”, causing hurtful feelings and distress

for the victim. Furthermore, instances of cyberbullying include recorded fights being shared on social media despite the strict rules concerning bullying according to educator FGS1E4. The disciplinary committee deals with many cases of bullying according to FGS1E5. Parents pointed out the bullying tended to be more physical in nature such as in fights with boys. They also expressed the view that much of it was related to frustration. Brankovic (2019:3) points out that within a patriarchal society frustrated masculinity can enable violence in many ways. Parent FGS1P3 noted that some educators were bullies in the way that they spoke to the children; and that some bullying was related to romantic relationships and intimate partnerships.

School 2

According to learner IIS2L1 there is verbal abuse and specific mention is made of learners being rude to the educators and learners. Learner IIS2L2 was concerned about cyber bullying and gossiping, which was confirmed by learner FGS2L1 who referred to the practice of dirty looks and spreading gossip in social media as a common practice by many of the learners. Educator IIS2E1 highlighted name calling and stated that 70% of the learners in the lower grades at this high school manifested this behaviour. Educator IIS2E2 referred to educators in the senior management positions in the school as bullies and that bullying was happening 'undercover' daily. Educator FGS2E2 was astonished that the learners went out of their way to hurt each other seriously, whilst parent IIS2P1 stated that the pupils were fighting outside the school and were throwing stones at the security guards after school.

The comments on bullying shared by the learners, educators and parents confirm the findings in a study that the well-being of educators and learners is affected by bullying raising concern for the victims who are traumatised and in cases suffer from depression (Sitoyi 2020: 71). Clearly bullying directly undermines the creation of an enabling school environment that supports personal growth and development (Nthate 2017, cited in Masilo 2018:1). This underscores the necessity for schools and their surrounding communities work together and to be assisted in developing a positive school culture that will ensure the safety of the learners (Oosterwyk and Kabiawu 2016: 64).

6.4.2 Corporal punishment

The findings indicate that despite its abolition in South Africa's Constitution (1996) corporal punishment is still a practice at schools. In total 42 responses referred to corporal punishment.

School 1

Table 6.4b indicates that corporal punishment is mentioned by 21 the learners.

School 2

As indicated in Table 6.4b 21 learners mentioned the use of corporal punishment. These findings are in keeping with findings in other studies and it speaks to the accepted practice amongst adult members of society in their dealings with children and youth. Corporal punishment, violent in its execution, is viewed and exercised as a mechanism by adults to establish order and discipline. Naong (2007: 298) points out that the Constitution of the Republic of South Africa (1996) protects people from torture and cruel, inhuman treatment hence the abolition of corporal punishment. The South African Schools Act of 1996 specifically forbids the infliction of corporal punishment on learners, no matter how tempting this might be. This presents a challenge, as educators need to consider acceptable and humane alternatives. Notably, although the SA Schools Act of 1996 rejects corporal punishment, it does not discard the idea of authority as the educator assumes a *loco parentis* role while the learners are under their supervision. In this regard, Hanaya *et al.* (2020: 12) in their study mention a principal of a school who states that the term “*in loco parentis*” allows the educators to give the learners reasonable instructions to manage, control and discipline them.

Furthermore, this principal emphasises the importance of this role as it requires educators to care for the learners as their parents would. Essentially this means the learners must be kept safe at school. In a stance against corporal punishment, Roux (2016: 131) therefore calls for the humanising of education. Authoritarian modes of functioning are embedded in practices that are dominating in style and prescriptive in nature. Educators and parents tend to operate in modes that require children to take instructions. A communication style in which the younger members of society are granted opportunities to present their views appears to be uncomfortable for most adults who are more familiar with instructing and most likely out of their depth when it comes to creating an enabling space for reasoning with children and youth. McDonald (2014: 20) points directly to deliberative democracy which requires the skill of reasoning and active listening. Consultation becomes a necessary tool to apply in a democratic era to eradicate such practices as corporal punishment. Corporal punishment instils fear and breeds anger in learners who are rendered voiceless by those not only causing physical harm but also damages the spirit of a human being. Both educators and parents require training in a new culture of discipline (Segalo and Rambuda 2018: 5).

6.4.3 Gender-based violence

Gender-based violence is prevalent in all spheres of society and the findings in both schools bear testimony to its manifestation as a norm. In total 39 references were made regarding gender-based violence.

School 1

Educator IIS2E1 stated that boys had the habit of sexually and verbally assaulting female learners.

School 2

Learner IIS2L2 stated, "With the help of big boys, big girls take money from small boys". Clearly this behaviour has elements of gender-based violence and bullying. It is a given that the bigger girls are being protected by bigger boys in these episodes of violence. In the focus group educator FGS2E1 mentioned that the boys would smell her hair and touch her stockings to feel the brand and then comment on it. According to this educator it is worrisome that groups of boys in the school engaged in this type of behaviour were growing up this way. On another occasion one of the boys came to her class and he groped the girls and touched them indecently. This educator explained that she could not handle one male learner because he is much bigger than her and believes he will carry out the same behaviour towards her, thus expressed her anxiety of the anticipated behaviour. She came across as distressed when she mentioned that once when she called for help the door was closed in her face. In her view Post Level 1 female educators are rendered powerless in such a situation. Educator FGS2E2 also highlights sexual violence, whilst FGS2E3 elaborates on how little respect the boys have for the girls. This statement of the educator pointed to conflict between the boys and girls, and the disrespect of the boys displayed towards the girls. She pointed out that even the sexual violence was evident in grade 8 boys who came up close to anyone. Furthermore, educator FGS2E3 was shocked to hear the foul language and derogatory terms referring to sexual acts, including being sworn at by the learners. Disturbingly this type of behaviour has become the norm in this setting. Netshitangani (2014: 1400) points out that children who are exposed to more risk factors than protective factors are more likely to use violence.

Regarding the leadership of the school educator IIS2E2 voiced her concern about an upsetting incident she observed, as follows:

... even my principal, he doesn't have enough skills to correct a female. He spoke last week, I felt sick to my stomach, when he reprimanded a female. She's not a

teacher, ... but the thing that made me sick is the disrespect, not professionally the disrespect, and I feel that is violence... (sic).

From the responses above it is evident that gender-based violence is a practice at schools from the senior positions right down to the level of the learners amongst themselves and towards the educators. This is a serious issue which must be addressed with urgency at several levels not only through policies, but also through effective training and implementation of strategies that will raise the standard of relationships to one of equality, dignity, and respect for all as advocated in the Constitution of South Africa (1996). Badri (2014: 3) states that not only is gender-based violence a ubiquitous barrier to girls thriving in educational equity, but it also exposes girls to serious health risks. This underscores the need to address the power imbalances in society that are in favour of men as it is central to preventing gender violence, and for real change to occur this process must become deeply rooted in schools (Badri 2014: 3).

6.4.4 Other forms of violence viz. physical fights, assaults, gangsterism, vandalism and substance abuse

Fighting, assaults, vandalism, gangsterism and substance abuse form a category of violence familiar to the school community. In total there were 64 references to this form of violence.

School 1

Learner FGS1L3 referred to seeing a fight between a girl and a boy which started when the girl slapped the boy. On another occasion some learners smacked learner FGS1L3 on the head unexpectedly in the corridor of the school. Educator IIS1E1 mentioned that the fights started because of verbal abuse and arguments which are not resolved. This educator added that the learners have very little patience, so much so that fights would erupt when they are corrected by their peers. Educator IIS1E2 referred to fights outside the school and arguments with another group of people, whilst educator FGS1E1 stated that learners from other schools would come to their school and cause disruption at least twice a term; educator FGS1E3 was aware of one boy stabbing two learners; educator FGS1E4 pointed out that towards the end of the term there is a lot of fighting; and FGS1P4 recalled an incident in which a boy stabbed another boy with a pen.

School 2

Learner IIS2L1 and learner IIS2L2 referred to gang fights which take place every day, often as soon as the learners leave the school grounds in the afternoon. Learner FGS2L4 in the focus group tells of gangs coming into the school and its members approaching with guns,

pangas (large broad-bladed knife), and rocks to fight with learners at the school, and some started to stab each other. Educator IIS2E2 pointed out that the learners were physically hurting each other and that gangs in the community have recruited these learners operating as affiliated members with them in the school. Learner FGS2L5 mentioned that there are merchants who sell the drugs to the learners on the school premises. Even a grade 9 male learner is known to be selling drugs with the gangsters. According to learner FGS2L5 the security officer at the school gate gave cigarette lighters to learners who asked him. This learner also states that there is fighting almost every period. Educator FGS2E1 refers to the physical abuse and incidents in which mostly girls are fighting, especially in grade 8 where girls are hitting boys, and many fights occur daily. Parent IIS2P1 refers to the sale of cigarettes and drugs by the learners and sometimes others want to make these sales, so they jump over the school fence, and fight with the learners on the school grounds and outside the school fence in incidents which involve stone throwing and the use of knives. This parent says that every day there is a bad situation in front of this school and that the security officer cannot do anything because they are throwing stones at him. Parent FGS2P2 states that learners are smoking dagga every morning, without any shame in the presence of adults. According to this parent if you give these learners a glance or comment about their behaviour, they may beat you. This parent also confirms that almost every week there are fights at the school gate. Parent FGS2P3 refers to the danger of the fighting and points out that the children come to school with pairs of scissors and knives, and on occasion also with guns and other objects. Parent FGS2P3 says, "It is an ugly thing happening here. The children are torn apart and when they arrive at home, they are covered in blood".

Parent FGS2P4 confirms the stabbings with knives and continuous fights at this school and finds it worrisome. Parent FGS2P5 sees the fighting too and parent FGS2P6 states that as soon as the school bell rings some learners are ready to fight at the school gate. These individuals are the same ones who stand at the shop corners and fight with the learners. Therefore, the parents feel they cannot send their children to the shop. Parent FGS2P5 sadly says, "This is a violent area and there are many gangsters in the community, and the school is its breeding grounds".

Maringira and Masiya (2018: 170) point out that young male gang members are seeking recognition in impoverished communities. The conditions in under-resourced communities contribute to anxiety in male youth who resort to gangsterism with the desire to have access to material means. This reality calls upon all structures in society to come up with sustainable approaches that not only alleviates the poverty in communities but that also recognises the nobility of each person.

6.5 Risk factors contributing to school violence

In this section I present the responses of the participants at both schools regarding the causes of violence, according to themes that emerged from the views expressed. The themes of risk factors contributing to school violence that emerged were: (i) emotional, social, and mental health; (ii) language, communication, and social media; (iii) bullying, power and domination; (iv) domestic abuse; (v) physical violence; (vi) school related and academic work; (vii) socio-economic; (viii) substance abuse; (ix) romantic and intimate relationships; and (x) lack of role models and skills. Table 6.5 below presents a summary of the number of references cited by participants at both schools regarding categories of risk factors contributing to violence.

Table 6.5: Summary of the number of references from respondents regarding risk factors contributing to school violence

Risk Factors	School 1	School 2	Total
Emotional, social and mental health	34	47	81
Language communication and social media	22	8	30
Bullying, power, domination, and intimidation	17	19	36
Domestic abuse	8	13	21
Socio-economic	7	13	20
Physical fights	6	40	46
School-related and academic	5	8	13
Substance abuse	5	21	26
Romantic and intimate relationships	5	4	9
Lack of role models and skills	4	4	8

6.5.1 Emotional, social, and mental health

From Table 6.5, it is evident that responses related to emotional, social, and mental health emerged as the risk factor with the highest number of responses. In total 81 references were cited as a contributor to violence at both schools. Pereznieta *et al.* (2010: 15-16) have raised concern regarding mental health effects particularly for those who witness or are subjected to acts of physical or psychological violence. These authors have pointed out that children subjected to violence have been shown to act more aggressively, become more antisocial and inhibited, have greater psychosomatic complaints, and tend to be more prone to depression and lower self-esteem. The emotions and conditions referred to at both schools included:

jealousy (as the highest recorded emotion with 21 references), anger, feeling offended, being short tempered, depression, mental illness, disrespect, hatred, racism, frustration, fearless attitude, short tempers, defence, protecting reputation, not getting along, keeping people in line, the fun of violence, stress, anger, disobedience, lacking manners, no social relationships, low self-esteem, disrespecting educators, and bullies demanding attention. Jealousy was linked to intimate and romantic relationships as discussed in section 6.5.10 below.

School 1

Parent IIS1P1 pointed out that the learners were frustrated with educators and referred to the developmental stage of adolescents and the effect of hormonal changes they are experiencing.

School 2

It is concerning that Learner FGS2L4 pointed out that some educators seem to be contributing to the emotional impact by breaking down the self-image of learners with comments that refer to learners becoming gangsters and becoming pregnant. Being a trained educator with the knowledge of building the esteem of learners and treating all children with dignity is more likely to contribute to a nurturing culture. Learner IIS2L1 mentioned that children were judged according to their size and the clothes that they wore, were looked down upon and bullied for these reasons; and mentioned that learners are scared to talk to the educators. This raises the need for nurturing and trusting relationships between the educators and learners. It is noted with concern that Learner FGS2L1 revealed the practice of people making videos and posting such on social media platforms. Educator IIS2E1 referred to the lack of patience learners have with one another.

It appears from the responses that jealousy is an emotion the learners struggle to manage. Singh and Steyn (2013: 4) indicate that jealousy increases the likelihood of aggressive behaviour.

6.5.2 Language, communication, and social media

The power of words cannot be ignored, and at times it seems to be at the centre of some violent behaviour and practices. The references included: teasing, name calling, swearing and foul language, hurtful comments, poorly timed and offensive comments, miscommunication, video tapes, misunderstanding, arguments and disagreements, handling problems poorly, and cyberbullying for money. Rumours and gossip were mentioned the most.

School 1

Educator IIS1E2 indicated that abusive language such as in the case of cursing a mother incites violence and tends to increase physical fights.

School 2

Parent FGS2P3 provided an example of learners fighting over small matters, such as when a small amount of chewing gum gets stuck on a piece of clothing and it is difficult to remove it, a fight will erupt between learners.

Clearly there is a need to assist the learners to learn to re-orient their language and communication towards kindness and encouragement as opposed to gossip, abusive commentary and to resolving conflict without violence. Kindness is an effective practice in contributing to a culture of peace.

6.5.3 Bullying, power, domination, and intimidation

Bullying and various practices of power struggles, domination and intimidation are rife in both schools. Cilliers and Chinyamurindi (2020: e12131) indicate that cyberbullying is a serious problem in schools. The findings at School 1 and School 2 confirm that friends were the most common perpetrators of online fights, sharing of information, sending sexually explicit images or messages (Burton and Leoschut 2013: 69). The responses included comments such as: vindictive behaviour, instigation, girls asserting themselves as bullies through forceful behaviour in their desire to be seen as strong, pressure to join a gang, learners interrupting other learners in their participation in lesson time, peer pressure, seeking attention and wanting to fit in, and behaviour that expressed the desire to be “cool” as the response most cited at School 1, and bullying of smaller boys by bigger boys cited the most at School 2.

School 1

Seventeen (17) references were made regarding bullying as a contributor to school violence.

School 2

Educator IIS2E1 stated that some of the male educators in senior positions never wanted to be corrected and they desired to show her their autonomy, clearly indicating that no one must tell them what to do. Educator IIS2E2 expressed the view that male educators who are in senior management positions are dangerous people in the system with so much power in their hands. She continued by stating that some of these men come from a background where they

did not learn to respect women, and they see women in a particular way. Furthermore, she expresses the view that there are male staff in senior management positions carrying out their roles and functions in the school in ways which indicate an authoritarian style, viewed by junior staff as destructive.

These findings confirm that bullying is a chronic problem (Singh and Steyn 2013: 4); that older learners were more involved in bullying than younger learners (Benbenishty and Astor 2008: 68); and that socio-economic inequality exposes children to greater risk of victimisation. The well-being of educators and learners is affected by bullying and the victims are traumatised and suffering from depression (Sitoyi 2020: 71). Bullying constitutes a significant challenge for school safety and directly undermines the creation of an enabling school environment that supports personal growth and development (Nthate 2017, cited in Masilo 2018:1).

6.5.4 Domestic abuse

Domestic abuse is an aspect of life in South Africa. Comments included: bad fathers, child neglect and abuse, entire families being abusive, parental abuse, husbands beating their wives, gangster violence of the residential area becoming part of homelife practices for some children, thereby normalising violence in the home space, and enacting home behaviour at school.

School 1

Educator FGS1E3 stated:

And you must also keep in mind the circumstances of some of our learners are very hectic and chaotic at home. They stay in that area where there's gangsters and they see that, the interaction almost every day. And sometimes in their own household there's always fighting amongst the parents or the parents with the brothers and the sisters and even with the child. So that is the, the, the child think that is normal. It must be, this is how we solve the problems. (sic).

This lived experience of domestic abuse normalises violence in the home (Lamb and Snodgrass 2013: 4) and finds expression at school as mentioned by Educator FGS1E3, who refers to a girl learner beating other learners when she is not able to resolve problems. The Monday violence at school is also a pattern associated with the weekend home and street fights which continue at school, until one of the educators addresses the matter for that week. In such a context of abuse, using violence to end disagreements or disputes for some learners becomes acceptable behaviour given that it is the way of life at home and in gangster ridden communities. There are three core factors viz. *family factor, environmental factors and school factors* (Singh and Steyn 2013: 3). Family background, with specific reference to broken

homes, poverty and poor parenting, is a major contributing factor to learner aggression. Witnessing violence also affects children cognitively, socially, and behaviourally (Pingley 2017: 27).

School 2

Educator IIS2E2 pointed out that, for the learners “family life is not a normal family life that we are used to”.

6.5.5 Physical fights and gangsterism

Responses at both schools regarding this risk factor included: learners fighting over many things including the following: lunch, money, homework, jewellery, small disagreements becoming big fights, girls fighting over a range of issues (but often it tends to be over boys), bigger boys hurting smaller boys, objects of violence such as knives are brought to school and used on the premises, violent revenge appears to be an acceptable method by which to resolve problems, even after a crime is reported at the police station, and it is with concern that one notes the reference made to educators punishing learners through the application of violence.

School 1

Six references mention physical fights and gangsterism as a contributory factor of school violence.

School 2

There is much more fighting at this school in comparison to School 1. Violence is a culture and way of life as depicted by the learners, educators, and parents in their sharing of views and experiences. The depth of the violence and the seriousness of the situation, as described Learner IIS2L1, educators (IIS2E1, FGS2E5 and FGS2E3) and Parent IIS2P2, is clearly indicated by the learners’ membership in gangs. The gangs come from surrounding areas and infiltrate the school grounds with the intention of making the school unmanageable and to control the learners. It also appears that the learners have lots of idle time, hence, with nothing much for them to do in their communities, the gang violence adds an element of excitement to an otherwise uneventful day for some. The weakened family structure in the community facilitates gang membership in that it provides a sense of belonging to those craving love and attention provided by the gangs. In such an environment, it is conceivable that there is always an element of fear for learners, educators and parents given that an unresolved problem at school can become the reason for other gangs to enter the premises causing harm to innocent

bystanders, including the perpetrators. Educator FGS2E3 sadly points out that the gangs provide material means lacking in impoverished homes and the needed protection for some to survive in such a setting of territorial gangsterism. Some learners are caught up in this vicious cycle of dependence and gang protection.

Even when I came to the school to consult with an educator the very first time, I witnessed from outside the school fence in my car how gangsters scaled the high fence and stabbed a learner in his hand. The educator I was going to consult with postponed the consultation as he had to take the injured learner to the hospital in the area. The boy received several stitches in his hand and the assigned educator had to deal with all aspects of this incident.

Richter *et al.* (2018: 181) point out that in the context of South Africa children are likely to become involved in criminal environments and this is a major concern. The future looks bleak for young children in some of the communities given that 130 gangs operate in Cape Town with a membership of 100 000 individuals and a code of conduct steeped in loyalty to gang leaders (Wegner 2016: 53).

6.5.6 Substance abuse

The comments provided in the interviews and focus groups bear testimony to substance abuse being entrenched in the community. It is clear from the comments that it is easy to obtain drugs at school.

School 1

Parent IIS1P1 refers to drunk learners and the use of drugs at school, and specifically mentions boys; and this is confirmed by Parent FGS1P1 who emphasises that it is not only smoking cigarettes but the use of drugs that is concerning. Parent FGS1P4 points out that during the last two periods of the school day usually most transgressions occur, and these are typically from the drug users. Substance abuse amongst the learners results in the display of withdrawal symptoms, anger, and frustration, particularly in the last hour of the school day. Educators and learners run the risk of violent episodes in class if they are not able to navigate the intricacies which come with withdrawal symptoms and its related frustration.

School 2

Learner FGS2L5 mentioned that learners were smoking early in the morning and during break times. This learner was also concerned that some of the learners were drug dealers commonly referred to as merchants carrying out their sale of drugs for the drug lords on the school premises. Learner FGS2L5 revealed that security officers also provided cigarette lighters for

the learners to smoke. All parents agreed with Parent FGS2P4 who highlighted that the gangsters in the community are aware of the economic hardship in the families and opportunistic in their recruitment initiatives given that the many parents cannot provide their children with all their material needs; hence the gang leaders lure the learners into the gangs with the promise of the things they desire, and which parents cannot afford. Furthermore, Parent IIS2P1 stated that in some instances the learners are growing up in homes where parents are using drugs and drinking alcohol. It is a vicious cycle in the lives of learners who should be engaged in learning and being protected from harm, but an evil societal system prevails, particularly in impoverished communities.

Hobkirk *et al.* (2016: 100) raises the concern that young people are using and distributing methamphetamine obtained through gang membership as a means of income generation and to cope with the stress of life and the psychological burden associated with high rates of crime and high levels of unemployment. Alcohol is also easily available given the informal trading networks in the community. Furthermore, Hunter (2021: 103078) has raised the alarm that the use of Xanax has risen in South African schools. This situation does not bode well for learners seeking to better their lives in communities such as these.

6.5.7 Socio-economic factors

21 references indicate socio-economic conditions as one of the contributors of violence at both schools.

School 1

Learners stated that in this impoverished community some of the learners steal from other learners and openly ask for money. In some instances, the money requested or taken is for food. From the learners it also appears that smaller boys are easy targets for bigger boys who have an interest in their money or possessions. Educator FGS1E3 states that a girl was stabbed by one of the boys who forced her to hand over money so that he could buy bread. This is indeed a sad reality of the poverty some learners endure in that their basic needs such as food and care are not met. Parents (FGS1P1, FGS1P3 and FGS1P4) regarded the conditions in the home as the biggest problem. To address the situation of hungry learners, the principal initiated a well-functioning soup kitchen at this school.

School 2

Learner FGS2L3 indicated that some learners are beaten by others if they don't have money. Learner FGS2L4 complained about area stigma as others looked down upon her for living in

'Spandau', an impoverished informal residential area. Educator IIS2E2 stated that the community is poor but that many people were well-informed; and educator FGS2E1 pointed out that the learners have problems at home and outside the school, especially over weekends and that they bring their problems into the classroom where the fighting starts. FGS2E3 makes the point that the learners are raised in violent environments, and they see nothing wrong with fighting as it has become the norm. The educator expresses the view that this is why little boys think men must behave like this. Educator FGS2E4 mentions that broken homes have robbed the learners of the protection they should receive and Educator FGS2E3 expresses the view that the learners are angry about the conditions of their broken homes.

Children raised in poor families are likely to engage in violence (Ward *et al.* 2013: 76). Mamabolo (2015:143) points out that inequality is a major driver of violence and states that research shows that fatal violence tends to occur in places with high levels of social and economic inequality, but likely in combination with other factors. The likelihood of being both a perpetrator and a victim of gender-based violence increases in a poverty-stricken environment (Idris 2016: 11). The socioeconomic marginalisation of youth diminishes their opportunities for quality basic education and tertiary education, and seriously decreases life opportunities and creates justification for the use of violence to acquire material goods and social standing, and frequently so through gang membership and associated gang activities (Maringira and Masiya 2018:164).

6.5.8 School related and academic work

In total 12 references indicated school related and academic work a contributor to school violence. These include: low academic performance, playing truant, educators being stressed, the school being too lenient, talking in class during lesson times, overcrowded classrooms, lacking safety rules, not doing homework resulting in corporal punishment, no participation in sport, the attitude of some educators driving learners to violence, a lack of discipline which results in disturbances during lesson times, educators being stressed and citing the link between learners with poor academic performance and violent behaviour.

School 1

Only five references mention school related concerns.

School 2

Educator FGS2E1 explains that an incident that occurred in the first period will blow up again in the last period of the day with the possibility of the violence continuing after school.

Ward *et al.* (2013: 72) state that children with poor academic performance at school, those who drop out, or who have lost interest in school, who indicate low educational ambitions, and those learners who move from school to school are more likely to engage in violent behaviour. When older learners struggle to pass their grades, it causes frustration that finds release in aggressive outbursts often towards younger and more vulnerable learners (Singh and Steyn 2013:4). Other avenues of learning and potential income generation approaches may be options for such learners battling in a system designed for academic strengths.

6.5.9 Lack of role models and skills

In total ten references from both schools indicate a lack of role models and parenting and teaching skills as a contributor to school violence.

School 1

Educator IIS1E1 holds the view that the government has failed educators by accentuating the rights of children. This educator also states that the government does not train educators to deal with violence, nor are educators trained to teach children in a dispensation that recognises the rights of children. Another educator at this school, FGS2E1, has raised concern that the learners lack being exposed at home to methods of positive conflict resolution and this inadequacy spills over into their relationships at school.

Parent IIS1P1 refers to an authoritarian mode of functioning, in which some educators are seen to be “unteachable”, meaning they are not likely to accept views or ideas from learners. Parent FGS1P3 critiques the style of communication of some educators who are unable to help disobedient learners to change their behaviour in a positive way. Instead, such educators become models of violence by inciting aggression, uttering inappropriate language, and even urging a learner to perform a violent act. Adding to this, Parent FGS1P4 points out that even when a learner complains to a parent about the violation of rights, such a complaint is likely to be ignored by the parent who seems to be disengaged from the parenting role according to the learner.

School 2

Educator IIS2E1 mentions absent role models, young parents not being trained for their role of raising children well, that there is no structure for learners when they are at home, and in some instances, grandparents are left to fill in for parents seemingly permanently to raise children into adulthood. Educator IIS2E2 refers to the lack of understanding amongst

educators and a previous principal who nurtured a culture of disrespect amongst the learners and educators, clearly a disservice to the children in a community with so many needs.

Parent IIS2P1 refers to an incident which clearly indicates that some rules jeopardise the safety of learners. In one specific instance, it is revealed that a female learner gets to the school gate late, and finding it locked she walks in the direction of the shop and on the way there she was robbed. Having no one at the school gate to open it for the learner has resulted in her being robbed. Schools in communities where gangsterism is openly rife, require a management team well trained to effectively deal with this daily reality. In my view, it is pointless solving one problem, such as trying to punish late-comers, only for other serious problems such as in this case robbery and potentially worse, emerging. Parent FGS2P1 points to the culture of using corporal punishment to instil obedience in children and she suggests that the unacceptable behaviour of the children at school may be because of them not receiving beatings at home. Clearly this speaks volumes in terms of eliminating corporal punishment and the need for parenting training with a focus on non-violence in raising children.

Given these findings it is worth noting that McDonald (2014: 25) suggests that interventions in respect of school violence should focus on involvement in decision-making simply because authoritarian modes of functioning are ineffective and damaging to sound relationships. When learners, parents and staff are involved in school policy and decision-making, there is a stronger likelihood that violence will decrease (Mncube and Harber 2013, cited in McDonald 2014: 25).

6.5.10 Romantic or intimate relationships and sexual connotations

In total 9 references from the two schools specifically mention romantic relationships as a contributor to school violence.

School 1

Learner IIS1L1 states that girls play a big role in the violence. There are clear references to girls fighting over boys due to intimate relationships. Given the natural interest in intimate relationships in this period of human development, and the insecure home life some of the learners are exposed to, having a special bond with another young person is likely to provide a sense of belonging and accomplishment for learners who find themselves in such vulnerable situations.

Educator FGS1E4 states that when one looks to the origins of a fight, it is about a boy with the girls. Educator FGS1E5 mentions that in this form of bullying jealousy, power and authority

play a big role as the girls fight over boys. Parents IIS1P1 and FGS1P4 confirm the fights over boys elaborating that the girls tend to defend their pride or the boy.

School 2

Parent IIS2P1 indicated that girls were fighting over boys and parent FGS2P6 stated that there was a tendency for girls to come to these areas where the boys and their friends are, and that this was causing the jealousy and related fighting.

Educator IIS2E1 observed that boys expressly wanted to be in charge in all aspects of the intimate relationships with girls thereby highlighting patriarchy and its associated expectations. However, Educator IIS2E2 was quite irate about the attitude of male educators towards female educators. She said:

...the school is a very old school; we have a certain group of women that falls into that trap of not using their minds. Of allowing men to make decisions, of allowing men to treat them as if they are, how I can now say...they should be treated in a sexual way (sic).

Furthermore, according to Educator IIS2E2, the working relationship amongst the educators is of such a nature that the older generation of female educators allow the male educators to make all the decisions and typically do not stand up for themselves, merely accepting being treated in ways characterised by sexual overtones and connotations. When the new and younger female educators joining the school attempt to address this type of treatment and undignified behaviour of the male educators, they find themselves isolated, as there is no support from the older long-serving female educators at the school, and these younger female educators stand to encounter potentially heated discussions with the male educators who assert power and authority, thereby succeeding to reduce female educators to sexual objects.

This type of functioning perpetuates patriarchal attitudes and a culture of violence towards women. In this regard, I disclose that one afternoon I had one married female educator at this school waiting for me at my car after completing some interviews, and she explained that a male educator, the head of her department, was harassing her for sexual favours. She wanted to tell her story, but she did not want to be identified as one of the educators participating in the study, hence she spoke to me privately. She was fearful to be early or late at school and always arrived and left with others. I advised her to have the matter addressed through the relevant structures in the education department, but she was also fearful of her husband's response.

6.6 Effects and consequences of school violence

In this section I present the responses of the participants at both schools regarding the effects and consequences of school violence, according to categories that emerged from their sharing. The categories included (i) punitive consequences; (ii) emotional impact; (iii) academic impact (iv) remedial action; and (v) physical harm.

Table 6.6: Summary of responses from participants regarding the consequences of school violence

Responses	School 1	School 2	Total
Punitive consequences	74	55	129
Emotional impact	33	46	79
Academic impact	13	31	44
Remedial impact	14	2	16
Physical harm	9	18	27

6.6.1 Punitive consequences

In total 129 responses referred to punitive consequences to violence. Suspensions, detention, being sent home for 5 days and expulsion from school, disciplinary hearings, and criminal charges are among the forms of punitive measures for learners who have transgressed. Learners would feel down or keep things to themselves after dealing with what had happened.

School 1

Learner IIS1L1 mentioned 5 days of rehabilitation and opening a case at the police station. Learner IIS1L2 was concerned that learners were looked down upon by others. Learner FGS1L1 said that learners felt hurt, insecure, and bullied with these punitive measures. whilst Learner FGS1L4 mentioned that prefects would lose their badges. Learner FGS1L5 referred to social media accounts that were blocked. Parent IIS1P1 indicated that the learners would play truant after a violent incident. Parent IIS1P2 was concerned that after disciplinary hearings with the learners and parents present, not only were there suspensions, but in some instances the learners could not come back to school.

School 2

Expulsion had the highest number of references with 14 mentions, followed by suspensions with 12. Learner FGS2L4 referred to suspensions and expulsions, but voiced concern about the reporting aspects as learners felt that they were brought down. It appears that the humiliation after the deed also requires attention. Furthermore, this learner mentions that in some of these incidents the learners respond to this humiliation and become aggressive with the educators. In addition, this learner pointed out that the aggressive behaviour also arises because the learners who have transgressed realise that they will be losing out on their academic work and at times become visibly upset, sometimes swearing, or throwing items around and even walking out of the class and slamming doors and breaking parts of the structure. Learner FGS2L4 is of the view that the educators tend to see the wrongdoing of the learners but miss the bigger picture in terms of how matters could be handled more effectively. Educator IIS2E1 mentioned having to suspend a few learners for a few days because of their involvement in gangsterism. Parent FGS2P3 was concerned that many children were expelled and that the source of the problem was the rise in drug lords in the community and their need for merchants amongst the learners to sell their drugs. This parent viewed the learners in this community as victims of the system.

6.6.2 Emotional impact

In total there were 79 responses regarding emotional impact. These included feeling worthless, rejected, depressed, anxious, hurt, hopeless, emotionally scarred, unloved, embarrassed, unsafe, intimidated, disinterested, indifferent, and offended by bad jokes. Other comments referred to substance abuse, bully victimhood, emotional breakdown, finding it hard to be at school, self-harm and suicide cited with the highest number of responses at both schools.

School 1

Learner IIS1L1 referred to the tension between victim and perpetrator and learner IIS1L2 commented on learners feeling hurt and worthless. Parent FGS1L2 observed that parents would make comparisons between the siblings. Educator IIS1E1 pointed out the low self-esteem; Educator IIS1E2 was not keen to get involved with the incidents of violence because of the fear of job loss as the intention to resolve an incident may lead to misunderstanding; and Parent FGS1P4 referred to a learner who just snapped.

School 2

Learner FGS2L5 stated feeling betrayed and not wanting to come to school, while learner FGS2L2 mentioned irritation, and Learner FGS2L3 referred to a boy being scared and not saying anything when he was bullied and just kept staring at the boy who was bullying him. Educator IIS2E1 spoke about a girl who attempted suicide and Educator IIS2E2 said that it was concerning that they created a culture of intimidation and bullying instead of nurturing. Educator IIS2E2 mentioned being easily frightened and scared by these learners and felt unsure about how to describe this feeling more accurately, and continued to explain that while in a classroom with these types of learners such experiences would be unnerving. Educator IIS2E2 referred to a feeling of helplessness amongst some learners. Educator FGS2E2: spoke in Afrikaans and was concerned that even after a learner is report for wrongdoing, one would find that learner walking around the school premises with the attitude of an untouchable and indifferent to the school rules. Educator FGS2E3 described how one of the grade 8 male learners was traumatised by a bullying experience to the extent that he was afraid to write his examinations. The mother of the boy sat outside the examination venue and waited for her son and accompanied him home. A little while later the deputy principal indicated that this learner had no desire to continue his education at this school. Educator FGS2E4 said, “You feel sorry for some of the learners at this school because they are just victims...” (sic). Parent FGS2P5 expressed in Afrikaans that sometimes a learner is just gripped in fear.

In this regard Cilliers and Chinyamurindi (2020: e12131) point out that in a recent study exposure to all forms of violence results in substantial psychological distress. This points to the need for counselling services as learners who are constantly in a state of depression may eventually commit suicide (Singh and Steyn 2014: 85).

6.6.3 Academic impact

44 references mentioned academic impact as one of the consequences of school violence. The responses included: dropping out, truancy, educators talking about the poor academic performance, the school being closed temporarily, educators giving up, loss of teaching time, and the school earning a bad reputation.

School 1

Learner IIS1L2, Educator IIS1E1, including Educator FGS1E4 all referred to school attendance dropping.

School 2

Parent FGS2P3 stated that the children suffered as a result, and they cannot complete their schooling.

Ncontsa and Shumba (2013: 9) point out that some of the effects of school violence on learning and teaching include poor school attendance which leads to a high failure rate, lack of concentration and dropping out of school. This becomes a serious problem in advancing a society.

6.6.4 Remedial action

16 references stated that remedial action followed from school violence and 11 of these referred to rehabilitation sessions and counselling.

School 1

Learner IIS1L2 and learner FGS1L3 mentioned anger management sessions. In addition, efforts were made to find out what happened, and educators would ask the learners to work on something together to improve the relationship.

School 2

There were two references to training and therapy.

6.6.5 Physical harm

27 references in total mentioned physical because of school violence. The responses include fights, the innocent getting hurt, killing someone, bringing gangs to fight, more bullying, bringing weapons to defend, hitting educators, perpetrators of violence disturbing others, getting hurt, stabbing and hospitalisation.

School 1

Learner IIS2L1 stated the use of violence leads to more physical violence such as stabbing. Learner IIS1L2 mentioned that a group of girls in the past beat up a girl after an incident and Learner FGS1L5 stated that small unresolved issues lead to fights; and the fight then leads to other incidents, with some becoming a target for others. Learner FGS1L1 acknowledges that insults and rumours lead to more fights encouraged by peers and bystanders. Educator FGS1E1 states that it results in "...leadership in a negative way, like a gang leader outside..." (sic). Educator FGS1E5 expressed that there were excellent and hardworking learners who achieved well, but when they mix with the wrong crowd, some of them become gangsters or they start experimenting with the drugs.

School 2

Parent FGS2P2 mentioned that her son asked to complete his schooling in Tulbagh as he was very scared to be at the school. Shortly after his request a boy hit her son at school, and she was shocked when she witnessed her son running home and taking a knife to stab the perpetrator. In total disbelief the educators observed this behaviour of her son, characteristically quiet in nature and never known to behave in this manner.

According to findings in international studies, harsh or even inconsistent disciplinary practices, including severe physical punishment and abusive treatment, are significant factors in the development of antisocial, including violent behaviour (Patterson *et al.* 2017: 264). The fighting that emanates from gang activities can impair the learner's ability to learn and attend school given that the learners are exposed to more violence, increasing their chances of more victimisation inside and outside the school (UNESCO 2009, cited in Garner 2014: 488).

6.7 School violence reduction initiatives

Table 6.7 provides the responses of the participants regarding previous attempts to reduce violence at their school; their views on whether there is a need for the investigation of strategies and the development of skills and attitudes that could contribute to the decrease in school violence; and their suggestions regarding consultative initiatives with the aim of developing skills and attitudes to decrease school violence and creating a culture of peace at their school, including pledges of support for such aims and objectives.

Table 6.7: The number of participants who confirmed the need for the investigation of strategies and the development of skills and attitudes that can reduce violence at school

School	School 1	School 2	Total
Learners in questionnaires	75	83	158
Learners in interviews	2	1	3
Learners in Focus groups	5	0	5
Educators in interviews	1	1	2
Educators in focus groups	5	0	5
Parents in interviews	0	1	1
Parents in focus groups	4	1	5

In total from both schools there were 179 references stating that there is a need for the investigation of strategies and the development of skills and attitudes that can reduce school violence.

The strategies employed by both schools were largely reactive and punitive which entailed bullied learners sharing their stories of healing, consultations between educators and learners to correct behaviour and address challenges, calling in parents to assist, leadership camps, playground supervision by educators, disciplinary committees, and providing the learners access to anger management programmes and psychologists. At some stage even a spiritual intervention was sought, and this included prayers from religious leaders in the school assembly. The SAPS was invited to send representatives to speak to learners. In addition, drug rehabilitation programmes were arranged to take place at the schools. This approach created despair for some of the participants as they concluded that their current strategies were ineffective.

Netshitangani (2014: 1401) states that when participants in a study were asked what they thought must be done to eliminate school violence their responses included the following:

- Educators should be empowered and capacitated to effectively deal with violence and indiscipline in general.
- Moral values should be promoted, and parents should take responsibility for doing this at home and in society as learners tended to enact their bad manners at school, therefore participants recommended that parents must nurture discipline in their children by following proper and adequate parental guidance.
- Teamwork among educators and parents along with the involvement of the public and all stakeholders as this would better the situation in schools.
- The media should not sensationalise incidents of school-based violence, but should be mindful and sensitive to the feelings of all the affected parties as the emotional intelligence of learners may be affected, thereby reminding the media that the aim of reporting on incidents of violence should be to educate the public, rather than to exaggerate and distort facts.

6.8 Summary

Despite School 1 being in an area where the socio-economic conditions are better than School 2, a high level of violence was confirmed in the data at both schools. In total bullying had 83

references; corporal punishment 42; gender-based violence 39; and physical fights, assaults, gangsterism, vandalism, and substance abuse were mentioned 64 times.

Several risk factors contributing to school violence emanated from the data and these included: emotional, social, and mental health; language, communication, and social media; bullying, power, and domination; domestic abuse; physical violence; school related and academic work; socio-economic conditions; substance abuse; romantic and intimate relationships; and the lack of role models and skills.

The negative effect and consequences of the violence at the schools included punitive consequences, emotional impact, academic impact, remedial action, and physical harm. The punitive measures included detention, suspension, and learners being sent home, and in some cases expulsion. The participants highlighted the emotional impact of school violence by referring to depression, anxiety, feelings of rejection, self-harm, and suicide. Learners indicated that poor academic performance resulted from the anxiety and inability to concentrate, thereby compelling educators to figure out ways to assist learners to advance in the academic programme. Unfortunately, the effect of the violence at times is such that more physical violence occurs, including girls beating up other girls and boys on occasion. Some of the fights are directly linked to gang recruitment and its associated activities such as substance abuse. The high level of school violence and its effects has also resulted in some educators in the study considering leaving the profession.

A blame game has developed in that educators believe parents did not raise their children well; and parents perceive the educators as poorly trained to educate learners given the various regulations that need to be adhered to when working with learners in the current democratic dispensation and regulations pertaining to corporal punishment in the context of its abolition.

In addressing school violence at both schools, the indications were that the response to the violence has largely been reactive and punitive, and a significant number of participants expressed that there was a need to investigate and implement strategies that will create a culture of peace at schools.

Chapter Seven: Adopting a Unity-based Values in Education (ViE) peacebuilding strategy

“Unity is a phenomenon of creative power, whose existence becomes apparent through the effects that collective action produces whose absence is betrayed by the importance of such efforts.” (Universal House of Justice, Century of Light n.d.).

7.1 Introduction

In this chapter I provide information on the implementation of the peacebuilding intervention which School 1 devised and implemented in its attempt in working towards the creation of a peaceable school. The approach adopted comprised of two phases as follows: (1) raising awareness of school violence; (2) adopting a unity-based peace education approach in the application of the ViE pillar of the (2020-2025) T2P initiative of the WCED, supported by Peace Jam, an international Foundation of repute, working in schools with a focus on mentoring peace ambassadors. A brief evaluation of the peacebuilding intervention at School 1 is also provided.

Before presenting the strategies in subsequent sections of this chapter, it is important to state up front that the COVID-19 pandemic had a profound impact on many aspects of the school. At School 1, four educators died due to COVID-19 related complications; the deputy-principal as a lead person in the implementation of the intervention had taken family leave due to the death of her husband; and only a portion of the learners attended school in person per day according to the staggered timetable in operation per month. Some details of the effect of COVID-19 are noted below in the presentation.

7.2 The implementation of a peacebuilding strategy at School 1

This section provides information and insights on two phases in the choice, design, and implementation of a peacebuilding strategy at School 1.

7.2.1 Phase 1: Raising awareness of school violence

Phase 1 included the following initiatives to raise awareness and of the discussions that took place amongst learners and staff.

7.2.1.1 Poster initiative at school

The Action Research Team (ART) met shortly after the transcription of the data which revealed a high rate of school violence. The two learners were not surprised by the findings, and they expressed the need to create awareness on the issue of school violence. They commented as follows: “Who decides what we learn?” and “We learn languages, mathematics, and science, which are important to us, but why don’t we learn to live without violence and to treat others well?”.

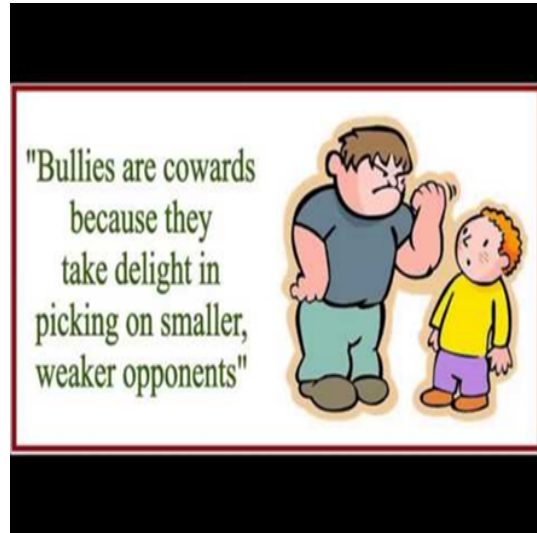
Very significant was their view in which they lamented the reality, that although there is gangsterism in the area, it was not the gangsters who were bullying the learners in the school, but the learners themselves. Clearly these comments from the learners were highlighting the need for unity and peace amongst the learners. The main awareness strategies decided upon were a poster initiative and starting the conversation on bullying in the classroom.

The learners selected posters that they liked and which they thought had the type of messaging that would be acceptable. I was asked to print the posters to the largest possible size at a nearby print shop. The principal and the learners then undertook to have the posters placed in spaces where many learners congregated but also in the more isolated spaces around the toilet buildings and far ends of the corridors. The learners were happy that the posters were not only attractive but also that there were tangible signs that the school was beginning to address an important topic in society. However, all the members of the ART understood school violence could not just be addressed through the messaging on the posters, hence the next step focused on taking the issue into the curriculum, at least with a few classes in a few learning areas. Figure 7.1 indicates the posters that had been selected.

1.



2.



3.



4.



5.



Figure 7.1: Examples of posters selected by the learners and placed in strategic spaces in the school (Sources: (1) <https://images.app.goo.gl/2oHC634ixpzR9jYZ9>; (2) <https://images.app.goo.gl/wHkNtHYkTRHesLFd6>; (3) <https://images.app.goo.gl/nSGS8iWQ7EQzaiaF9>; (4) <https://images.app.goo.gl/nSGS8iWQ7EQzaiaF9>;

<https://images.app.goo.gl/TMwmXMyvTDbL4qsn8>; (5)

<https://images.app.goo.gl/1JShKUtW3UjNCYmk9>)

7.2.1.2 Viewing of videos and class discussions on bullying

The ART considered that WCED does not permit researchers in schools during the fourth term in an academic year, hence it was decided that the grade 11 LO educator, and three language educators would focus on bullying as a theme for one cycle of lessons in the third term and include the topic as a segment of the language examinations. The learners in the classes of these educators viewed the videos in the links below and had discussions in class time with the educators in the English, Afrikaans, and isiXhosa learning areas. The discussions on the content of the videos in class were intended to provide the learners with information and insights into bullying, and to create an enabling space for open discussions on the topic of bullying.

7.2.1.3 Class assignments and term examinations on the topic of bullying

During the final examinations, the language educators included bullying as a topic for the written work. The language educators each chose the three best pieces of written work and invited me to present the prizes (which I sponsored) to the nine learners in the general school assembly in the first term of the new academic year.

7.2.1.4 Workshop on bullying organised by WCED

Given the concern about bullying in schools in the province, the WCED organised a workshop focused on cyber-bullying. The ten learners of School 1 who participated in the training were selected with the assistance of the LO educators. The deputy-principal accompanied the learners on the day to the workshop venue. Nine female learners and one male learner availed themselves for the training. From the body language of the male learner, I could tell that he was uncomfortable in the presence of the female learners. During the break the male learner indicated to the deputy-principal that he was not pleased about being the only male in the group but nonetheless was appreciative of the opportunity to learn about reducing school violence. Figure 7.2 are pictures of the school where the concept of cyberbullying was presented.



Figure 7.2: Representatives of the WCED and learners and educators from schools in the area at the Cyber bullying workshop at Kuils River School.

7.2.1.5 Workshop on identity organised by PeaceJam

PeaceJam is an international education organisation founded in Denver, Colorado in 1996, and currently operating throughout the USA and more than 52 countries across the world.³ In recognition of its work the PeaceJam Foundation was nominated for Nobel Peace Prize multiple times; for its efforts to promote peace through education awarded the Man of Peace Award; and received the Outstanding Service-Learning Award for its innovative approach to engage youth in service. PeaceJam Ambassadors explore issues related to peace, violence, social justice and oppression. Youth study strategies that they can use to address pressing community issues. Participating youth create and implement their own PeaceJam Global Call to Action projects, becoming creative leaders who are committed to solving the most difficult problems facing their communities. When possible, the programme also includes an annual PeaceJam Youth Conference where youth spend a weekend with a Nobel Peace Laureate,

³ <https://www.peacejam.org> [accessed 27/1/2023]. For further information on the organisation.

giving them a rare opportunity to share with, learn from, and be inspired by a world leader for peace.

Each chapter of the PeaceJam curriculum contains specifically structured and sequenced activities to foster skill development, team building, and critical reflection. Youth are asked to apply their knowledge and skills to real issues in their local and/or global community by creating a Global Call to Action. In Table 7.1, the list of topics and activities that took place in the workshops are listed.

Table 7.1: PeaceJam Workshop Topics and activities

16th March 2020		
TIME	ACTIVITY	DESCRIPTION
08:00 – 08:15	INTRODUCTION and WELCOME	Who is this guy coming into our space?
08:15 – 09:00	SCHOOL/COMMUNITY/HOME	FLASH CARDING
09:00 – 09:15	FEEDBACK	When we get consumed by negativity in our lives
09:15 – 10:00	ICE-BREAKER	Keeping the ball in the air
10:00 – 10:05	FEEDBACK	Aim of activity – the importance of never giving up
10:05 – 10:30	BREAK	Reflect on your personal life story and come with questions
10:30 – 11:15	NARRATIVES	Sharing personal stories and sharing solutions
11:15 – 12:00	TRIGGERS	Split into groups- discuss negative triggers and share solutions
12:00 – 12:25	GROUP PRESENTATIONS	Each group to share their findings
12:25 – 12:30	FEEDBACK	How our negative triggers place us in negative situations
12:30 – 12:45	SHORT BREAK	Think about your conflict events in your life
12:30 – 12:45	EVALUATION	Completed Daily Evaluation

17th March 2020		
TIME	ACTIVITY	DESCRIPTION
08:00 – 08:15	WELCOME and REFLECTION	What stood out for you yesterday?
08:15 – 09:00	WHO AM I?	Silent Activity
09:00 – 09:15	FEEDBACK	Individual Sharing
09:15 – 10:00	SCHOOL BULLYING ISSUES	Flash carding
10:00 – 10:05	FEEDBACK	Individual Sharing
10:05 – 10:30	REFLECTION	Hang on washing line with pegs
10:30 – 11:15	BREAK	Reflect on incidents at school and in the community
11:15 – 12:00	PEACE vs VIOLENCE	What happens when peace and violence come together?
12:00 – 12:25	ICE BREAKER	Each group to share their findings
12:25 – 12:30	WHAT TO DO IN CONFLICT SITUATIONS?	Peer- peacebuilders to journal incidents and find solutions- group activity
12:30 – 12:45	PRESENTATIONS	Group presentations and sharing solutions
12:30 – 12:45	EVALUATION	Completed Daily Evaluation

In Figure 7.3 below, learners developed posters in which they were shared their views on violence and peace. They had been given the opportunity to use their own creative ideas in making the posters.

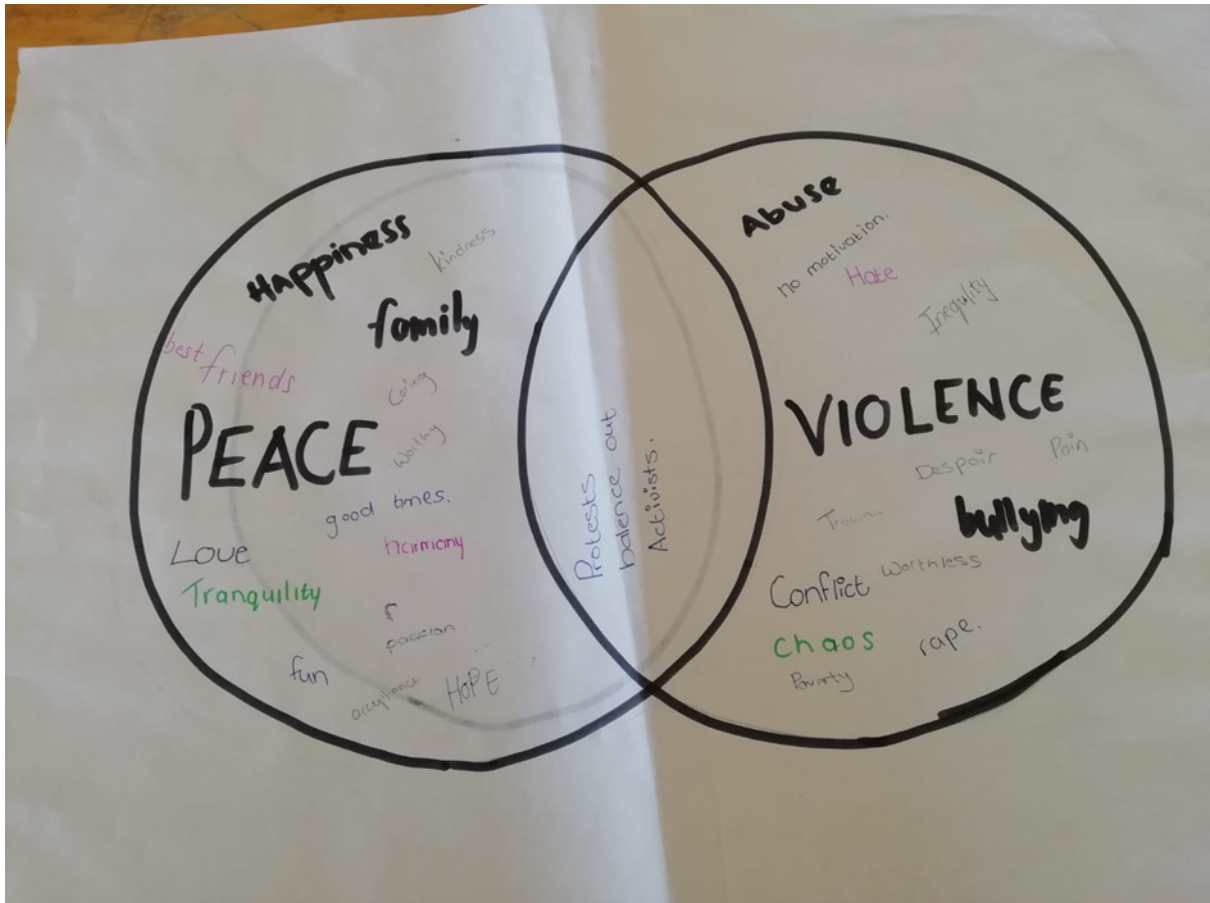


Figure 7.3: Poster of learners at School 1 indicating their views on violence and peace

All activities related to the workshop stopped on 17 March 2020 due to the COVID-19 pandemic. When the learners returned in the third term in 2020, the educators and parents were all focused on the academic curriculum given the loss of months' schoolwork. In addition, only one grade of learners came to school each day. It was only possible to pay attention to the intervention in the second semester of 2021 and to work with PeaceJam again in 2022 in planning for the peace conference in October 2022.

Workshops and conference in 2022

On 8 April and 22 April 2022 Mr Earl Mentor, the facilitator from PeaceJam, joined the ViE sessions and had the learners engaged in unpacking what makes them angry and how to manage emotions. In the next session, the focus was on Peace Jam's approach with service projects to create positive peace. At the end of the PeaceJam workshop and ViE sessions, the learners who participated received their certificates of attendance at a general school assembly.

The ART decided that the way forward was to continue with ViE and other peace activities in association with PeaceJam. These activities included learners and educators attending PeaceJam's Leadership Conference at Chrysalis Academy on 15 and 16 October 2022 and peace camps for the learners to strengthen their peacebuilding capacity in 2023.

By their own means and in consultation with PeaceJam the learners, educators and parents raised the necessary funds to attend the conference. At this conference, over 400 learners from several schools joined Nobel Laureate, Rigoberta Menchú Tum, indigenous rights advocate at Chrysalis Academy, at the 2022 PeaceJam South Africa Youth Leadership Conference. The title of the conference was: *Stand in your power*. In 1992, Ms Tum had received the Nobel Peace Prize in recognition of her work for advocating for the rights of indigenous people.⁴

Rigoberta Tum spoke to the assembly each day of the conference, sharing her story as well as providing both practical and inspirational advice on how to enact peaceful change in their own communities and throughout the world. She is quoted as explaining:

Hatred is human poverty... We must help each other. We can help heal the sickness of human nature — intolerance, racism and selfishness — and we must organise our efforts of peace, as a collective.

The conference sessions provided professional development sessions for educators while learners engaged in workshops by organisations whose emphasis was placed on sustainable development, community building, environmental education, and the prevention of gun violence. The event combined Rigoberta Tum's deep civil rights history and PeaceJam's specific community focused programmes and youth participating in service projects, thereby demonstrating a model that strives for community-wide civic engagement. PeaceJam's conference was focused on young leaders becoming committed to positive change in themselves, their communities and the world through the inspiration of Nobel Peace Laureates who convey the spirit and demonstrate the skills and wisdom they exemplify.

As part of the PeaceJam approach, learners work to identify a need in their community and create a project to address that need. Through the process, the learners gain critical leadership skills and grow in their knowledge of global citizenship and community engagement. Attendance at the conference has inspired the learners and educators to work on establishing a culture of peace and to become engaged in service projects in the community. The learners

⁴ <https://www.nobelprize.org/prizes/peace/1992/tum/facts/#>, for details regarding Ms. Tum's award and services.

expressed the desire to become more involved in peace activities and service projects. They were looking forward to becoming engaged in the transformative work regarding peacebuilding in the school.

The content of the workshop provided by PeaceJam complemented the next phase of the intervention.

7.2.2 Phase 2: Unity-based peace education for a culture of peace

The ITP purports that for a successful programme of peace education, a unity-based worldview, a culture of peace, a culture of healing, and a peace-based curriculum for all educational activities are required (Danesh 2011: 59). Based on these conditions, it was anticipated that a ViE approach is likely to contribute the following: (a) assist members of the school community to reflect on their own worldviews and over time develop a peace-based worldview; (b) assist participants to work towards the creation of a culture of peace within their school community; (c) create a culture of healing from societal trauma and (d) learn how to successfully prevent new conflicts and resolve them in a peaceful manner, without resorting to violence, once they have occurred.

Furthermore, it was anticipated that the ViE approach has the potential to not only contribute to a culture of peace, which refers to an environment in which principles are the norm. Such principles include: equality, justice, individual and group safety and security; freedom in the context of ethical, lawful, and democratic practices. In addition, a culture of healing is needed that is characterised by the principles of truthfulness, trustworthiness, empathy, cooperation, fairness, forgiveness and reconciliation (Danesh 2011: 59).

7.2.2.1 WCED initiates Transform to Perform and Values in Education (ViE) strategy

The (2020-2025) T2P strategy of the WCED aims to equip learners with an understanding of values from a young age to ensure that they are guided by these principles throughout life. The WCED envisages that the learners can begin to develop awareness of values and integrate them within their everyday actions and attitude. Furthermore, it asserts that schools have an important role to play in building social cohesion and in fostering common values across language, culture, religion, race, class, and space.

The vision of the WCED

The WCED states their vision is to ensure quality education for every child, in every school, and classroom in the province. This vision guides, directs and supports the decision to focus the attention of educators, officials, and learners on creating an enabling environment, as well

as personal, internal and external support for optimal teaching and learning to occur. Learners will be instilled with values in the interests of a society based on respect for democracy, equality, human dignity, and social justice as promoted in the Constitution of the Republic of South Africa (1996).

Adopting the (2020-2025) Transform to Perform (T2P) Strategy

The T2P strategy of the WCED aims to address the hearts of its educators and learners. It aims to shift the mindset of the organisation and to influence the head, heart and hands of all staff members and learners. Values education focuses on the valuing of concepts such as equality, peace, freedom, dignity, and justice, combined with attitudes of tolerance and respect. T2P aims to equip learners with an understanding of values from a young age to ensure that they are guided by these principles throughout life. It is envisaged that the learners can begin to develop awareness of values and integrate them within their everyday actions and attitude. It is commonly understood that schools have an important role to play in building social cohesion and can foster common values across language, culture, religion, race, class, and space. With such goals in mind, WCED states that it is important that children are empowered to develop the following:

- an understanding of their own values;
- an ability to articulate this understanding to others;
- an understanding of the values of others;
- an ability to collaborate on a shared understanding of values; and
- an ability to demonstrate their understanding through behaviour and language that reflects the collaborative agreement of these values.

This vision of WCED supports the unity-based world view underpinning the peacebuilding education approach adopted at School 1.

Transform to Perform (T2P) strategic framework

The WCED has indicated the need to support management, educators and learners in their mission to provide for quality education for every learner in every classroom and in every school in the province. T2P is the strategic framework that encapsulates four of the pillars on which the energy of the WCED will be focussed over the period 2020 to 2025. These four pillars viz. Change Mindset, Growth Mindset, Leadership Development, and ViE and the approaches within them, speak largely to addressing the socio-emotional constraints that affect the whole society. WCED states that the focus is placed on transforming our thinking

and understanding our thinking that will impact on our ability to change our performance optimally.

WCED promotes the development of a values mindset

WCED encourages schools to develop a values mindset. The ability of a school to share its own understanding and needs, supported by the ability to listen to the understanding and needs of others will lead to a collaborative agreement of what is required to communicate and demonstrate values in its setting. The practical expression of a values mindset will strengthen social cohesion, as social engagement is built on the ability to communicate effectively and collaborate.

Values conversations in schools

The ViE component of the T2P strategy of the WCED, directed at all schooling communities as well as all job levels of the WCED, is aimed at involving everyone in education in the province to live out societal values so that it can positively influence the actions and behaviour of all role players/ individuals. In this regard, the WCED has decided to radically change its organisational culture to being a values-driven organisation.

WCED states that values in society have had a particular impact on the conduct and approach towards learning. It is the view of WCED that the learning process should create opportunities where values can be re-introduced into everyday conversations and, consequently, behaviours can be seen to reflect understanding of those values. It is anticipated that these values should form an integral part of the learning process and should be experienced at school, home and in the broader community. In taking on such an approach WCED states that it becomes important for schools to involve parents and the community in the values conversation to create a sense of ubuntu, a key value of the African understanding of who we are as people. In his explanation of ubuntu Barack Obama, in his speech at the 2018 Nelson Mandela annual lecture said that Mandela “understood the ties that bind the human spirit.” In essence he points out that it is the recognition that there is a oneness to humanity and that we achieve by sharing ourselves with others and caring for those around us. Often ubuntu is described as, “I am, because you are”. It emphasises that we are all connected, and that one can only grow and progress through the growth and progress of others. Ubuntu has become the expression in South Africa used to remind society how we should treat others.

To foster these values effectively, schools must integrate them in everyday practice to assist educators in developing knowledge and skills to talk about values. With this aim in mind, WCED has provided examples of values and their generic meanings, which essentially serve

as a reference guide only. In such an approach is important to note that each person's understanding of the value that feeds into the collaborated agreement of the meaning of the value and the behaviour that would be expected to demonstrate the value is more significant.

The WCED through the T2P and ViE encourages schools to select one value per month for the year; and to create opportunities for values conversations. Ideally these conversations should: unpack what the value means for each person; focus on what each person needs to do, say and hear and see to know that the value is being lived/demonstrated; indicate what the acknowledgements would be when the value is being lived/demonstrated; and state what the consequence/feedback will be when the agreed behaviour is not forthcoming.

Other practical manifestations of ViE would include incorporate values in every meeting and assembly; encourage teachers/classes to adopt a value that they will represent; finding innovative ways to demonstrate values for example, involve the RCL in instilling and driving values conversations; share best practice; and augment the work already being done.

In its booklet *Let's Talk Values* the WCED envisions the nurturing of life skills for practice beyond the classroom for the greater society through encouraging a values conversation in a whole school approach. A vital outcome of *Let's Talk Values* is to create a platform for conversations about values in school. These are everyday conversations at school about values, not just in the LO class, but in all learning areas and all school activities. The aim is to foster a learning environment where learners can experience values through what they "Do", "See", "Say" and "Hear". Below is a list of 100 values suggested by WCED to kick-start a values conversation in schools.⁵

⁵ They may be viewed at:
<https://wcedonline.westerncape.gov.za/documents/T2P/T2Pdocs/Values%20Conversations%20Booklet%20Eng.pdf>

ACCEPTANCE	COURAGE	FUN	LOVE	SHARING
ACCOUNTABILITY	COURTESY	GENEROSITY	LOYALTY	SINCERITY
ACKNOWLEDGEMENT	CREATIVITY	GOODNESS	MODERATION	STRENGTH
ASSERTIVENESS	DEDICATION	GRACE	MODESTY	SUCCESS
ATTENTIVENESS	DIGNITY	GRATITUDE	ORDERLINESS	SUPPORT
AWARENESS	DILIGENCE	GROWTH	PASSION	TEAMWORK
BRAVERY	EFFICIENCY	HAPPINESS	PATIENCE	THANKFUL
CALMNESS	EMPATHY	HELPFULNESS	PEACE	THOUGHTFUL
CAPABLE	ENDURANCE	HONESTY	POISE	TOLERANCE
CARING	ENTHUSIASM	HONOUR	PUNCTUALITY	TRANSPARENCY
CHARITY	EQUALITY	HOPE	PURPOSEFULNESS	TRUST
CLEANLINESS	ETHICAL	HUMILITY	RECOGNITION	TRUSTWORTHINESS
COMMITMENT	EXCELLENCE	INDEPENDENCE	RELIABILITY	TRUTHFUL
COMMUNICATION	FAIRNESS	INSPIRATION	RESILIENCE	UBUNTU
COMPETENCE	FLEXIBILITY	INTEGRITY	RESPECT	UNDERSTANDING
CONFIDENCE	FOCUS	JOYFULNESS	RESPONSIBILITY	UNIQUENESS
CONSCIENTIOUSNESS	FORGIVENESS	JUSTICE	RESPONSIVENESS	UNITY
CONSIDERATION	FREEDOM	KINDNESS	SAFETY	VISION
CONSISTENCY	FRIENDLINESS	KNOWLEDGE	SERENITY	VITALITY
CO-OPERATION	FRIENDSHIP	LEADERSHIP	SERVICE	WISDOM

Figure 7.4: A list of values that WCED compiled for schools to focus on in the transform to perform strategy of 2020- 2025 (Source: WCED 2020)

The ART consulted about how best to adopt “Let’s Talk Values” in School 1 during the COVID-19 pandemic given that only a portion of the learners were at school daily and that with seasonal changes in South Africa, it was more than likely that a third wave of COVID-19 would have further consequences. Given this likelihood, it was decided that I should prepare content of the selected values to be facilitated in after-school sessions. The school selected the values ethical, gratitude, humanity, caring, accountability, innovation, wisdom, competence, integrity, responsiveness, consideration, and bravery.

The WCED provided the format for 20 values viz. assertiveness, caring, commitment, confidence, dignity, diligence, empathy, forgiveness, generosity, gratitude, helpfulness, honesty, integrity, love, loyalty, orderliness, resilience, respect, responsibility, and unity.

For example, below in Figure 7.5 the WCED prepared the following content on assertiveness and caring as 2 of the 20 values in their “Let’s Talk Values” booklet.

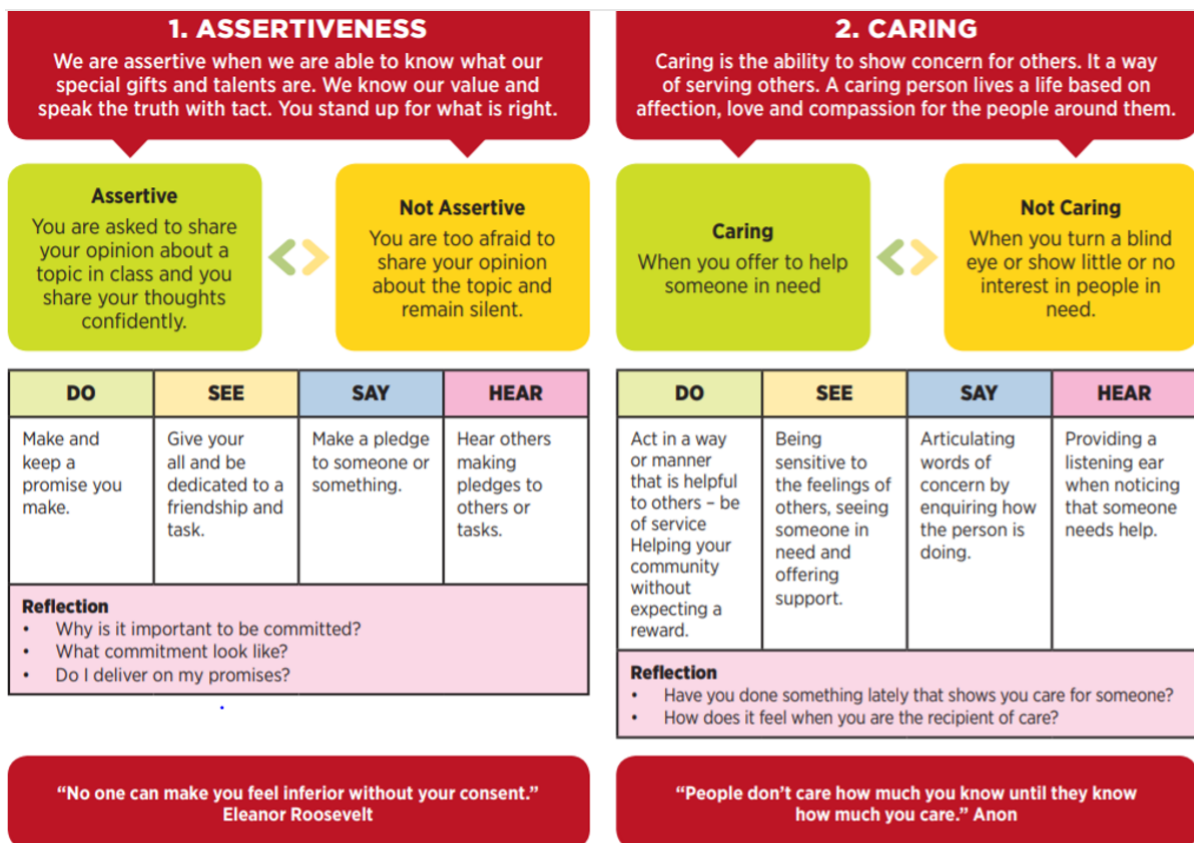


Figure 7.5: The two values of assertiveness and caring as described by WCED (Source: WCED n.d.)

Appendix L contains the content I prepared on the first 12 values selected by School 1 as the focus for this period. For each value, three pages of content was provided, and the fourth page contained a blank summary table which the learners have an opportunity to complete after sufficient discussions on the selected value. It also indicated electronic sources used in the compilation of the topic preparation. For the purposes of this study, a unity-based world view to peace education was adopted in the ViE stream of T2P, hence the values humanity, caring and ethical behaviour, given their alignment to unity and peace, were the first three values selected by School 1 in starting the conversation on values in the first semester.

WCED Mantra on values

The WCED maintains that at school learners must be clearly directed towards their purpose, including their personal agency and commitment to that purpose. Schools are encouraged to remind learners of this purpose each time they enter and leave the school premises to open the learners to this experience. The WCED adopted a mantra which states the learner must “Enter to Learn and Leave to Serve” and the educator has to “Enter to Serve and Continue to Learn”. Hence, schools are encouraged to:

- Display the mantra at all entry points at the school.
- Have the mantra displayed on each classroom door.
- Participate in conversations with learners about the meaning of the words.
- Converse with learners about the personal agency required and living the reality of its purpose.
- Empower the learners to contribute to improving the learning environment in the classroom as well as the school.

Engaging all the stakeholders at the school

All stakeholders, viz. teaching staff and support staff; the SGB; parent community; and persons engaged in activities in its whole school approach, were encouraged to adopt the aims of the T2P and ViE. The details are provided in Appendix N. It was a very comprehensive approach, designed to further the objectives of transforming the educational system. It was opportune that the study also provided the opportunity for the educational department's objectives.

In the next section I provide information on the approach the ART opted for in its application of ViE at School 1.

7.2.2.2 ViE of the WCED's T2P and Unity-based Peace Education

A unity-based peace education approach for a culture of peace to be cultivated was opportunely provided by the WCED's T2P strategy with its ViE stream which encouraged schools to begin a conversation about values. Whilst the WCED mantra pertaining to values was visibly displayed at the entrance of the school, and various values emblems attractively decorated the corridors and meeting points on the school premises, it was very clear that the educators, parents and learners were more concerned about the academic programme in that period given the loss in teaching and learning time during 2021. Hence, the ViE became an extra-curricular activity the following year, given the circumstances of School 1 and the loss of time caused by COVID-19.

Once the content I produced in the compilation *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools* (see Appendix L) was approved by the ART, it was decided that interested learners could participate in six Friday afternoon sessions from 13h00 until 15h00 in the second and third terms. The content produced attempted to encourage learners not only to reflect on and discuss the link between the selected values and the potential contribution to creating a culture of peace, but also to become instruments of unity and peace in the school. Some of the sessions were facilitated by Mr Earl Mentoor, the

co-ordinator of PeaceJam. PeaceJam and the unity-based peace education process that had been developed shared similar values. Both were intended to create a culture of peace through ViE content. The compilation *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools* worked well according to the learners and educators.

Key concepts such as values, peace, negative peace, positive peace, peacebuilding and a culture of peace were discussed with the learners as defined in the foreword of the compilation *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools* in Appendix L. The main aim was for the learners to focus on creating a culture of peace. Some time was allocated to the learners discussing the following definition of a culture of peace adopted by the UN General Assembly, which states:

A culture of peace consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society (UN General Assembly Resolution 52/13 of 1998).

All the ViE sessions were based on the content I prepared in the compilation *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools*. All the values were discussed according to specific headings, thus providing the learners ample time to provide their views and understanding. The most important part of these sessions was to create an enabling space for the conversations on values to occur, and for unity in diversity to be appreciated, respected and demonstrated. Creating a united group of learners was pivotal to starting the peace agenda in the school.

7.3 Brief evaluation of the intervention

Since there was no time for an in-depth evaluation of the peacebuilding intervention at School 1 at the end of the ViE sessions, I provided the learners with an evaluation form with 5 questions. 25 learners completed evaluation forms. For Questions 1 - 3, the learners were asked to circle their responses as follows: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree.

Table 7.2: Summary of learners' responses in brief evaluation of ViE in questions 1 to 3

		Responses				
		1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Reflections	1. I have found the ViE sessions with its focus on Unity-based Peace Education, appropriate and useful to contribute to a positive school climate.	0	0	0	7	18
	2. The content of the ViE sessions with its focus on Unity-based Peace Education has assisted me to reflect on my own behaviour.	0	0	0	6	17
	3. The content of the ViE component with its focus on Unity-based Peace Education has assisted me to demonstrate positive behaviour that can contribute to creating a peaceable school.	0	1	2	6	15

The fourth question asked participants to state what they liked most about these ViE sessions and content with its focus on Unity-based Peace Education. The learners freely shared their insights gained from participating in the ViE sessions. Excerpts of learners' views are presented in Table 7.3:

Table 7.3: Learner responses to what they liked most about ViE

Learner No.	Comments
1	“... it allowed me to grow as a person.” “... I learnt more about humanity” (sic)
4	“I was very glad that this programme came to our school because I am a person who love peace” (sic).
5	“I liked the most about ViE programme is the humanity and caring topics. Where we demonstrated and elaborated more on what these words really mean... and what I will always carry with me is the self-care that would determine how I treat others” (sic).
6	“I liked that we learned about humanity, caring and ethical behaviour. We worked as a group, and I liked working in a group. I liked that we learned different ways to deal with anger” (sic).
8	“The way both of the teachers had a way of talking, they were both so kind and generous, and came and mentored us to be better people ...” (sic).
9	“... this Friday afternoon I spend here is worth it since it keeps me busy in a positive way. These lessons opened my eyes to see that there are more ways to make the world peaceful and making the world a better place” (sic).
10	“I liked that they taught us about values, ethics and a lot of stuff ... it was like I was spending these whole 6 to 7 weeks with my family” (sic).
11	“I appreciate these sessions cause being a better person is what I want to become, and those sessions helped a lot” (sic).
12	“... when Mr Mentor came, and we did all the dancing and singing. I also loved it that you would take time to teach us about peace” (sic).
14	“What I liked most about the ViE sessions is the fact that we gave our opinions and that there was no right or wrong answer... I loved being here...We learned to take care of ourselves and others” (sic).
17	“I finally learned about how to control my anger” (sic).
20	“It is where we had to make a poster as a group. We were given a topic on “What makes me angry”, “What do I do when I don’t want to be angry?” ... I learned so much from my peers. I could improve my behaviour at home. I also learned to love myself and knowing my values and how important it is in our life” (sic).
21	“What I enjoyed the most was the values I was taught. How we broke down each value... and also used daily life examples. The discussions and opinions” (sic).
22	“What I love is that they taught us how to control my anger in tough situations and how to become an ethical person. I love how they taught us how to have strategies in groups when we have challenges. How to show humanity...” (sic).

23	“... we all get our own chance to talk... I just love everything about the peacebuilding programme” (sic).
25	“I like that we saw different opinions of how peace is made in our schools. It showed me that the word peace is important to our daily lives. I liked this shows if think about others then we can make this world a better place of the future. These sessions have shown me that if I look after myself, I can also take care of others” (sic).

It was good to note from the sharing in the evaluation forms that many learners felt that the content of the ViE component had assisted them to modify their behaviour in ways that were more likely to contribute to peace.

For the fifth question, participants were asked what aspect(s) of the ViE component of the Unity-based peace education can be improved. The views on improving the ViE sessions included the following: there could be more outside activities (learner 1); providing a box for learners to state what they feel and can't say out loud (learner 5); doing artwork on values (learner 6); there should be more of these lessons at school (learners 9 and 13); the peace programme should take place more often (learner 12); data funds could be made available for more research on the values content (learner 17); create a club so that challenges at school can be dealt with (learner 18); and the request for more practical sessions (learner 23). Figure 7.6 below illustrates the stages of the strategy utilised in this study.

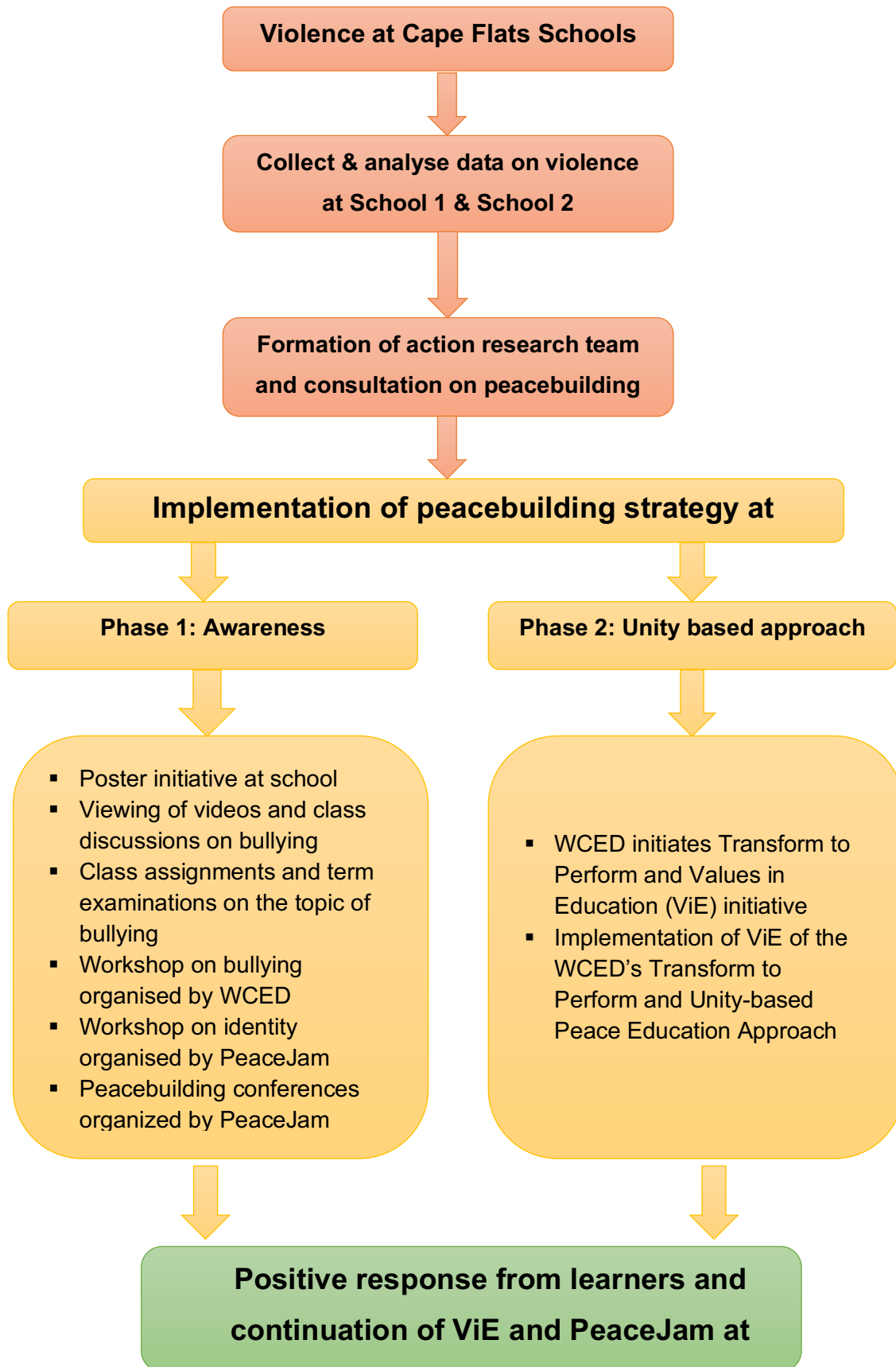


Figure 7.6 Stages of a peacebuilding strategy at a Cape Flats school

7.4 Summary

In this chapter I provided insights on the implementation of a peacebuilding strategy at School 1. The first stage of the intervention was focused on the awareness of violence, whilst the second stage was aligned to the implementation of a unity-based peace education approach. The ViE pillar of the WCED'S 2020-2025 T2P strategy was selected as the focus of the intervention. Given that a unity-based world view underpinned the intervention, specifically prepared content viz. *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools* in Appendix L which was based on the 12 values the school selected and which focused on creating a culture of peace was prepared by the researcher as requested by the action research design team. The approved content was facilitated in twelve sessions over two terms with supporting activities from Peace Jam, an international peacebuilding NGO. This approach was well received and showed promise in its potential for positive outcomes as revealed in the brief evaluation provided by the learners.

Chapter Eight: Discussion

“The well-being of mankind, its peace and security, are unattainable unless and until its unity is firmly established.” (Bahá'u'lláh n.d.)

8.1 Introduction

This chapter focuses on a discussion of the main aim of the study, viz., the investigation of school violence reduction strategies and the design and implementation of a peacebuilding strategy towards creating a peaceable school. The design and implementation of the intervention was discussed with the ART at the school and all the participants approved the entire intervention programme. In essence the strategy was about educating for peace as an alternate to violence. The focus on a unity-based world view in the application of the intervention provided positive outcomes and a sense of hope.

8.2 Peace education and a culture of peace

Cultivating a culture of peace in people and sustaining it in society is the general purpose of peace education (Alimba 2013: 341). The significance of placing an emphasis on a culture of peace in peace education is its capacity in challenging institutions and norms and its potential for human advancement given its transformational character (Reardon 1999, cited in Andersson *et al.* 2011: 4). This overarching aim of creating a culture of peace through peace education necessitates promoting the development of authentic planetary consciousness that has its focus on functioning as global citizens and the transformation of the present human conditions by changing the very social structures and patterns of thought that are responsible for its existence (Reardon 1988, cited in Alimba 2013: 341).

Upon reflecting on how peace education may contribute to creating a culture of peace there is a realisation that peace education is likely to create a level of discomfort to those engaged in existing structures accustomed to long-preserved cultures and patterns of functioning currently out of sync with a culture of peace and therefore in need of change. One could say that it requires to some extent bravery, volition and commitment of the initiators and protagonists of such change.

To achieve the aim of creating a culture a peace, the requirement is that peace education must not only be engaged in the promotion of the development of authentic planetary consciousness which requires us to function as global citizens but it also has to pay attention to the

transformation of the present human conditions and of necessity change the very social structures and patterns of thought that are responsible for its existence (Reardon 1988, cited in Alimba 2013: 341). EFP is "education for the long haul, for ongoing struggle" (Reardon 1988 cited in Ardizzone 2001: 17).

8.2.1 Requirements for a culture of peace

In the following discussion, several key requirements of creating a culture of peace are presented.

School alignment: For a culture of peace to emerge in a school, it has to be fully aligned in all its practices to a peace agenda. How the leadership manages the school, how educators communicate with learners and others, how learners treat fellow learners and their educators, decision-making processes and policies implemented are some of the aspects that will contribute to a culture of peace emerging or not. It will require a whole school approach and serious long-term commitment. Regrettably, the whole-school approach was lacking at School 1, but the culture of peace experienced in the microcosm of the extra-curricular weekly ViE sessions provided an opportunity to develop some of the human resources in the school who would nurture aspects of a culture of peace and begin to contribute to the conditions required for peace.

Harris (2004:4) states that one goal of education is to create the conditions for peace, viz., societal conditions where citizens can freely express concerns, be productive, are granted opportunities to creatively use their time, appreciate human rights and manage conflicts without direct violence; and to acknowledge that civilization as a concept rotates around a peace axis, thereby valuing the significance of the role of education in such a process. Based on the positive feedback from the participants in the ViE sessions, and their exemplary behaviour regarding the application of the values that were learnt about, School 1 has a group of learners who can promote and be a part of nurturing a culture of peace.

Participatory education: peace education must be experienced as participatory education that makes it possible for its participants to imagine, conceive, decide and act constructively for the betterment of society (Alimba 2013: 341). It is an imperative that capacities that involve skills, attitudes, and knowledge that are conducive for peaceful behaviour and a culture of peace must be taught and acquired. In considering these capacities, it is apparent that ecological awareness, cultural proficiency, global agency, conflict competency and gender sensitivity should be included in peace education in its overall aim of creating a culture of peace (Reardon 1999, cited in Andersson et al. 2011: 4). When conflict appears it should be

resolved in a just and nonviolent way, and by the means that construct a just and sustainable alternative future (Hicks 1985, cited in Alimba 2013: 340).

Root causes: For a culture of peace to emerge the root causes of violence must be addressed. In addition, in a school setting it means no form of aggression is tolerated (Grinshteyn and Yang 2017: 147). In a South African schooling context, a culture of peace is not evident, and is a process that still must unfold in society and its socialisation institutions. In *School Violence in South Africa: Results of the 2012 National School Violence Study* (Burton and Leoschut, 2013: xi), the findings indicated that 22% of the secondary school learners surveyed had succumbed to some form of violence in the 12 months preceding the study. More recent studies on school violence confirm the high rate of violence (Le Mottee and Kelly 2017: 46; John 2018: 58; Dube and Hlalele 2018: 74; Cilliers and Chinyamurindi 2020: e12131; Ngidi et al. 2021: 14401; Dube and Hlalele 2018: 74; and Kutuywayo et al. 2023: 89).

In addition, the findings at School 1 indicted that from a total of 121 participants 48 responses referred to the manifestation of bullying, corporal punishment was mentioned by 21 the learners, 18 respondents indicated experiences of gender-based violence; and 27 respondents indicated other forms of violence such as physical fights, assaults, gangsterism, vandalism and substance abuse as being evident at the school. Mathews and Benvenuti (2014: 33) state that focusing on protective factors to shift the daily experiences of children will contribute to positive school environments and potentially create the conditions for peace.

A process: Creating a culture of peace takes time, hence it must be understood as a process. In simple terms, when peace becomes a way of life in a setting, a culture of peace emerges as the dominant culture. Through the work of UNESCO there are hopeful signs that a new consciousness regarding change in our approach to education is emerging and the recognition of promoting education as the key means to lead the movement towards a culture of peace (Danesh 2006: 58) However,

Truly effective peace education can only take place when the conflict-based worldviews which inform most of our educational endeavours are replaced with peace-based worldviews. (Danesh 2006: 58)

For example, a detailed review of peace efforts in Northern Ireland aimed at creating a culture of peace concluded that it is difficult to be optimistic about the long-term possibilities of promoting change unless a dynamic model of education is introduced that will encourage young people to question the traditional sectarian values of their homes (Duffy 2006, cited in Danesh 2006: 58). The author asserts that there was still a search for a satisfactory approach despite considerable effort and expenditure in both financial and human resources.

Unity-based model: In a country such as South Africa where legislated apartheid created division in terms of race and class, mistrust, hatred, animosity and one of the most unequal societies in the world (John 2018: 55), this need for a unity-based model for peace education is amplified. The long, disturbing history of human conflict and education's role in promoting conflict-based worldviews demand a new approach to education delivered within the framework of peace principles (Danesh 2006: 58). The elements of a unity-based worldview emanate from an understanding that humanity is maturing, and it sees humanity through the paradigm of the oneness of humanity. Life is seen as: the process of unity-building; views human nature to be potentially noble, creative and integrative and highly responsive to the forces of nature and nurture; views the main purpose of human life to create a civilization of peace focused on that which is equal, just, liberal, moral, including an appreciation for unity in diversity; conflict is viewed as absence of unity; and an integrated unity-based democracy is seen emerging as the main mode of leadership and governance (Danesh 2008c: 3). The unity-based approach to peace education at School 1 was appreciated by the learners who participated. Two learners commented as follows: "I liked that we learned about humanity, caring and ethical behaviour. We worked as a group, and I liked working in a group" (Learner 6); "I liked that they taught us about values, ethics and a lot of stuff ... it was like I was spending these whole 6 to 7 weeks with my family" (Learner 10).

These comments from the learners at the end of the intervention at School 1 are encouraging and provide hope as there is an indication that group synergy was created amongst culturally diverse learners, and it is heart-warming that a sense of family was experienced in a setting where learners were not related by biological ties. In essence, these learners have expressed a sense of their common humanity. A unity-based worldview has the potential to contribute to a culture of peace by providing this aspect of oneness. This is quite significant too in the context of the racial division that occurred a year before the study commenced and was much publicised in the media.

Given that a culture of peace is a process that emerges over time, when the necessary elements and practices are in place for its progression, in the short period of the study at School 1, the participants in the study experienced aspects of a culture of peace in the ViE sessions.

8.3 Peace education advocates a wholesome and holistic approach

Alimba (2013: 342) states that peace education is wholesome and holistic education. However, Shapiro (2015: 8) asserts that the classroom has become a place less and less concerned with learners as holistic beings, that is, educating individuals in the totality of their

lives as moral, intellectual, imaginative, and spiritual persons. In elaborating upon this view the point is made that educators are caught up in a system which turns the classroom into a space in which test performance is its central activity. Furthermore, the arts and other forms of creative activity become marginalised or left out entirely; and there is less and less time in the classroom for those things that depend on dialogue, discussion, and the development of respectful and tolerant social relationship - the very skills that are necessary for an engaged and reflective civic life (Ravitch 2014, cited in Shapiro 2015: 8). Against such a backdrop the learners are denied the goal of peace education which is associated with the fullness of their humanity because of the narrow focus in schools.

Shapiro (2015: 8) states that the call for peace education is of necessity a call to re-envision the way in which learners are being educated, hence an emphasis on educating for peace, which is a holistic process. Shapiro (2015: 8) therefore clarifies that a holistic approach to education recognises that a more cooperative and caring mode of living will require a broader development of our potentialities. Further, it will demand change and development in our social consciousness and our capacity to reason; we will require knowledge of our sentient life as beings with feelings and emotions; including our moral sensitivity and conscience; and our spiritual awakening and capacity. In this regard two learners pointed out the following about learning about emotional control in the ViE session: “What I love is that they taught us how to control my anger in tough situations and how to become an ethical person. I love how they taught us how to have strategies in groups when we have challenges. How to show humanity” (Learner 22); “I finally learned about how to control my anger” (sic) (Learner 17).

Spiritual education: Spiritual education is another aspect of a holistic and wholesome approach of peace education which takes into consideration the whole body and soul, mind, heart and will (Quisumbing 2000, cited in Alimba 2013: 341). This is not necessarily a component of education which learners are exposed to ordinarily in schools, nonetheless important for healing in societies with high levels of violence, and where the learning and application of spiritual tools, such as meditation, for example, may provide a sense of inner tranquillity and peace. Alimba (2013: 341- 342) points out that the spiritual component of peace education is less emphasised but very important because it helps people to understand issues from deep within their hearts, and bring them in touch with their whole selves, others and the environment; and it is viewed as an essential instrument for changing the behaviour and perception of people for positive thinking. During the ViE sessions, one of topics covered self-care, and in this section the learners were provided with the opportunity to learn more about mental, spiritual, and emotional care.

Danesh (2006:62) states that peace in its essence is a spiritual state with political, social and ethical expressions, and that the human spirit must be civilised so that a progressive material, social and political civilization can emerge. According to this perspective, peace must first take place in human consciousness—in our thoughts, sentiments and objectives— and these are shaped by the nature and focus of our education (Danesh 2006: 62). Furthermore, he states that a peace education curriculum needs to integrate and pay equal attention to all aspects of peace: its psychological roots; social, economic and political causes; moral and ethical dimensions; and transcendent spiritual foundations to achieve its aims. Without any of these factors, achievement of peace remains an aspiration rather than an established reality.

Bermeo (2022: 462) highlights that Maria Montessori promoted the education of the whole child, and through this practice of peace education the classroom as an environment is learner-led, meaning that the learners can learn at their own pace and through interaction with others. According to Montessori, this approach nurtures autonomous thinking and builds skills for cooperative learning, which can also contribute to a more peaceful planet. This is in stark contrast to learners in the South African context, who are exposed to the authoritarian methods of the apartheid era in the way that they are treated in the classroom and at home with little or no regard for their views (McDonald 2014: 29).

Another aspect of a wholesome and holistic approach regards peace education as a process which aims to replace cultures of violence to a culture of peace and its philosophy promoting love, compassion, harmony, empathy, and nonviolence through education (Reardon and Cabezudo 2002, cited in Kurian and Kester 2019: 21). Furthermore, these authors point out that in the pedagogy of peace education, it is required to transform learning which contributes to the acquisition of the necessary skills, values and attitudes to live in peace. In this regard the ViE sessions made a valuable contribution in building the capacity of the learners in the knowledge and application of values such as humanity, care, and ethical behaviour.

Moral perspective: The moral perspective is also a component of a wholesome peace education. “Peace, as a cosmopolitan moral order, is in turn contingent upon the capacity of individual persons to respond to the inherent dignity, the intrinsic value of others” (Snauwaert 2008 cited in Bajaj 2016: 70 -71). The point made here is that whilst principles of rights and duties are essential, without the internal moral resources that equip one to morally respond to the others, they remain powerless. Our moral capacity comprises two basic moral sensibilities, viz. “I can’t” and “I must”, in which “I can’t” is based on the moral perspective that one cannot live with oneself if one harmed another, and the “I must” constitutes the moral capacity to respond with care and compassion to the needs of others (Glover 2000, cited in Bajaj: 2016: 70). Such a response is based on the recognition of the intrinsic value of the other person

(Buber 1970, cited in Bajaj 2016: 71). It creates the awareness of the interdependence and interconnection between human beings. “It also entails the capacity of equanimity, the ability to remain impartial while being able to take the perspective of the other” (Dalai Lama 1999, cited in Bajaj 2016: 71). It is for this reason that one of the first values the learners in the study engaged with was humanity, commonly referred to as *uBuntu* in the South African context.

The following comments from participants in the study indicate their appreciation for the knowledge and experience as follows: “I appreciate these sessions cause being a better person is what I want to become, and those sessions helped a lot” (sic) (Learner 11).

I liked the most about ViE programme is the humanity and caring topics. Where we demonstrated and elaborated more on what these words really mean... and what I will always carry with me is the self-care that would determine how I treat others” (sic) (Learner 5).

In the form of education generally delivered in many settings globally and in South Africa, the development of capacities that contribute to a holistic approach are excluded, however, peace education with these holistic elements is a requirement of the time. There is a danger in a system that requires a standardised education formula which subscribes to the ‘one correct answer’ approach. A holistic approach to education encourages an enquiring and questioning of a single truth, and an appreciation for multiple ways of understanding the world and our lives (Giroux 2011, cited in Shapiro 2015: 8). In many instances learners with an enquiring mind and who independently investigate truth find themselves battling in a schooling system designed as one-size-fits-all structures. McDonald (2014: 26) also raises this as a concern and argues for deliberative democracy as a response to authoritarian practices in the classroom which work against independent thought.

As societies embark on a path towards developing a more peaceful world, we will be required to construct a world that is more just, more democratic, and more mindful of the reverence of life (Shapiro 2015: 8). Education can and should pursue this noble goal. Such a goal has implications for what and how we teach our learners particularly regarding the social and moral changes so urgently required. I agree with Shapiro (2015: 8) who makes the claim that to achieve the aims of a holistic approach to education means a bold and radical re-visioning of both the purpose of education and the way we teach.

For Danesh (2006: 62), peace education as holistic is a comprehensive, sustainable, restorative, transformative, inclusive, and integrative programme which requires a multifaceted and multi-level approach. He asserts that a curriculum needs to be formulated within the framework of a peace-based worldview and it must teach the children and youth not only the causes of conflict, violence and war and the ways of preventing and resolving them, but also

the dynamics of love, unity and peace at individual, interpersonal, intergroup and universal levels. In a South African context, this work is in progress with much to be accomplished. This study is an indication of the yearning for a holistic and wholesome approach to education and a focus on peace.

8.4 Transformative role of peace education

Peace education is holistic and transformative as emphasised in its definition and practice (Ardizzone 2001: 17). Progressive and critical approaches in peace education address the practice of knowledge being transmitted in ways that convey an unquestioning and accepting sense of permanence and inevitability (Greene 1988, cited in Shapiro 2015: 14). In addressing the all too familiar approach of leaving things the way they are, peace education opens the door to bringing about positive change as it takes on the challenge to create positive peace (Galtung 1969). In essence this is the transformative role of peace education. Bermeo (2022: 462) puts this into perspective when drawing upon the work of Freire (1970) who advocated dialogic approaches with the intention that learners can be freed from the shackles of traditional modes of education where they are denied their sense of agency and subjected to the ways of being and doing in systems steeped in prescriptive and an authoritarian ethos. The transformative role of peace education would include the dialogical approach as it encourages the learners to be agents of their own learning, to develop relationships that are grounded in respect and human dignity, to be focused on collaborative learning and to become well informed of injustices and focused on possible alternatives. These elements of a dialogic approach bring with it transformative agency for learners. This component of education has been largely missing from the general schooling experience for the generality of learners across the world. An argument is made for attention to be paid to structural inequality and understanding how participants in a study for example can cultivate a sense of transformative agency (Bajaj 2016: 135).

Sense of agency: In this study, for example, learners arose to the occasion and questioned why certain things could not take place even though they seemed possible. For example, there were many concerns regarding access to the school during the COVID-19 pandemic, with many understandable regulations in place to protect everyone. After considering some options, it was agreed that the ViE sessions could take place directly after school with the necessary protocols in place. There was a tendency at times amidst the confusion and anxiety during the COVID-19 pandemic to respond in ways that did not necessarily consider all the ways of making things possible. The learners, with their sense of agency, came up with their own set of solutions regarding how certain things could be done. They came up with their own transport solutions and managed to find acceptable ways to generate funds for the projects

they wanted to be engaged in and preparations to attend a peace conference with PeaceJam. In some ways they were engaged in perspectives and approaches described as different that may be used to transform areas and fields into human capacities or to examine crossroads of empowerment (Bajaj 2008, cited in Andersson *et al.* 2011: 4).

Any analysis of structures that leads to learners using the methods of analytical machinery pertaining to the school situation would serve the transformative role of peace education (Bajaj 2016: 55). At one time, learners questioned the staggered timetable in use during the COVID-19 pandemic as it created loss of learning time and a host of other problems. This continuous questioning compelled those in management teams to consider ways of indicating to the Education Department that the loss of learning time must be minimised. Transformative agency is manifest when learners become engaged not only in global concerns, such as for example, weapons being exported to countries (important as that issue is) but they also become involved in concerns that have direct bearing on them in their own school structure and they apply the necessary knowledge, skills and attitudes to find peaceful solutions that are just and sustainable. The empowerment element of such questioning in search of possible solutions is one of the fruits of peace education in its transformative role.

Justice and peace: Two important elements of peace education are justice and positive peace. Page (2014: 596) states that peace education is more than educating learners the importance of avoiding war, and clarifies that peace is the presence of justice, necessitating that learners embrace that the goal is to create a more just world. Accordingly, the absence of war and presence of justice is recognised as a theme in the definitions of peace education (Einstein 1986, cited in Alimba 2013: 342) and forms the basis of Galtung's (1969) key concepts of negative and positive peace. When peace education is aligned to the positive it does not reproduce and reinforce socio-economic groups and marginalisation; reproduce violent 'masculine' gender relationships; and transmit or affirm 'essentialist' identities based on religion, tribalism and nationalism (Davies 2005, cited in Willis 2017: 312).

Poverty: The learners in the study were certainly acutely aware of poverty being associated with structural violence, particularly in the South African context with 49.2% of the adult population living below the upper bound poverty line (Ngepah *et al.* 2013: 633) and domestic violence and sexual abuse of women and girls (Enaifogfe *et al.* 2021: 123). Poverty is seen as a foremost problem to be solved (Haavelsrud 2008, cited in Bajaj 2016: 62). In a peace education context, the author points out that if the content is focused on the macro level it may yield macro solutions, whereas if the problem of poverty is also seen in the specific contexts of the learners, they will be able to analyse the problem in light of the realities in their own contexts and also be able to suggest actions in that context to help solve the problem. The

inclusion or exclusion of such cause-effect relationships between the micro and the macro levels is decisive for the content of peace education (Haavelsrud 2008, cited in Bajaj 2016: 62).

In their acts of service, the learners understood the importance of responding to issues such as poverty. Through their own organisation and efforts, they embarked on a project to assist at a nearby orphanage not only with necessary items required for the children but also with their time; and they assisted girls to stay in school through their efforts to provide sanitary wear. The learners were beginning to respond to the issues in their local context and making a difference. In the WhatsApp group created for the learners and ART I could read about all the activities they were planning regarding these issues, and it was heart-warming to see their level of discussion and engagement. In addition, they were very active in their fundraising activities to attend the next peace conference organised by PeaceJam.

Transformative skills: The elements that contribute to the realisation of the transformative role of peace education include democratic values, dialogue, communication skills with includes active listening, critical thinking, participation, cooperation, collaboration, and action (Brock-Utne 1996: 43). These are practical elements that enhance the transformative role. McDonald (2014: 25) underscores that interventions in respect of school violence should focus on involvement in decision-making as a more effective way of communication in response to authoritarianism in society and schools to reduce violence. It is noted that hostility is higher in adolescents raised in authoritarian and authoritative families (Aymerich *et al.* 2018: 2962). Learners must be involved in meaningful ways which entails participation in school life, student councils, involvement in disciplinary proceedings and integral to learning and experiencing human rights (SRSG 2012, cited in McDonald 2014: 25).

At times an important goal might be to encourage the participation of the learners in decision-making about both form and content (Haavelsrud 2008, cited in Bajaj 2016: 64). Content of peace education would vary greatly depending on a group's social, political, economic and cultural situation. In this study the learners were part of the decision making about which values to focus on in the study.

Brock-Utne (1996: 43) state that there must be congruency of aims and methods in peace education; hence the requirement for the application of democratic values and methods that are not authoritarian. In addition, when learners are given more opportunities to communicate and make decisions, whether at home, at school or in the community, they show better initiative and academic value (Epstein 1983, cited in Analisha 2019: 240). The learners in the study were often in small group discussions sharing their views and where required provided

clarity to others so that their ideas and opinions were heard and understood, even if others did not fully accept all views expressed. Singh and Steyn (2013: 5) point out that consultation and collaboration are practices that encourage the involvement of all stakeholders. When an enabling environment is created, there is a higher likelihood that people will become involved in a matter that requires attention, and act. The action is part of the transformation. When the right measures are not in place the peaceful action may never materialise.

A basic requirement in caring relations is dialogue; and it is through dialogue that we come to know one another, and needs are expressed (Noddings 2008, cited Bajaj 2016: 88-89). The author points out that without dialogue, those who want to care—those who have the best interests of the cared-for at heart—must work with inferred needs (Noddings 2002, cited in Bajaj 2016: 88-89). But when we work with inferred needs, we may not be addressing the real needs. “The identification of expressed needs through dialogue is crucial at every level of human interaction, and the use of dialogue is central in peace education as well” (Bajaj 2016: 89).

Reflection is also a very important part of the process as the learners engage as a group and share their insights based on their reality. This element of reflection is part of their empowerment. If learners find themselves in poverty-stricken environments through ‘conscientisation’ a term coined by Freire (1970), they learn to perceive the social, political and economic contradictions and take action against the oppressive elements of their reality. In this regard a group’s participation and communication improves as the social competence of reflection increases (Zwaans *et al.* 2008, cited in Andersson *et al.* 2011: 5).

In the study the learners experienced the various elements of peace education within a unity-based worldview. They were able to discuss a value in each session in small groups and provide their personal insights as there was enough time in two-hour periods. In the ViE sessions the learners were exposed to democratic values and practices where they had to listen to each other respectfully, apply active listening and critical thinking. Each one was required to participate in all the aspects of the sessions and in the group, they had to figure out how they could cooperate and collaborate. These skills and attitudes pave the way for peaceful action. They were able to consult many times and come to a united decision about what they desired to act upon as a group. For many learners this was the first time they had this type of educational experience at school where the atmosphere in the classroom was peaceful and they felt heard.

Two learners shared the following: “What I liked most about the ViE sessions is the fact that we gave our opinions and that there was no right or wrong answer... I loved being here...We

learned to take care of ourselves and others” (sic) (Learner 14). Learner 23 went on to say “... we all get our own chance to talk... I just love everything about the peacebuilding programme” (sic).

This speaks volumes to the emancipatory promise of peace education. From an ecological perspective (Bronfenbrenner 1979) it can be discerned from the learners in the study that a person’s development is not only seen as a clean slate by the environment but grows dynamically and moves progressively and reshapes the environment in which a person lives; there is a reciprocal process, mutual influence and direct interaction between individuals and the environment; and that the environment as a place for the development process is not limited to just one setting but is an interrelated unit between several settings (Gamayanti 2014, cited in Analisah 2019: 240). In practical terms this means that the learners entered a new space in the ViE sessions and through this new environment with its elements of peace began a process which grew dynamically to the extent that each person in the group was influenced positively by this peaceful environment. Furthermore, each learner is also able to influence others with the positive attributes acquired in spaces outside the ViE sessions, and other spaces can benefit from the competencies developed by the learners.

It must be noted that particularly in adolescence, peers are a key socialising influence (Balleys *et al.* 2020: 1). In the context of the Cape Flats association with delinquent peer groups is a consistent predictor of youth violence, while affiliation with peers engaged in positive behaviour lowers the likelihood (Ward *et al.* 2013: 73). The peace education sessions through ViE provided the alternative to learners caught up in an after-school environment of gangs and delinquent youth. This is a very important contribution in terms of the transformative role of peace education and affirmed by Ward (2013: 74) who states that when children are engaged in prosocial activities such as homework, tutoring, sport, crafts, cultural, and participation in artistic accomplishments, they are far less likely to succumb to substance abuse or delinquency (Ward *et al.* 2013: 74). Strategies such as ViE therefore contribute to transforming conflict-based environments to peaceful environments with participants who can exemplify peaceful behaviour.

Within the context of the legacy of apartheid the racial demarcations of residential areas in South Africa indicate that very little integration has taken place in the past twenty-five years. The classroom would be the space where learners from various race groups would find themselves in a space with others. At times, this contaminated the space with racist comments and misunderstandings, which at some point, at School 1, created media interest with an incident related to the hairstyle of a black learner. Through the perspective of conflict transformation Lederach posits that there is a need to restore broken relationships and to focus

on reconciliation within society and to strengthen society's peacebuilding capacity. Third party interventions should focus on supporting the internal actors and direct external peace efforts; whilst it is necessary to be sensitive to the local culture and to be cognizant of the necessity of a long-term time frame (Paffenholz 2009: 5). In South Africa, where people have given their lives for a stable and united nation to thrive, and within the country's commitment to the values enshrined in the Constitution (1996), it is an imperative to focus on strategies and peacebuilding initiatives that will make this possible. The unity-based approach to ViE is one step in this direction. Nonetheless, one must be in the process for the long haul to reap the maximum benefits.

8.5 Whole school approach in peace education

John (2018: 63) states that:

peace education requires trained educators, motivated learners, integration of peace education foci across the curriculum, and a whole-school program that supports a peaceful learning environment. Parents and the broader community must be part of these efforts. Ad hoc campaigns on anti-bullying and the inclusion of peace-related topics within a curriculum is not sufficient.

The WCED promotes a whole school approach in the T2P strategy, and it provides an example to the participating school regarding the various aspects that should be considered. Schools are encouraged to do the following:

- **Assemblies:** related to monthly value; guest speakers from the community that promote the practice of values; acknowledging learners who display the values of the school; using technology such as in presentations and slideshows to share information on values through digital media. Even posters and artwork are suggested.
- **Learner acknowledgement:** Making certificates to acknowledge learners who exemplify the values of the school; special awards, prize giving; class awards; and learner self-reflection.
- **Workshop training:** raising awareness about international and national health days which speaks to the values of love, compassion and caring; learners creating posters to show the value they are promoting; fundraising activities which could include the school hosting market days for local charities and events that encourage values in school.
- **School practices:** create a standard form of greeting; naming classes in value (for example Grade 8A "Class of Compassion"); affirmations during the final period of the day; develop values culture at the school; and "Restorative circles" using values.

- **Matric Ball/ Graduation/Orientation:** themes that relate and highlight the monthly value.

Theory in practice: Although the T2P strategy of WCED promotes a whole school approach, in the study, this was not fully the case. The school has done very well in displaying the values in beautifully decorated pieces of artwork throughout the corridors, and very impressive to observe, so, the values are there for all to see as displayed. Elements of a whole school approach unfolded as the ART requested specific activities to take place. In other words, the process was primarily driven by the ART and the lead educator in the study. During the study, there were two occasions when learners who were participating in the extra-curricular ViE sessions did presentations about the values they were learning about in the school assembly, similarly, they were acknowledged on another occasion in the school assembly for their efforts with PeaceJam and the service projects they became engaged in through the ViE, also, on the day they received their ViE and PeaceJam certificates for their attendance and participation in the programmes over two terms. Also, a small number of learners participated in workshops through the efforts of the lead educator. At most it is safe to say that elements of a whole school approach are beginning to emerge and only time will tell whether more aspects of a whole school approach will be applied. In the given set of circumstances against the backdrop of the COVID-19 pandemic and related challenges, the efforts of School 1 are well noted. Further areas of inclusion should involve parents and the community so that hopefully the whole school approach within a community becomes more entrenched and visible over time at School 1.

8.6 Peace education is a prominent peacebuilding strategy but largely ignored

Ensor (2013: 2) states that education in general and more specifically peace education is among the most prominent peacebuilding strategies considered a viable option. The link between education, conflict and peace has been explored by various institutions worldwide including UNESCO (Ensor 2013: 2). The author states that much of the reason for such exploration between education, conflict and peace arises from the concern pertaining to these issues in the context and recognition of social services often being subordinated to military goals and war-torn societies often being caught up in self-perpetuating cycles of intergenerational violence. To prevent societies from slipping back into conflict traps and war, education is promoted as the key component in breaking the cycle of violence (Reich 2010, cited in Ensor 2013: 2). Furthermore, as a policy instrument, it serves humanitarian,

developmental, and geostrategic roles, and constitutes an intrinsic part of the peacebuilding process (Reich 2010, cited in Ensor 2013: 2).

Despite its tremendous growth in the twentieth century, peace education has not really taken hold in school systems around the world; there are a few countries that have used the UN's mandates to stimulate formal school-based peace education activities; and in most countries, peace education is carried out informally in community settings and through national peace organizations (Harris 2008, cited in Bajaj 2016: 22). The author points out that formal school systems have largely ignored the educational insights provided by peace activist educators, simply because of cultural and economic pressures to design their curricula to include more mathematics and science for school graduates to compete in the digital global economy. "Peace education in most countries is seen as 'soft' and not embraced by frightened citizens who fear imaginary or real enemies" (Harris 2008, cited in Bajaj 2016: 22).

There is optimism that peace educators have added to their toolboxes conflict resolution, forgiveness and violence prevention skills, practical teachings that counterbalance the geopolitical approaches taken by political scientists mostly focused on wars between nations, but it has also been highlighted that although the foundation has been built, there appears much to be done in figuring out "how to erect a mighty peace palace" (Harris 2008, cited in Bajaj 2016: 22-23). In contrast to advances made in peace research and peace action, it is noted that peace education has not developed significantly (Galtung 2008, cited in Bajaj 2016: 49). It is suggested that one reason for this may be directly associated with the stranglehold of established educational institutions in most countries at all levels. Typically, the curriculum reflects content related to the past, which is followed accordingly to the present with the aim to secure continuity into the future in conformity with national ideology and upper class thinking (Galtung 2008, cited in Bajaj 2016: 49). Furthermore, the authors note that whilst sincere peace research and peace action manifests in contrast to the perspective described, the field has not encouraged more research groups and action groups to add peace education programmes to their activities, largely due to lack of funding, understaffing and a greater concern with research and action. Peace education in schools and for the public therefore lags (Galtung 2008, cited in Bajaj 2016: 50).

8.7 The deficiency of the LO learning area as a peace education strategy

John (2018: 62) states that the new direction the government took with education in South Africa is reflected in the new curricula designed for schools. The foreword of the current policy document by the Minister of Basic Education states:

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by Apartheid. From the start of democracy, we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations (DoBE 2011a cited in John 2018: 62-63).

Education and the curriculum therefore have an important role to play in achieving the aims of the Constitution (1996). These aims are accentuated in the learning area of LO that closely reflects the provision of systematic peace education within a formal curriculum. John (2018: 63) states that LO is a compulsory learning area for learners from grades four to twelve and focuses on the development of self-in-society; it is not dedicated solely to peace-related topics and is an amalgamation of five topics, viz., *Development of the Self in Society; Health, Social, and Environmental Responsibility; Constitutional Rights and Responsibilities; World of Work; and Physical Education*. This arrangement of topics is granted two hours per week; the first three of these topics include foci on relationships, environmental health, gender equity, cultural diversity, human rights, and nation-building amongst others. These specific topics are aligned to foci related to building more peaceful and inclusive societies. However, John (2018: 63) points out that effective peace education requires trained educators, motivated learners, integration of peace education foci across the curriculum, and a whole-school programme that supports a peaceful learning environment. In addition, parents and the broader community must be part of these efforts. Simply participating in ad hoc campaigns on anti-bullying and the inclusion of peace-related topics within a curriculum is not sufficient. Despite the inclusion of the LO learning area violence in schools remains at unacceptable levels (Khumalo 2019: 2). Much of the research on LO indicates that it is not achieving its intended outcomes. Lamb and Snodgrass (2017, 3) reviewed fifteen studies on LO in South Africa and conclude that this literature “consistently confirms the importance of the learning area in the school curriculum but emphasise that LO does not seem to bring about the desired behavioural changes in learners (John 2018: 64).

Challenges with LO according to Lamb and Snodgrass (2017, cited in John 2018: 64) include: the inadequate training of teachers; work overload; and negative perceptions of LO by

teachers and learners. These are some of the reasons for its poor outcomes; as an examinable learning area dealing with soft skills, it is granted relatively small amounts of time in the curriculum and the results of LO are not considered for entrance to any university programme. Peace education is embedded in a pedagogy supported by participatory, learner-centred and experiential learning processes given that such a pedagogy enables holistic (cognitive and affective) learning to take place for the purposes of critical reflection (Bar-Tal 2002, cited in John 2018: 64).

With overcrowding in classes, it is most unlikely that such pedagogical strategies can be applied (Mayeza and Vincent 2019: 3). Regrettably LO has been named the “Cinderella” learning area of the school curriculum. This learning area could have served as the vehicle for peace education, but in its current shape it fails. If LO were to redeem itself it would be required to focus more on building non-violent and constructive resolution skills, including gender equality and thorough knowledge on structural violence (John 2018: 64). Furthermore, learners question the relevance of LO (Adewumi 2012: 3). For LO to have any chance of making a positive impact it will require well-trained educators, creative curricula and resources, and adequate time allocation. In a holistic and whole school approach, peace education should be connected to other learning areas across the school curriculum and be supported by a positive ethos and school climate (John 2018: 64). The status of LO will contribute to long-term negative consequences for current and future generations as it has lost its opportunity to educate for peace. Any re-design of the learning area would necessitate more content aligned to a global context given that we are world citizens. Ardizzone (2001: 16) makes a useful point in stating that what is required is a paradigm shift that shapes pedagogy and content by incorporating issues of human security, equity, justice and intercultural understanding through the promotion of global citizenship, planetary stewardship and humane relationship, recognised as the core values of peace education and promoted by the UN Charter, UDHR and UNESCO, and particularly because they can be derived from and applied to many contexts.

8.8 A unity-based peace education approach in post-apartheid South Africa

The key characteristic of the intervention to reduce violence at a Cape Flats school is its focus on educating for peace and its emphasis on the application of a unity-based worldview. Danesh (2006: 64) explains that worldviews are underpinned by their foundational aspects of culture, which are referred to as “social representations” “cultural fabric”. This means that worldviews are associated with discursive multiplexes of values, norms, beliefs and knowledge, accepted and adhered to in various components of people’s lives (Danesh 2006:

64). Some worldviews are well grounded in peace-related concepts which are expressed for example in storytelling, collective narrative and dialogue.

The ViE component was the choice of School 1 in response to the WCED'S T2P strategy (2020-2025) to pursue as an intervention to address school violence and to begin the process of creating a peaceable school. Selecting the values to focus on was one aspect but how to deliver it and what to emphasise was important to unpack. Given the disunity and divisive elements at School 1 as indicated by the high level of bullying viz., (a total of 48 responses out of 121) it was agreed by the ART that building unity was a vital component of any peacebuilding strategy selected.

The unity-based worldview is underpinned by the principles contained in the ITP. Regarding worldviews Danesh (2008c:3) furthermore points out that:

- Worldview emerges from our cumulative life experiences.
- Our education and specific capabilities including creativity also contribute to worldview.
- The profound role of education in shaping our worldview cannot be ignored as it impacts our responses to life experiences.
- Worldviews influence all aspects of education: such as, its purpose, philosophy, how it should be provided to children in all spaces, including religious and cultural aspects.
- All perspectives of views and beliefs are influenced by worldviews.
- Understandings of ourselves, the interpretations and explanations we provide for our actions are all directly linked to our worldview.
- The survival-based worldview, identity-based worldview and unity-based worldview are the three main meta-categories of worldview which reflect specific attributes of the society it represents through individual and collective consciousness.

Danesh (2006: 67-68) promotes the unity-based worldview because of its appealing characteristics in a global society. In essence the unity worldview asserts that the collective family of humanity is required to mature in its understanding of its being in its individual and collective functioning. A global society in this paradigm functions according to the belief in the oneness of humankind and appreciates the principle of unity in diversity for the advancement of civilisation based on justice, equality, morality and human progress.

Furthermore, the unity-based worldview entails: gender equality so that everyone can participate in the affairs of society; universal ethical governance and leadership in all arenas of society; that basic human needs and rights are provided; the provision of opportunities for a meaningful life within the parameters of the law; its hallmark feature, viz., consultative and

cooperative power structures which create the conditions for empowerment, thereby enabling relationships associated with unity and care.

Danesh (2006: 68) states that conflict is embedded as an inevitable component of human existence in many theories. From such a perspective the emphasis appears to be on survival, security, pleasure and group identity. In addition, competition and strife are considered inevitable aspects of a paradigm embedded in struggle and in the belief that “conflict is the great creative force of human history” (Dahrendorf 1958, cited in Danesh 2006: 68) and “conflict often leads to change” (Wehr 2001, cited in Danesh 2006: 68).

At most these approaches merely decrease violence (Danesh 2006: 68). Galtung (1969) and Lederach (1995) in their theories place the emphasis on cooperative, caring and positive elements with the focus on conflict resolution. Similarly in education there are shifts to new approaches with a focus on health and wellbeing as noted in the *Journal of School Health* on the theme of ‘school connectedness—strengthening health and education outcomes for teenagers’ (issue 74(7), 2004) (Danesh 2006: 68). Connection and unity are key aspects in the search for a new approach.

The unity-based worldview which underpins the EFP is an example of this approach in a programme on a large scale in Bosnia-Herzegovina. As a comprehensive programme the EFP was piloted in 112 school across three provinces in BiH, reaching 80 000 learners, 5000 educators and included the main ethnic groups viz., Bosniak (Muslim), Croat (Catholic), and Serb (Orthodox Christian) active participants in a war-torn region from 1992-1995 (Bajaj 2016: 153--154).

Four conditions are identified by the ITP for a successful program of peace education: a unity-based worldview, a culture of peace, a culture of healing, and a peace-based curriculum for all educational activities (Bajaj 2016: 153). Using the conditions set out in this framework the EFP focuses on:

- Assisting stakeholders of the school community to reflect on their own worldviews and as the process unfolds learn to develop a peace-based worldview.
- Assisting all stakeholders of the school community to proceed on the journey of creating a culture of peace within their midst and around their school communities.
- Creating a culture of healing through building the capacity of the stakeholders of the school community to recover from the trauma and damages brought about by conflict amongst themselves, as well as the families and the community; and

- Learning how to successfully prevent new conflicts and resolve them in a peaceful manner, without resorting to violence, once they have occurred.

The process of worldview transformation from conflict-orientation to peace-orientation is the framework within which all prerequisites of EFP are met and its main objectives are achieved Bajaj (2010: 153- 154). During the pilot study of EFP the following emerged:

- A culture of peace which manifests the principles of equality, justice, individual and group safety and security, including ethical and democratic practices.
- A culture of healing which emerges as the principles of truth and truthfulness, trust and trustworthiness, empathy and cooperation, fairness and fair mindedness, forgiveness and reconciliation at interpersonal and intergroup levels are demonstrated; and
- A culture of excellence also emerges.

The EFP, comprising of 10 interrelated books focused on integrative peace education is a curriculum designed to be both universal and specific. The curriculum is formulated to provide a framework within which all subjects—literature, history, math, biology, sociology, and music, and others—are explored. Bajaj (2016: 154) points out that EFP-international work closely in collaboration with educators and experts from various communities, designing specific versions of the EFP curriculum with due consideration to the unique characteristics, needs, and challenges of that community. It is a flexible curriculum which can be adapted to specific contexts.

In this study the main emphasis was on unity-based peace education. In the context of School 1 the outcomes were positive with a united learner group serving as collaborators in the peace agenda of the school and working as agents of change in the betterment of society. In peaceful ways the learners are addressing issues that require change in unity. In this sense they are working within the framework of the ITP and unity-based peace education as aligned to the ViE of the WCED in its T2P project. The WCED or National Department of Education may wish to consider such an approach for the benefit of all learners in South Africa. A very positive outcome was that the learners in the study at School 1 worked hard in their service projects associated with PeaceJam and were awarded the annual trophy for their achievements. This bears testimony to their desire to excel in service and the betterment of society.

Figure 8.1: A summary of the key characteristics of educating for peace

PEACE EDUCATION AS AN ALTERNATE TO SCHOOL

EDUCATING FOR PEACE

Common Approaches

- Safety and Security
- E.G. focus on school fences and policing
- Policy changes are cosmetic

- Real causes of violence are not addressed
- In secure school buildings violence occurs
- Positive relationships are not established

- **Transformative role**
- **Whole/Holistic School approach**
- **Process Oriented**
- **Promote unity-based Peace Education with focus on values**

A culture of peace is the main aim

Challenges

- Peace Education is largely ignored
- LO Curriculum lacking in Peace Education in RSA
- Offered as extra-curricular activity

- Curriculum change is required
- Training of educators aligned to Peace Education
- Appropriate resources needed

8.9 Summary

This chapter focused on a discussion of the emerging themes related to the intervention. The emerging themes were discussed in broad thematic issues focussing on peace education as a peacebuilding strategy to reduce school violence. Key issues that emerged included a culture of peace being more likely to emerge through wholesome and holistic peace education within a whole school approach. Transformative agency as one of the goals of peace education was unpacked in relation to requirements such as democratic values, dialogue, communication skills which include active listening, critical thinking, participation, cooperation, collaboration, and action. The discussion included the deficiencies of the LO curriculum to deliver on peace education objectives. The study focused on unity-based world view in peace education and cautiously offers this model for consideration in South African schools given its successful implementation in an international context in the EFP underpinned by the ITP as an evaluated peace education programme.

Chapter Nine: Conclusions, reflections, and recommendations

“The well-being of mankind, its peace and security, are unattainable unless and until its unity is firmly established.” (Baha’u’llah n.d.)

9.1 Introduction

In this chapter I present a summary of the entire study. I proceed by listing the research objectives and provide a summary of the findings of each of the objectives. I present conclusions drawn from the findings of the study. This chapter also captures my personal reflections on various aspects of the study, pointing out challenges, strengths of the approach adopted, and recommendations for further study.

9.2 The study objectives

The main aim of the research was to investigate strategies and develop skills and attitudes for all learners, educators and parents to become more actively involved in decreasing violence. The following research objectives served to focus the investigation, namely to:

- To investigate the root causes, effects, dimensions and consequences of the violence in a Cape Flats school;
- To ascertain the extent to which violence has been addressed at the selected school;
- To design a holistic peacebuilding intervention for educators and grade 11 learners in this Cape Flats school;
- To implement the designed peacebuilding intervention at the selected school; and,
- To evaluate the effectiveness of the peacebuilding intervention at the school.

9.3 Summary of the Study and Study Findings

This study took place in the Eastern region of the Cape Flats, in the Western Cape province, South Africa. Working towards a peaceable school was the focus of the study, and the peacebuilding intervention was underpinned by the ITP. This conceptual framework on peace

with its implications regarding educating for peace, purports that in all aspects of human existence, including the peace agenda, it is our worldview, our view of reality that shapes our thoughts, beliefs, opinions and action associated with our reality.

The ITP recognises the significance of our worldviews, which are underpinned by their foundational aspects of culture, referred to as “social representations” and “cultural fabric” (Danesh 2006: 64). The concept of worldview includes our view of reality, human nature, the purpose of life, and the character and quality of all human relationships (Danesh 2008: 3). Worldviews develop through an evolutionary process as a direct response to the development of human consciousness, which occur because of our cumulative life experiences. Generally expressed at the subconscious level, worldviews are associated with discursive multiplexes of beliefs, norms, values and knowledge, which people cling to in various aspects of their lives.

The three meta-categories of worldview, viz. the survival-based, identity-based and unity-based worldviews reflect the distinctive characteristics of specific aspects and phases in the development of each individual and society (Danesh 2006: 66). In a survival-based worldview the unequal distribution of power is apparent, affecting the nature of relationships and provoking an inclination to the use of force, even promoting conformity to achieve the desired objectives.

The identity-based worldview can be compared to the period of coming to age in human development, hence in society this worldview manifests a parallel process, characterised by the introduction and progression of new ideas and practices, the demonstration of passions and perspectives at elevated levels of intensity, rivalry and at times risky competitiveness. Whilst identity development is a life-long process, it peaks in the adolescent years and early adulthood, and likewise, the same prevails in societies where there is a progression from an authoritarian mode of functioning to a democratic transition. Therefore, for people and society in such a period one witnesses physical, emotional and mental powers thriving, and new levels of vitality and activism displayed (Danesh 2006: 67).

In a continuation of the analogy between society and that of the stages of human development, the crown feature of the unity-based worldview is that of the coming of age of humanity, which at a societal level is directly related to the essential understanding and recognition that humanity is one. This world view of our unity in diversity has profound implications for how human beings will conduct their affairs in all spheres of society. In essence, the unity-based worldview is about a society which embraces the principle of the oneness of humanity, and functioning within a unity in diversity paradigm, embracing the fundamental aim of the

establishment of a civilisation of peace, manifesting principles which promote and demonstrate equality, justice, progressiveness, and morality.

At its core the unity-based worldview calls for the elimination of all forms of prejudice and specifically advocates for basic human needs and rights pertaining to survival and security; human associations with justice, equality and freedom; including the opportunities which enable a productive life for each person. Thus, the unity-based world view safeguards basic human needs and rights and advocates for the rule of law and principles aligned to morality and ethics. A consultative and co-operative power structure epitomises the unity-based worldview in that it creates the environment and conditions for power to be exercised legitimately, and affords enabling spaces for empowerment, whilst preserving relationships within in a framework which establishes interpersonal and group relationships which reflect unity and care.

Within the context of school violence, the ITP asserts that for lasting peace to occur, conflict transformation and peacebuilding are best approached on the strength of a unity paradigm. Effective peace education, according to the ITP, is based on a unity-based worldview, a culture of healing, a culture of peace, and a peace-oriented curriculum (Danesh 2006:55).

In the literature study school violence is highlighted as a growing concern internationally and the strategies to address the scourge are mostly focused on school safety and much less on educating for peace. Worldview plays an important role in education because of its profound effect on how we respond to life experiences and our choices in shaping these. In a country such as South Africa where legislated apartheid prevailed for nearly three decades and the continued legacy of inequality, an effective strategy must therefore address the root causes of violence and in this regard the foundational principle of the oneness of humanity must be taught and demonstrated in all schools.

The WCED specified the need to support management, educators and learners in their mission to provide for quality education for all learners across the province in every school and launched its 2020-2025 T2P strategic framework comprising four pillars, viz., Change Mindset, Growth Mindset, Leadership Development, and ViE. Underpinning the T2P strategy is a re-connection with values that shape and form people and cultures. Furthermore, WCED asserts that to gain a common understanding and move towards a common vision, there is a need to understand the values that drive an individual's behaviour and the behaviour of others. With this understanding the ViE pillar referred to as "Let's Talk about Values" underpinned by a unity-based peace education approach was adopted by the school as the intervention to be implemented.

The existing violence reduction strategies in the schools of this district were mostly reactive and focused on a specific type of violence such as in anti-bullying workshops and initiatives. Educating for peace forms a key component of the intervention of this study. Humanity is one of the core values addressed in the ViE sessions, hence gender equality emerges as a theme in the conversations. Pivotal to accomplishing peace is the principle of gender equality as it not only involves the participation of all genders in the management of all human endeavour, but it is a requirement for lasting peace. This study was the first of its kind in this school where unity-based peace education was the central focus to address school violence.

In Sections 9.3.1 to 9.3.5 below, a summary pertaining to the research objectives is provided.

9.3.1 To investigate the forms, extent, causes, and effects of the violence in two Cape Flats schools

Extent: This study confirms a high level of violence in School 1 and School 2 and the findings are aligned to studies in the literature review (Le Mottee and Kelly 2017: 46, Kutwayo *et al.* 2023: 89). The total references for four categories of violence experienced at both schools were as follows: 48 references for bullying; 42 references for corporal punishment; 39 references for gender-based violence and 64 references for fights, vandalism, and physical attacks including gangsterism and substance abuse.

Cause: The overall risk factors contributing to school violence in the findings of this study included emotional, social and mental health; language, communication and social media; bullying, power and domination; domestic abuse; physical violence; school related and academic work; socio-economic conditions; substance abuse; romantic and intimate relationships; and the lack of role models and skills.

At both schools emotional, social and mental health issues topped the list in this regard with participants at both schools citing jealousy as one of the key emotions, including manifestations of anger, frustration, short-temperedness and depression. Any combination of these emotions and mental health issues can trigger violent responses at any time. Regrettably it is noted by one of the learners at School 2 that ignorant educators contribute to the emotional impact when they break down the self-image of learners with their thoughtless comments. Clearly there is a need to cultivate a nurturing school climate and it may become a collective benefit if such knowledge and skills are included in the curriculum, teaching style, management and administration of schools.

Both schools confirm that violence also emanates from language usage, communication and comments in social media. Particularly in the era of cyber communication, harsh words are

exchanged on social media platforms, with the dangers of gossip exposed in the public domain and traumatic consequences at times. Face to face abusive language, which often involves derogatory comments related to mothers, is also encountered in the day-to-day life at school. At School 2 learners admitted to gossip and arguments leading to fights. This speaks volumes to the need for character development, kindness and compassion.

Practices related to power, domination and intimidation also occur at a significant level at both schools. Learners, educators and parents pointed out various examples of bullying such as bigger boys bullying smaller boys, also girls asserting themselves as bullies in their display of forceful behaviour and their desire to be viewed as strong, learners succumbing to peer pressure of all kinds and in some instances their successful recruitment into gangs, vindictive behaviour, and authoritarian behaviour driven by jealousy. A junior educator at School 2 privately mentioned the authoritarian style of a male staff member in a management position, an indication that female educators are not viewed and treated as equals, and in terms of the peace agenda gender equality is a vital component for sustainable and lasting peace.

It is clear from the experiences of the participants that domestic abuse is also one of the risk factors contributing towards violence at both schools. Mention is made of bad fathers, child abuse and neglect, wives being beaten by their husbands, and gangster life being integrated into home life practices, thereby normalising violence as a way of life for family members. The heightened weekend violence at home is brought to school on a Monday and at times find expression in unresolved matters as this type of response is the only one known to learners caught up in such a vicious cycle of violence.

A high percentage of the participants pointed to physical fights and gangsterism as a risk factor that contributes to more violence at school. The fights typically tend to be about lunch, money, jewellery, and small disagreements amongst girls, but sometimes girls would fight over boys too. At School 2 the level of gang membership amongst the learners is alarming and during the school break times, gang members on occasion manage to enter the premises, at times harming learners through stabbing and fights. I witnessed such an incident on my first appointment at School 2 with the LO educator. It was a very unpleasant experience to say the least and I had to remind myself that this was the reality for the educators and learners daily here. It is a human tragedy unfolding in the community as learners who crave attention and desire a sense of belonging due to their weakened family structure, are easily recruited into well-established gangs, clearly part of the fabric of the community. More so at School 2 learners live in the danger zone where gangs operate right outside the school fence. It appears that one may require a high degree of moral rectitude in a materially impoverished area to reject the offers of payment from gang leaders to carry out their tasks. There also seems to

be an obligation to pay gangs for protection as one of the consequences in such an environment with its own codes of living and dying only known to the gang lords. The observation of learners' significant amount of idle time supports the view that this creates the opportunity for gang recruitment, but on the other hand the community has failed the learners by not providing healthy leisure time or service projects, and even their further development in other spheres of life.

Substance abuse is a highly evident risk factor contributing to school violence at both schools. Drugs and alcohol are easily obtainable in the community, and those such as family members and security staff for example, who are supposed to protect children and youth against the scourge of substance abuse are the very ones making the drugs available. Even before the school day has started learners are smoking and for some it is available in their homes. This has a major impact on human relationships as in the case of learners who become irritable and frustrated as the withdrawal symptoms set in during the later sessions of the school day. Educators tend to be on high alert in such settings and are required to read their reality with wisdom given the potential for violent encounters. A well-functioning brain is required to deliver on the cognitive skills required in a regular school day, but with substance abuse entrenched in the community, learners stand to lose out on their education and general health immediately and over the long term.

Structural violence is evident given the socio-economics conditions in the school community which impacts on the violence that plays out in such environments as in School 1 and School 2. In materially impoverished communities some learners steal from others, and the need for food has seen instances such as at School 1 where a boy stabbed a girl, forcing her to hand over her money to him so that he could buy bread. This is a sad reality of poverty pushing some of the learners to violence to meet their basic needs. Affected learners also display anger and frustration with their socio-economic environment and partly these conditions contribute to area stigma for some.

Conditions at school and matters related to academic work such as overcrowded classrooms, unsafe areas in the school, lack of sport participation, learners with poor academic performance, truancy, lack of classroom discipline, educators who manifest signs of being stressed and those who resort to corporal punishment are amongst the contributors to school violence.

The lack of role models and the lack of very specific skills related to parenting and teaching have been cited by learners, educators and parents as contributors to violence. From the perspective of some of the educators, the view is expressed that the government is to blame

as educators are not being trained to deal with violence nor are they trained to educate in a dispensation of democratic values and the rights of children. A parent at School 1 adds to this that some educators come across as “unteachable” in that they do not accept the expression of different thoughts and views from learners. A parent at School 2 was of the view that it is because corporal punishment is not allowed that so many problems are being experienced at schools. From the perspective of the learners the authoritarian mode of functioning in their homes and the lack of conflict resolution skills point to the need for parent training and teacher training that is relevant in this dispensation of democracy. The lack of such important skills such as facilitating dialogue and consultation, reasoning, listening, and creating solutions together clearly contributes to discord, strife, disunity and at times violence in the homes of these learners. Corporal punishment is still a reality in homes and classrooms it must be eliminated with urgency through effective education.

Romantic or intimate relationships form part of the contributing factors to school violence. Given the developmental stage of the learners during their high school years it is natural for them to seek special bonds of friendship and love. There tends to be fights in these relationships, and sometimes the girls are fighting over boys too. By their very nature these romantic relationships are challenging to sustain, and it is not a surprise that many may not last. In addition, the learners’ lack of maturity and the inclination to be possessive in such relationships may contribute to the fights that occur. At School 2 a female educator stated that not only are female educators subjected to dominance among the male educators, but they also deal with requests for sexual favours from colleagues and male learners who pass comments of a sexual nature. Her observation was that older female educators tended to put up with this type of behaviour of male colleagues but the younger female educators who attempted to address such matters found that these encounters lead to male colleagues alienating them because of the disagreements in perspectives regarding sexual favours. This female educator is of the view that these disputes may negatively impact on the advancement of the career path of female educators in such settings.

Effects: According to the participants in this study the effect and consequences of the violence resulted in punitive consequences, emotional impact, academic impact, remedial action and physical harm. Where learners transgressed with violent actions, most of the responses referred to punitive consequences, which included suspensions, detention, being sent home for 5 days and expulsion from school. A significant number of responses of the learners at both schools referred to the emotional impact with references to self-harm, depression, anxiety, feeling rejected, emotional scarring, feeling unloved, feeling embarrassed, feelings of victimhood, emotional breakdown, feeling worthless, feeling unsafe, intimidated, fearfulness

and thoughts of suicide, easily triggered in school situations, truancy, and for some when it gets too much like for one learner at School 2, dropping out of school is the last resort. Poor academic performance becomes the reality the educators then need to deal with. In some instances, the impact is such that more fights occur, even to the extent that a group of girls would beat a girl. As pointed out by learners in School 1 other consequences include recruitment into gangs and its related activities such as crime and substance abuse.

An educator at School 2 pointed out that instead of spending most of the time educating learners on content in the curriculum, most of the time is spent policing, guarding, and preventing bad things from happening. The educator feels that the parents have made this the responsibility of the school, and this educator is ready to exit the teaching profession. A few participants mentioned remedial action such as rehabilitation sessions, counselling, and training as in anger management as a school response to the violence.

9.3.2 To ascertain the extent to which violence has been addressed at the selected schools

Given the experiences with school violence there have been attempts by School 1 and School 2 to address the situations encountered. At School 1 the approaches to deal with school violence included bullied learners sharing their stories for healing, groups of educators availing themselves for learners to consult with them about their concerns and challenges, calling in parents to discuss home study times, talks in the general school assemblies, parental guidance, anger management programmes, moving learners from the back to the front in the classroom, leadership camps, playground duty for educators, disciplinary committees, grade heads consulting with disruptive learners, and learners are provided access to a psychologist.

At School 2 various speakers including those from the SAPS, faith leaders from various churches praying and delivering talks, and NGOs focused on drug rehabilitation programmes with specific interventions. But there was a sense of despair as one of the learners stated that nothing seemed to work in their area. To add to this despair a few learners were of the view that it was not necessary to investigate or apply further violence reduction strategies.

It should be noted that South Africa has made good progress with the development of a policy framework to address school violence through the NSSF that promotes the rights and safety of learners and educators in the school environment (Makota and Leoschut 2016: 19). However, despite this tool and other initiatives such as the school safety plan in the WCED, including the curriculum of the LO learning, school violence persists at a high level as indicated at both schools. This study therefore addresses school violence with the strategy of educating for peace from a unity-based paradigm.

9.3.3 To design a holistic peacebuilding intervention for educators and grade 11 learners in this Cape Flats school

An overwhelming majority of responses from the learners, educators, and parents (around 75% from both schools) indicated strong support for peacebuilding initiatives that would contribute to creating a culture of peace at the school as indicated in Chapter Six, Section 6.7. The intervention drew upon key elements of the ITP which essentially states that peace is based on a psychological, social, political, ethical, and spiritual state with expressions at intrapersonal, interpersonal, intergroup, international, and global areas of human life. Given the disunity amongst the race groups amongst the learners in School 1 it was very important to implement a strategy that would create social cohesion and unity. World view is a significant element of the ITP. Accordingly, worldviews are underpinned by their foundational aspects of culture, which are referred to as “social representations and “cultural fabric” (Danesh 2006: 64). The concept of world view incorporates our view of reality, human nature, the purpose of life, and the character and quality of all human relationships (Danesh 2008c: 3). The development of human consciousness as influenced by our cumulative life experiences emerges through an evolutionary process of worldview. Worldview also plays an important role in personal and group narrative and identity formation in relation to both conflict and peace. Regarding modern approaches to human and social relationships there has been an emphasis on the survival-based and identity-based worldviews in the past, which are aligned to processes that are authoritarian and aligned to adversarial democracy. The intervention was embedded in the unity-based world view, which is characterised by the understanding and recognition that humanity is one. Within the parameters of such a worldview the principle of unity in diversity is embraced, respected, and practised. It upholds the fundamental aim of the establishment of a civilisation of peace, namely, a society which manifests equality, justice progressiveness, morality and demonstrates unity in diversity. At its core the concept of unity emphasises that unity, not conflict is the central governing law of life, and that conflicts are often prevented or easily resolved once unity is established. Furthermore, the unity-based worldview involves gender equality, and advocates for the equal participation of women and men in the management of all affairs in human society. It promotes basic human needs and rights for survival and security; human associations aligned to justice, equality and freedom; and the opportunity for a productive life for all. In addition, a consultative, cooperative power structure epitomises the unity-based worldview and creates the environment and circumstances in which power is exercised legitimately, in enabling spaces where empowerment is facilitated, within the framework which demonstrates interpersonal and group relationships which are unified and caring. Hence, unity-based peace education was the main focus of the intervention.

In phase 2 the intervention focused on the approach of the ITP, which purports that the four requirements for a successful programme of peace education are, (1) a unity-based worldview, (2) a culture of peace, (3) a culture of healing, and (4) a peace-based curriculum for all educational activities. School 1 opted to participate in the WCED's T2P Strategy and chose the ViE component as the intervention to create a positive school climate. In promoting its strategy WCED encouraged schools to foster values effectively by integrating them in everyday practice to assist educators in developing knowledge and skills to talk about values. With this aim in mind, WCED provided examples of values and their generic meanings, which merely serve as a guide. Furthermore, WCED shared the view that each person's understanding of the value feeds into the collaborated agreement of the meaning of the value and the behaviour that would be expected to demonstrate the value is more significant.

The school selected the following values viz. humanity (ubuntu), ethical behaviour, empathy, caring, integrity, gratitude, accountability, wisdom, consideration, competence, responsiveness, innovation, and bravery as the focus for the period of the study. The ART asked me to compile content on the values they selected, and this content formed the booklet *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools*. The content produced attempted to encourage learners not only to reflect on and discuss the link between the selected values and the potential contribution to creating a culture of peace but also to exemplify unity and peace in the school. Interested persons may request a copy of this resource via email from the following email address: tahirihmatthee@gmail.com

9.3.4 To implement the designed peacebuilding intervention at the selected school

The implementation of the peacebuilding intervention comprised two phases viz. (1) raising awareness of school violence; and (2) adopting a unity-based peace education approach in the application of the ViE component of the 2000-2025 T2P strategy of the WCED, supported by Peace Jam, an international Foundation of repute, working in schools with a focus on mentoring peace ambassadors and service projects. In phase 1 the learners displayed anti-bullying posters in strategic spaces in the school; viewed videos and participated in class discussions on bullying; submitted class assignments based on the topic of bullying; attended workshops on bullying organised by the WCED for the entire school district with ten learner representatives from each of its schools with close to one thousand learners in attendance on the day; and attended workshops which highlighted identity organised by PeaceJam.

In phase 2 of the intervention, the learners attended twelve after-school sessions on Friday afternoons from 13h00 until 15h00 over two terms, learning about the twelve selected values. The lead educator assigned to this group fully supported the process. The lead educator's

classroom was the dedicated venue for the ViE sessions and the attendance of the learners was very good. The content in the booklet *Unity-based Peace Education for a Culture of Peace: Values in Education for Peaceable Schools* provided the points of discussion and the learners participated whole heartedly in the open discussions, group work, the making of their own videos on the various activities, and they presented aspects of their choice in the general school assembly. Their presentations generated more interest in the focus on peace and more learners in the school expressed the desire to participate in the peacebuilding conferences and workshops organised by PeaceJam too. The implementation of ViE in conjunction with PeaceJam worked very well as a strategy to focus on a peace agenda in the school.

9.3.5 To evaluate the effectiveness of the peacebuilding intervention at the school

It is important to note that this was a short-term evaluation given the limitations of the study. From the accounts shared by the learners verbally and in their written accounts, including video footage they made on the day of their graduation and my observations, it was evident that the content of the ViE sessions assisted them to modify their behaviour in ways aligned to positive peace. Some learners (in Chapter Seven, section 7.4) indicated the following regarding their behaviour:

- Learning about humanity, self-care and how to treat oneself and others well resulted in personal growth.
- The application of anger management skills became transformative.
- Becoming focused on making the world peaceful.
- Becoming a better person in general and positive behaviour change at home because of the ViE sessions.

These included requests for more of these value lessons at school and more often. It was evident that the learners enjoyed learning about values and that they made the connection between understanding the meaning of the values and their enactment of the values contributing to a positive school climate. Learners also expressed that the ViE sessions created a sense of family for them, and this is an indication that a positive connection was created with the school. Many expressed the desire to continue with ViE with its unity-based peace education approach and the service projects of Peace Jam.

9.3.6 The findings of the study necessitate unity-based peace education

The findings in the study indicated a high level of violence at both schools with 83 references for bullying; 64 references for physical fights, substance abuse, and gangsterism; 42 references for corporal punishment and 39 references for gender-based violence out of a total

of 242 participants, against the backdrop of poly-victimisation regarding the frequency of the forms of violence, clearly raising the alarm of the impact of such violence regarding increased psycho-social problems (Ellonen and Salmi 2011, cited in Leoschut and Kafaar 2017: 83).

The causes of violence and risk factors that emanated from the findings included: emotional, social, and mental health; the use of language, communication, and social media; bullying, power, and domination; domestic abuse; physical violence; school related and academic work; socio-economic conditions; substance abuse; romantic and intimate relationships; and the lack of role models and skills.

The participants in the study referred to the emotional impact, academic impact, the need for remedial action, and physical harm caused as the consequences and effects of the high level of school violence. The punitive measures included detention, suspension, and learners being sent home, and in some cases expulsion. In particular, the emotional impact included depression, anxiety, feelings of rejection, self-harm, and suicide. Educators in the study were also considering leaving the teaching profession because of the high level of school violence.

Various strategies have been implemented to address school violence at both schools, but the findings indicate that most responses have been reactive, punitive in nature, or focused on safety aspects. Against the backdrop of these findings, it was clear that there was a need to investigate and implement strategies that will create a culture of peace at schools. The implementation of the unity-based peace education approach with the ViE component of the WCED strategy in conjunction with peace related activities and conferences organised by PeaceJam, proved to be an effective intervention. The social cohesion and unity in the group became tangible evidence of the positive environment that was being created in the group and the school. The learners who are from different racial backgrounds, mainly Coloured and Xhosa had nurtured caring friendships, and worked together not only on activities within the ViE sessions, but they formed bonds of friendships after school and worked in collaboration and cooperatively on the fundraising initiatives to participate in the peace conferences. The synergy created by the learners in these collaborative activities resulted in members of the administrative staff and the school principal attending the 2023 conference arranged by PeaceJam. A new spirit and positive energy have emerged in the school and at my last visit to the school the principal indicated that the peace work will continue at the school as the positive change is evident in the participating learners. These learners worked so hard on the service projects for peace that they were recognised with an award by PeaceJam for their initiatives and efforts which included work at an orphanage, a sanitary wear project for girl learners to keep them in school and a vegetable garden at the school in progress, all bear testimony to the power of a unity-based approach.

9.3.7 Limitations and de-limitations of the study

It is important to note that this case study focused on two schools in an adjoining neighbourhood of the Cape Flats. Baseline data on school violence was collected from both schools whilst a peacebuilding intervention was implemented in only one of the schools due to the time constraints of the study created by the COVID-19 pandemic, which resulted in the closure of schools for extended periods. Given that this was a small-scale study, clearly it excluded other likely victims and perpetrators of violence. The findings of this case study may not be generalised to the Cape Flats region. Nonetheless, it is plausible that the findings may reveal school violence in the school district of the Kleinvlei/Blue Downs area beyond the vicinity of the two schools in the study.

I was totally reliant on the Deputy-principal and LO educators to invite participants in the study. Initially participants were not joining in the time allocated, and male participants were lacking, thereby creating a gender imbalance in the study. The recruitment time for participants in the study was extended and the implementation of the intervention commenced later than planned. One of the constraints was the reliance of learners on transport after school. There was the real cost of additional transport for those who stayed for the two sessions after school on a Friday. In addition, the activities of the study on a Friday afternoon were in competition with other activities already in existence at the school. Typically, learners like to enjoy a weekend at the end of a week at school, and this too may have influenced the number of participants, especially male learners. Despite these challenges the study continued, and a peacebuilding initiative was implemented successfully at School 1.

9.4 Conclusions

Having reflected on the findings of this study I have drawn a few conclusions. Although the level of school violence is high, and even though some give up in despair, many learners, educators and parents still have an interest and the desire to seek and commit to peacebuilding strategies that will contribute to a positive school environment and a culture of peace. In addition to this human desire for peace, it is clear that when people come together to consult about their challenges and difficulties such as in the case of school violence, they can tap into their own resources and collective capabilities to create their solutions. The strength of unity in diversity and the transformative power of a values laden approach based on the principle of the oneness of humanity became evident as a useful and effective strategy for the group in their effort to contribute towards a peaceable school. This is a powerful approach in that each school can craft its solutions based on a unity paradigm. In an African context this speaks to Ubuntu.

9.4.1 The appealing potential of the unity-based world view to contribute to positive peace

Particularly in a country such as South Africa where legislated apartheid separated people based on skin colour and created division and societal trauma for decades to the current dispensation, the unity-based worldview not only has appeal with the youth but is an approach that the generality of people yearns for. The distinguishing attribute of the unity-based worldview is that of the maturation of humanity, which at a societal level is directly related to the essential understanding and recognition that humanity is one. This may appear to be a simple statement but in a country such as South Africa still grappling with the legacy of apartheid, a unity-based worldview provides the main ingredient of an elixir for a society still coming to terms with the resultant pain and trauma from the apartheid era. This worldview of our unity in diversity has profound implications for the way all affairs in society will be conducted. This has implications for how schools are run, how educators teach and how children learn because in a unity-based paradigm which respects diversity, principles which promote and demonstrate equality, justice, progressiveness and morality are manifested. The learners in the study responded well to the unity-based peace education which incorporated the ViE stream of the WCED's T2P strategy because it is embedded in the unity-based worldview which espouses gender equality, advocating for the equal participation of women and men in the management of all affairs in human society; it calls for the elimination of all forms of prejudice; safeguards basic human needs and rights; and advocates for the rule of law and principles aligned to morality and ethics. A consultative and co-operative power structure characterises the unity-based worldview in that it creates the environment and conditions for power to be exercised legitimately, and offers enabling spaces for empowerment, whilst protecting relationships within in a framework which establishes interpersonal and group relationships, manifesting unity and care. These elements of a unity-based approach in peace education are gaining interest and receiving the support of growing numbers, especially the youth. In Chapter 7, section 7.4 the learners clearly indicated their appreciation for the unity-based approach adopted in the ViE sessions.

9.4.2 A whole school approach to values in education (ViE) centred in humanity is essential

Effective peace education is likely more effective in a whole school approach. In this study a group of learners benefited from the unity-based peace education approach applied to the ViE component of the 2020-2025 WCED's T2P strategy in School 1. The principle of the oneness of humanity is a core value which underpinned the intervention. However, this fledgling strategy still needs to be nurtured more fully at School 1 into a whole school approach for its

full benefit to be achieved in the creation of a peaceable school and a dominating culture of peace as it too has its challenges.

From its inception, this study involved all the stakeholder. The ART comprised of learners, educators, and parents, who reported their plans to the principal and deputy-principal. During phase 1 of the intervention with its focus on awareness of school violence, the educators in the Language Department and LO were cooperative and used several periods to educate the learners about the various forms of violence and incorporated the content into the final examinations. The learners who produced excellent written work on topics of school violence were acknowledged for their effort in the school assembly with useful prizes. This approach requires dedication and a team of educators who are committed to creating a positive school environment.

In phase 2 of the intervention the leadership of the school gave their full support to the ViE sessions and its related activities with PeaceJam. Having the values displayed in artistic formations throughout the school from its entrance to the remote corners of the school premises was a practical demonstration that the school was not only committed to the conversation on values, but also wanted to make values a necessary part of the daily life at the school through this visible display of the values. In addition, the learners participated with the other stakeholders in the selection of the values to be focused upon in the study. The principal ensured that safety and security was in place for the ViE sessions to take place on the school premises in the designated classroom. Where printing was required, the cost was partially covered by the school. As the researcher and facilitator of the sessions I had access to all the resources and equipment required to make the ViE sessions a qualitative experience for the learners. Time was allocated in the school assembly for all learners and educators to learn about the unity-based peace education approach to ViE. Parents supported the learners with funding for alternate transport arrangements on a Friday as the sessions ended much later than the regular school time. The learners were recognised for their diligence in participating in the ViE sessions with a certificate of attendance and a celebration with snacks. Through this approach learners experienced care and support due to the collaboration between the ART, school leadership and the parents. A significant feature of this approach is the need for regular consultation and being well prepared for all ViE sessions. Through this approach learners experienced learning with and from peers in small group discussions on topics such as values not typically discussed in other learning areas in other than LO. In brief, a whole-school approach steeped in principles of humanity requires all the stakeholders in the school to consult regularly, to cooperate and collaborate and all of this requires time, effort and the desire to persevere to realise a peace agenda in the school. It was through a whole

school approach that the learners received all the support in their peacebuilding activities for which they earned an award as mentioned in Chapter 8, section 8.

9.4.3 Gender equality is essential for a culture of peace to emerge in schools

From the responses in Chapter Six, section 6.4.3 it is evident that the gender-based violence prevalent in both schools works against a peace agenda. The unequal treatment of girls and women in society creates conflict. The equality of all citizens is entrenched in the Constitution (1996), hence unequal treatment of women and the girl child is embedded in structural violence as perpetuated in cultures aligned to patriarchy. Badri (2014: 3) points out that not only is gender-based violence an omnipresent barrier to girls thriving in educational equity, but their health is also compromised. When girls are not educated with equity not only does conflict arise, but the entire family of humanity does not advance according to its highest potential. Therefore, there is a need to address the power imbalances in society that are in favour of men as it is central to preventing gender violence, and for real change to occur this process must become deeply rooted in schools (Badri 2014: 3).

No society can advance without all its members being taken care of. For centuries due to patriarchal arrangements and structural violence perpetrated against women, gender inequality in favour of men became the norm. In the paradigm of universal peace and in the study, it is evident that gender equality is essential for a culture of peace to emerge. When men dominate women and the girl child, they render them voiceless to some extent in a particular context and rob them of the opportunity to voice their thoughts which could be contributing to a society functioning at a more advanced and peaceful level. When gender equality exists the consultation process as part of dialogue where the participants are equals will be of such a nature that no power struggle becomes the barrier to the emerging truth and there is a higher likelihood of arriving at genuine solutions to problems (Noddings 2008, cited in Bajaj 2016: 88-89).

9.5 Sustainability of the intervention

Cultivating a culture of peace in people and sustaining it in society is the general purpose of peace education (Alimba 2013: 341). One of the aims of peace education is the transformation of the present human conditions by changing the very social structures and patterns of thought that are responsible for its existence (Reardon 1988, cited in Alimba 2013: 341). These aims of peace education within a school setting have implications for sustainability, which in essence requires the structures within the school to be empowered to re-orient the school towards a peace agenda as part of main streaming peace. The entire culture, organisation

and nature of the relationships at the school must be aligned to a dominant culture of peace in the school. It requires the integration of key elements of the theory into curriculum, and this requires teaching staff committed to a peace focus in the content of learning areas. This has serious implications for teacher training as the educators will require training aligned to a peace paradigm. This also means that practices such as corporal punishment cannot be part of the functioning of the school and home life. Regular training on peace principles for educators and parents should become part of the normal functioning of the school. Clearly from the few observations maintaining the sustainability of such an intervention is not without challenge especially regarding instituting a holistic approach. An example of this at its most simplistic level is the need for increased counselling services as learners confront aspects of trauma and the required healing process that follows from triggered episodes when sensitive matters are addressed. Other services aligned to a holistic approach will also require further consultation and planning in the school.

Since the WCED has invited schools to participate in the (2020-2025) T2P strategy, in the school district of the study several schools were already engaged at various levels in this initiative. With the backing of the leadership in the school, key learning areas such as LO, underpinned by a whole school approach, it is likely that elements of a culture of peace may begin to emerge in the participating schools, and that a peace agenda may become prominent in schools dedicated to the overall aims of the ViE pillar of T2P underpinned by unity-based peace education.

Three elements of this peacebuilding study are likely to contribute to its sustainability, namely:

- 1) Peace education underpinned by a unity-based world view.
- 2) An adequately resourced WCED investing in the ViE element of its T2P strategy; and
- 3) Support from Peace Jam, an international Foundation well placed to strengthen peacebuilding capacity in schools.

Each has the following potential:

- Peace education, underpinned by a unity-based world view, embraces the principle of the oneness of humanity within a unity in diversity paradigm. Within an emerging democratic system unfolding in school functioning, it is likely that the unity-based world view will become an accepted reality for societal progress. The unity-based world view espouses gender equality, advocating for the equal participation of women and men in the management of all affairs in human society. Segregation and all forms of prejudice find no support in the unity-based world view. Basic human needs and rights, humanity's survival and security, justice, equality and freedom which are essential for

a productive life for all, remain well preserved in the unity-based world view and it will receive the support of growing numbers, despite any resistance.

- The WCED is investing in building positive school environments. The T2P Strategy of WCED with ViE as one of its pillars is an option schools may wish to embrace. Although in the study School 1 did not manifest a fully-fledged whole-school approach, the strategy has the potential to become embedded in the day-to-day functioning of schools who embrace values driven education, focused on creating a peaceable school. Since 2021 I have seen more schools in the school district of the study participating in WCED's T2P and ViE, as indicated by the display of the values the schools are focused on each month at the school fences and reception area. This is a promising sign that schools are engaging in the values conversation; and that there is the likelihood of educators receiving the available training to sustain the positive outcomes of such an approach.
- The support from Peace Jam as an international Foundation not only brings a fun element for the learners to ViE but the organisation's work in South Africa with schools is growing. It is an organisation of note with the backing of 14 Nobel Peace Prize laureates serving on its board and dedicated to its mission of building peace. Amongst other things, Peace Jam runs regular well organised leadership camps, workshops and conferences for learners, educators, and community members to become engaged as peacebuilders. Peace Jam's focus on learners being engaged in service projects is the cornerstone of the sustainability of ViE, as serving humanity is the core aspect of the values education. It was heart-warming to learn from the lead educator that she will reach out to the neighbouring schools and invite them to join the WCED's T2P and the ViE in particular, including the workshops, conferences and other activities organised by Peace Jam with the intention to form more peace clubs and service projects at schools in the school district.

9.6 Personal reflections

I feel privileged to have had the opportunity to engage in a peacebuilding intervention at a school on the Cape Flats. Nonetheless, it was a hard journey but also deeply rewarding with times of reflection. Below I share some personal reflections:

Appreciating the action research process

In the action research cycle, there is the discussion of an issue, the planning, intervention, and reflection, which initiates another cycle. I appreciated the voices of the participants throughout the cycle. It was a humbling experience to know that the decisions were made by the participants and that the research was not about me the researcher, but about what the participants wanted to do. The participants could change whatever they wanted to because this was their project. The ownership of the peacebuilding intervention was truly with the

participants at School 1, and observing this empowering experience for those who had no or little confidence in the beginning of the study brought me great joy and appreciation.

The challenges of research in schools

Other than parenting my own children I have not spent this much time on any other project in my life. I had no idea in a real sense what I was getting in to when I undertook to focus on action research involving schools. I realised that there are many challenges when working with schools. For example, given the nature of school related issues in the district where I undertook the study, it was exceedingly difficult to carry out research activities during the first and last school terms, leaving one with only the second and third term in a year to work on peacebuilding strategies. During these two terms there are the mid-year exams and various weeks of control tests. It dawned upon me that South Africa has an exam-oriented education system, leaving very little time in the school calendar for activities such as peacebuilding and peace education which require no examination. It appears this study took much longer because it was based in schools given these constraints.

The impact of COVID-19

In March 2020 the COVID-19 pandemic resulted in the closure of schools in South Africa during various phases of lockdown. The COVID-19 pandemic brought with it experiences which were not only new but also daunting. Learners were at home for long periods, and when the restrictions were relaxed, learners followed a staggered timetable with priority given to grade 12 learners for obvious reasons. For some learners the environment created by COVID-19 meant that there were more opportunities for them to be violated at home and elsewhere. At School 1 four educators died during the early period of the pandemic and this was a traumatic experience for all members of the school. I viewed their funeral services online and saw the emotional trauma of the learners taught by those educators as they stood outside the homes of their deceased educators. The funerals were not taking place from a house of worship and so much was not normal during the hard lock down weeks. The need for wearing masks and the constant requirement to sanitise took away from the normal experience everyone was accustomed to at school. Whilst implementing the peacebuilding strategy the learners, educators and I were wearing masks and it all felt strange. The restrictions around the COVID-19 pandemic essentially delayed the intervention by several months and this brought a level of anxiety I had not anticipated. As a reasonably calm person under challenging circumstances, I had never experienced the type of uncertainty which came upon me during the COVID-19 pandemic as it became difficult to figure out the next step given the many unknown aspects. Nonetheless, the persevering spirit of the learners and educators provided

much encouragement for me to work through the challenges with them and to remain focused on implementing the peacebuilding strategy.

Adopting an attitude of learning

In the course of this study underpinned by the PAR approach, I discovered the importance of adopting an attitude of learning. There are many things we do not know but when we adopt an attitude of learning we move away from hierarchical ways of functioning, and we create the environment in which to learn from others. By creating enabling spaces valuable insights are shared simply because we desire solutions which consider the views of those affected. The learners and educators were demonstrating to me how they would figure out ways of addressing their challenges whilst implementing the peacebuilding strategy. I did not know their reality fully and they were in a better position to come up with feasible ways working of through setbacks and difficulties. For example, they figured out how to fundraise during the COVID-19 pandemic for their project with Peace Jam and they did not require any assistance from me.

Dedication of the participants gives hope

The principal decided that any peacebuilding activity would be restricted to Friday afternoons from 13h00 until 15h00. I remember a sinking feeling of disappointment as I had the unexpressed view that very few learners would support any intervention at the end of the school week. There were many attractive distractions on a Friday afternoon, including social time with friends directly afterschool or just being home earlier and doing fun things. Throughout the peacebuilding strategy period I witnessed week after week the selfless dedication of the lead educator and the learners. I learned from some of the learners that their regular taxi driver was not available at 15h00 to fetch them from school, but they were determined to attend the ViE sessions, so they funded their transport personally and used the Uber company services instead. Some even contributed soup in the wintertime so that everyone present was comfortable with a meal in the lunch hour. Others came early to set up any equipment required. I was moved by the enthusiasm and dedicated efforts of these learners and educators engaged in this peacebuilding intervention. I found their response hopeful and very encouraging. What really touched my heart was a learner describing to me how appreciative her mother was that she was learning so much from these sessions.

Involvement of males

Male educators, male parents and male learners were largely absent in the peacebuilding journey. From the inception of the study the males whether learners, educators or parents

were few. It was challenging to get male learners to complete the questionnaires at both schools, male educators were not as enthusiastic as the female educators to participate in the interviews and focus groups, and with the parents it was very much the same in that most stated that the mothers should avail themselves for activities of this nature. Although much effort was made to increase male participation, the reality is that the participation and support came from the female learners, educators and parents. Further peacebuilding initiatives at the school will need to improve with male participation at every level.

School violence is everyone's problem

Society as a collective must co-create peace. The data collection process brought to the fore that school violence is everyone's problem. Doing nothing is not an option given the scale of the problem at schools. It is, therefore, in the interest of everyone to participate in the solution for positive school environments to become the norm. In this light the peace agenda continues beyond a study period.

9.7 Recommendations

Based on the findings and conclusions drawn from this study I offer the following recommendations. These recommendations focus on peacebuilding content in the curriculum, a whole school approach in peacebuilding capacity, peacebuilding partnerships with schools, and the adoption of unity-based peace education.

9.7.1 Including peacebuilding content in the basic education curriculum

Content in a curriculum states its importance. Since violence in schools occurs at a significant degree, it makes sense to find the areas in the curriculum where valuable content on peace building can be added in meaningful ways for both learners and educators to improve human relations and to ensure that significant rights are not being violated. Some learning areas offer the opportunity to focus on peacebuilding, amongst these LO, History and Languages. The DoBE and all schools may do well to adopt an attitude of learning in such an approach. I anticipate that initially it may start in a small way with conversations which may lead to doable projects. Overcoming conflict, discord and strife requires a set of peacebuilding skills, including mindset, and a focus on resolving challenges in peaceable ways. There appears to be a gap in the current South African basic education curriculum in this regard, and the twelve years of schooling per learner certainly is an opportunity to become more engaged in peacebuilding skills at the level of each grade. It is anticipated that the inclusion of peacebuilding content in learning areas may likely contribute to creating a culture of peace at schools at the level of discourse and social action in the context of positive peace.

9.7.2 Build peacebuilding capacity in a whole school approach

Other than including peacebuilding content in learning areas at school, a whole school approach is likely to be more effective. In such an approach all the stakeholders are involved in contributing to a culture of peace at the school. This means the learners, educators, parents, and administrative staff have all committed to the creation of a peaceable school. A whole school approach moves beyond working in silos, as every component of the school becomes engaged in the peacebuilding agenda and creating a culture of peace as the manifest mode of functioning in the school.

9.7.3 Partnerships with peacebuilding organisations and schools

Where possible schools should form partnerships with peacebuilding organisations. In this study PeaceJam played a pivotal role in this regard. Often peacebuilding organisations organise peacebuilding camps for learners and educators, which add to the learning which takes place in the formal curriculum. It is good for the learners and educators to step out of their day-to-day routine at the school and to dedicate some time to learning more about peacebuilding strategies and skills. Organisations come with their vast knowledge and experience which may be beneficial to the learners and educators. By partnering with peacebuilding organisations, the school has an opportunity to include peacebuilding activities in the annual programme of the school. An important day in the calendar would be International Day of Peace on 21 September, an occasion in the calendar when special attention can be given to peace initiatives and the school's commitment to peacebuilding. In partnering with a peacebuilding organisation, the school is likely to receive the necessary support in jointly organised programmes and events. Often peacebuilding organisations will have attractive T-shirts, well-trained facilitators, well-designed manuals, and events, including the formation of peace clubs. High school learners are at the stage of development where they are likely to respond to opportunities where their budding leadership skills may be demonstrated and honed. The partnership of schools with peacebuilding organisations offers learners extra-curricular experiences and opportunities beyond the usual sport codes typically offered at schools.

9.7.4 Encourage schools to adopt a unity-based peacebuilding approach

Given the pain and trauma that the South African society has endured during apartheid and in the post-apartheid era, peacebuilding and creating a culture of peace in schools are essential for well-being. I recommend that schools adopt a unity-based peace education approach to refocus their strategies to address school violence.

9.8 Areas for further study

In considering the findings in this study there may be value in pursuing further study in the following:

9.8.1 Training of educators to develop peacebuilding skills

Clearly the findings point to the need for educators who are well trained to educate learners in a dispensation where democratic values need to be applied in the learning and other experiences at school. Learners have indicated that corporal punishment is still a reality for some of them and others have indicated that the authoritarian modes of functioning in the school contributed to discord, conflict and in some instances emotional violence. McDonald (2016: 27) referred to the need for educators to learn the skill of reasoning with learners as demonstrated in deliberative democracy. When a challenge of this nature exists in schools, it requires the DoBE to carefully examine the practices referred to by the learners and to carry out the necessary research focused on this issue and to invest in the training of educators to develop peacebuilding skills and to work with learners in a democratic dispensation as outlined in the Constitution of South Africa. This is the era of dialogue and consultation; therefore, educators must be skilled to engage with learners of all backgrounds in such a way that they have the freedom to express their views.

9.8.2 Parental involvement in peacebuilding strategies at school

In this study the restrictions enforced during the COVID-19 pandemic and specifically the hard lockdown periods when schools were either closed or no access was permitted to visitors, made it difficult to involve parents in the peacebuilding activities at the school. Parental involvement was minimal in this study, and this is certainly an area that requires more learning. Parents play a significant role in the lives of the learners, and it is important to have more parental involvement in peacebuilding strategies.

9.8.3 Elimination of gender-based violence at schools

Women and girls make up half of the world's population and should receive equal treatment. In this study girls and female educators have provided information that clearly indicate they are treated by boys and male educators as subservient. This unequal treatment of girls and women is detrimental to the global peace agenda and the betterment of the world. It will be a valuable endeavour to engage in research that will contribute to the elimination of gender-based violence and the advancement of positive peace.

9.8.4 The contribution of peacebuilding organisations to the peace agenda of schools

An organisation such as PeaceJam made a valuable contribution through its fun approach with the learners to peacebuilding at School 1. It has the experience of working with schools and learners in well organised leadership camps and workshops for learners, educators, and parents, all aligned to accomplishing positive peace. There may be value in conducting research on the impact of peacebuilding organisations in schools and to explore their partnerships with schools.

9.9 Conclusion

The summary of this study was presented in this chapter. For each objective I provided a summary of the findings and elaborated upon key findings which unfolded in the research process. Based on the findings of the study I drew conclusions, offered recommendations, and suggested areas of further study.

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Appendices

Appendix A: Questionnaire for learners (in English and Afrikaans)

Learner no.....

Section A

- a) Do you live in the school area? (YES/NO)
- b) Please circle your gender. (Male/Female).

Section B

1. What are the forms of violence you experience at this school? Circle clearly YES or NO in your responses.

- 1.1 Bullying (YES/NO).
 - 1.2 Corporal Punishment by teachers. (YES/NO)
 - 1.3 Gender based violence. (YES/NO)
 - 1.4 Other forms of violence. (YES/NO)
- Please explain which other forms of violence if you responded YES.

2. If you responded YES to 1.1 to 1.4 select how many times on average does such behaviour occur over a week?

- 2.1 Bullying
- Once a week
 - 2-5 times per week
 - 6-10 times per week
 - More than 10 times per week

- 2.2 Corporal punishment by teachers
- Once a week
 - 2-5 times per week
 - 6-10 times per week
 - More than 10 times per week

- 2.3 Gender based violence
- Once a week
 - 2-5 times per week
 - 6-10 times per week
 - More than 10 times per week

- 2.4 Other forms of violence
- Once a week
 - 2-5 times per week
 - 6-10 times per week
 - More than 10 times per week

3. What are the reasons for the violence at your school?

4. What are the consequences of the violence at your school?

5. Have there been attempts to reduce violence at your school?

(YES/NO. Circle your response)

If YES, then please provide information about the intervention(s).

6. Do you think there is a need for the investigation of strategies and the development of skills and Attitudes that could contribute to the decrease in violence at this school?

(YES/NO. Circle your response). If NO, please state why.

If YES, please share your views on what could be done in this regard and how to achieve it.

Vraelys vir leerders

Leerder nr.....

Deel A

- a) Woon jy in die skoolgebied? (JA/NEE)
- b) Omkring jou geslag. (Manlik/Vroulik).

Deel B

1. Wat is die vorme van geweld wat jy by die skool beleef? Omkring duidelik JA of NEE in jou antwoorde.

1.1 Boelie (JA/NEE)

1.2 Lyfstraf deur onderwysers. (JA/NEE)

1.3 Geslagsgebaseerde geweld (JA/NEE)

1.4 Ander tipe geweld. (JA/NEE) Verduidelik asseblief watter ander vorme van geweld, indien jy 'JA' geantwoord het.

2. Indien jy JA geantwoord het op vrae 1.1 en 1.4, kies hoeveel keer gemiddeld oor die tydperk van 'n week, vind hierdie tipe gedrag plaas?

2.1 Boelie

Eenmaal per week

2-5 maal per week

6-10 maal per week

Meer as 10 maal per week

2.2 Lyfstraf deur onderwysers.

Een maal per week

2-5 maal per week

6-10 maal per week

Meer as 10 maal per week

2.3 Geslagsgebaseerde geweld

Eenmaal per week

2-5 maal per week

6-10 maal per week

Meer as 10 maal per week

2.4 Ander vorme van geweld

Eenmaal per week

2-5 maal per week

6-10 maal per week

Meer as 10 maal per week

3. Wat is die redes vir die geweld by jou skool?

4. Wat is die nagevolge van die geweld by jou skool?

5. Was daar al pogings om geweld by jou skool te verminder? (JA/NEE. Omkring jou antwoord)

Indien JA, verskaf asb inligting oor die aksie(s) wat geneem is teen geweld.

6. Dink jy daar is 'n behoefte vir die navorsing van strategieë en die ontwikkeling van vaardighede en houdings wat kan bydra tot die vermindering van geweld by jou skool? (JA/NEE. Omkring jou antwoord).

Indien NEE, verduidelik hoekom jy dink daar is nie 'n behoefte daaraan nie.

Indien JA, deel jou siening oor wat hieraan gedoen kan word en hoe kan ons die doelwit bereik om geweld te verminder?

Appendix B: Focus group and interview questions (in English and Afrikaans)

1. What are the forms of violence to your knowledge that occur at this school?
2. To what extent on a weekly basis do the various forms of violence occur?
3. What are the reasons for violence at this school?
4. What are the consequences of the violence at this school?
5. Are you aware of any attempts to reduce violence at this school? If so, elaborate please.
- 6.1 Do you think there is a need for the investigation of strategies and the development of skills and attitudes which will contribute positively in decreasing violence at this school? (YES/NO) Please elaborate.
- 6.2 Would you support and participate in consultative initiatives which involve learners, educators and parents in the development of skills and attitudes that will decrease violence at this school?
- 6.3 Do you have any suggestions and recommendations you wish to share with regard to a consultative initiative with the aim of developing skills and attitudes to decrease violence at this school and build cooperation and trust?

Fokusgroep en onderhoud vrae

1. Wat is die vorme van geweld volgens jou kennis wat plaasvind by hierdie skool?
2. Hoeveel keer oor die tydperk van 'n week, vind hierdie tipe geweld plaas?
3. Wat is die redes vir die geweld by jou skool?
4. Wat is die nagevolge van die geweld by jou skool?
5. Was daar al pogings om geweld by jou skool te verminder? Indien so, verskaf asseblief inligting oor die aksie(s) wat geneem is teen geweld.
- 6.1 Dink jy daar is 'n behoefte vir die navorsing van strategieë en die ontwikkeling van vaardighede en houdings wat kan bydra tot die vermindering van geweld by jou skool?
- 6.2 Sal jy deelneem aan aktiwiteite and projekte met leerders, ouers, en onderwysers wat sal bydra tot die ontwikkeling van vaardighede en houdings en die vermindering van skool geweld?
- 6.3 Deel jou siening en voorstelle oor wat deur beraadslaging gedoen kan word met leerders, ouers en onderwysers om die doelwit van die vermindering van geweld te bereik en die ontwikkeling van vaardighede en houdings wat vertrou en samewerking sal bevorder.

Appendix C: Researcher's letter to the Western Cape Education Department

24 August 2017

Dr Audrey Wyngaard
Directorate Research
Western Cape Education Department
Golden Acre 19 th floor – room 19-03
Cape Town

Dear Madam

Request for Permission to Conduct Research

My name is Tahirih Matthee, a PhD student at the Durban University of Technology. The research I wish to conduct for my Doctoral thesis involves “Educating for peace: An alternative to violence at a Cape Flats school, South Africa”.

I am hereby seeking your consent to conduct research at two schools on the Cape Flats on school violence and the development of peacebuilding skills and attitudes with educators, grade 11 learners and parents to become actively involved in decreasing school violence. The grade 11 learners will be requested to complete questionnaires. The educators, grade 11 learners and parents will participate in interviews, focus groups and consultations in designing a plan of action to reduce violence. In one school the completion of questionnaires, interviews, focus group discussions and planned intervention which the learners, educators and parents have agreed upon through consultation, will be implemented and evaluated in the period 25 January to 25 September 2019. All the participants in the research do so voluntarily and may withdraw from the research without providing any reasons for such action. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, but should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be fully respected. Confidentiality will be maintained in the individual interviews and questionnaires and I will appeal to participants in the interviews and focus group discussions to respect confidentiality. The privacy and anonymity of the participants and the school where the research will be conducted will be respected at all times; and research information relevant to the research participants will be available upon request.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me at 0718708637 or email: tahirihmatthee@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

Mrs Tahirih Matthee

Durban University of Technology

Appendix D: Researcher's letter to the school principal

Date

The Principal
Name of School.....
Address

Dear Sir/Madam

Request for Permission to Conduct Research

My name is Tahirih Matthee, a PhD student at the Durban University of Technology. The research I wish to conduct for my Doctoral thesis involves "Educating for peace: An alternative to violence at a Cape Flats school, South Africa".

I am hereby seeking your consent to conduct research on the development of peacebuilding skills and attitudes with educators, grade 11 learners and parents to become actively involved in decreasing school violence. 90-100 grade 11 learners will be requested to complete questionnaires. The educators, grade 11 learners and parents will participate in interviews, focus groups and consultations in designing a plan of action to reduce violence. In one school the completion of questionnaires, interviews, focus group discussions and planned intervention which the learners, educators and parents have agreed upon through consultation, will be implemented and evaluated in the period 25 January to 25 September 2019. All the participants in the research do so voluntarily and may withdraw from the research without providing any reasons for such action. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, but should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be fully respected. Confidentiality will be maintained in the individual interviews and questionnaires and I will appeal to participants in the interviews and focus group discussions to respect confidentiality. The privacy and anonymity of the participants and the school where the research will be conducted will be respected at all times; and research information relevant to the research participants will be available upon request.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me at 0718708637 or email: tahirihmatthee@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

TG Matthee

Mrs Tahirih Matthee

Durban University of Technology

Appendix E: Researcher's letter to the School Governing Body

Date:.....

The Chairman
School Governing Body
Name of school
Address

Dear Sir/Madam

Requesting School Governing Body for Permission to Conduct Research

My name is Tahirih Matthee, a PhD student at the Durban University of Technology. The research I wish to conduct for my Doctoral thesis involves "Educating for peace: An alternative to violence at a Cape Flats school, South Africa".

I am hereby seeking the consent of the School Governing Body to conduct research on the development of peacebuilding skills and attitudes with educators, grade 11 learners and parents to become actively involved in decreasing school violence. 90-100 grade 11 learners will be requested to complete questionnaires. The educators, grade 11 learners and parents will participate in interviews, focus groups and consultations in designing a plan of action to reduce violence. In one school the completion of questionnaires, interviews, focus group discussions and planned intervention which the learners, educators and parents have agreed upon through consultation, will be implemented and evaluated in the period 25 January to 25 September 2019. All the participants in the research do so voluntarily and may withdraw from the research without providing any reasons for such action. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, but should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be fully respected. Confidentiality will be maintained in the individual interviews and questionnaires and I will appeal to participants in the interviews and focus group discussions to respect confidentiality. The privacy and anonymity of the participants and the school where the research will be conducted will be respected at all times; and research information relevant to the research participants will be available upon request.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me at 0718708637 or email: tahirihmatthee@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

TG Matthee

Mrs Tahirih Matthee

Durban University of Technology

Appendix F: Information letter for learners (in English and Afrikaans)



INFORMATION LETTER FOR LEARNERS

Title of the Research Study: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Principal researcher: Tahirih Matthee, PhD student (present qualification M.Ed.)

Supervisor: Dr. Sylvia Kaye (PhD)

Brief Introduction and Purpose of the Study:

The purpose of this study is the investigation of strategies and the development of skills and attitudes in which participants will become actively involved in decreasing school violence.

Dear learner

I am a doctorate candidate from Durban University of Technology (DUT) in Durban. Within a conflict transformation paradigm my research activities focus on the creation of peaceable schools through the development of skills and attitudes which reduce school violence and build co-operation and trust amongst the participants.

Outline of procedures:

This study is being conducted at two schools on the Cape Flats, in the Western Cape province of South Africa. In the exploratory phase of the research you will be asked to provide information on the root causes, effects, dimensions and consequences of violence in school; and the extent to which the violence has been addressed in the school. In the second phase participants at one school will design a peacebuilding intervention and implement it at the school; and in the third phase, the implemented intervention will be evaluated.

With the assistance of the LO educator 90-100 purposively selected grade 11 learners will be requested to complete a questionnaire in 30 minutes on school violence; at each school 2 grade 11 learners, 2 educators and 2 parents will be requested to participate in individual interviews of approximately 30 minutes each; and 5 learners, 5 educators and 5 parents will be requested to participate in recorded focus group discussions of approximately 45 minutes each on school violence and the development of skills and attitudes that will decrease violence. At one school the learners, educators and parents will consult about how to reduce violence at their school and implement their plan of action over two terms at their school. This

intervention cycle will be followed by an evaluation of their intervention. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, however, should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be fully respected. All the research participants do so voluntarily; the privacy and anonymity of the participants and the school where the research will be conducted will be respected, at all times; and research information relevant to the research participants will be available upon request.

Risks or Discomforts to the Participant: There are no apparent risks in the completion of the questionnaires and participation in the interviews, focus group discussions and planned interventions at the school to decrease school violence. However, should you display post-traumatic stress or relive the trauma, the LO educator will immediately have a psychologist assist in such cases.

Benefits: When you learn the skills that assist in building trust and cooperation, you will benefit as individuals in important skills that contribute to the creation of peaceable schools and reduction in school violence may be a more likely outcome. As the researcher I shall benefit from papers produced for at least 2 conferences and research articles.

Reason/s why you May Withdraw from the Study: You do so voluntarily. There will be no adverse consequences and you may withdraw from the research activities anytime without any explanation.

Remuneration: You will not receive any remuneration. Light refreshments may be available in the interviews and focus group discussions depending on the circumstances at the time of the research activities. Learner resource materials may be purchased, and prizes may be available to learners depending on the nature of the intervention strategy implemented at your school.

Costs of the Study: You are not expected to cover any costs in this study.

Confidentiality: Confidentiality will be maintained in the questionnaires, individual interviews and focus groups. The questionnaires will be numbered with no record of your names. In the interviews and focus group discussions you may choose not to use your real names. I will carry out your wishes according to such agreements. I appeal to learners participating in the questionnaires, interviews and focus group discussions to respect confidentiality. The records will be kept safe and archived in the researcher's office according to the stated period of DUT and afterwards will be shredded and discarded in all other forms.

Research-related Injury: Given that the research will be taking place on the school premises, the policies of the Western Cape Education Department are applicable pertaining to injuries. Injuries are not likely to occur given the safe nature of the research activities. However, the LO educator will take charge of the necessary arrangements required in the event of any injury to you.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher +27 71-870 8637, my supervisor +27 31-373-6860 or the Institutional Research Ethics administrator on 031 373 2375. Complaints can be reported to Prof. C. E. Napier - Acting Director, Research and Postgraduate Support. Contact number is 031 373 2326.



INLIGTINGS BRIEF AAN LEERDERS

Titel van die studie: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Hoof navorser: Tahirih Matthee, PhD student (huigdige kwalifikasie M.Ed.)

Toesighouer: Dr Slvia Kaye, Phd

Geagte Leerder

Ek is besig met my doktorsgraad in vredesbou navorsing en is tans 'n student by Durban Universiteit van Tegnologie (DUT). My navorsing is gebaseer op konflik transformasie en die navorsings aktiwiteite is gefokus op die vorming van vredevolle skole deur die ontwikkeling van vaardighede en houdings wat lei tot die vermindering van skool geweld en vertroue en samewerking tussen die deelnemers.

Doel van hierdie navorsingstudie: Die doel van hierdie studie is die ondersoek van strategieë en die ontwikkeling van vredesbou-vaardighede en houdings waarin alle deelnemers aktief betrokke kan raak om geweld in skole te verminder.

Omtrek van die navorsings procedure:

Twee skole op die Kaapse Vlakte in die Wes-Kaap provinsie is by hierdie studie betrokke. In die eerste fase sal jy en ander deelnemers gevra word om inligting te verskaf met betrekking tot die hoof oorsake, effek, dimensie en gevolge van skool geweld; sowel as die omvang van pogings om geweld in die skool te verminder. In die tweede fase sal die deelnemers by een skool hulle vredesbou plan vir hulle skool implementeer; en die derde fase behels die evaluering van die geïmplementeerde intervensie.

Die navorsingsproses by die skool sluit in die verspreiding van vraelyste met die hulp van die LO onderwyser tussen 90-100 graad 11 leerders; die voer van onderhoude van 30 minute elk met leerders, ouers en opvoeders; en fokusgroep-besprekings van sowat 45 minute met opvoeders, graad 11 leerders en ouers betreffende geweld in skole; die ondersoek van strategieë en die ontwikkeling van vredesbouvaardighede en houdings met die doel om deelnemers aktief betrokke te maak in die vermindering van geweld. Aan die een skool, waar die leerders, opvoeders en ouers deur konsultasie toegestem het, sal die voltooiing van vraelyste, onderhoude, fokusgroep-besprekings en beplande ingrepe, geïmplementeer en evalueer word in die tydperk van twee terme. Die bedoeling is om die onderhoude en fokusgroep-besprekings deur video opnames vas te lê. Sou die deelnemers aan die navorsing die data-opnames nie goedkeur nie, sal die wense van die deelnemers oor hierdie aangeleentheid respekeer word. Deelnemers aan die navorsing kan te enige tyd onttrek sonder om redes vir hul onttrekking te verskaf; die privaatheid en anonimiteit van die skool en die deelnemers aan die navorsing word te alle tye respekteer; en navorsingsinligting relevant tot die deelnemers in die navorsing, sal op versoek beskikbaar gestel word.

Risikos vir deelnemers:

Daar is geen oënskynlike risikos by die voltooiing van die vraelyste, onderhoude, deelname in fokusgroep-besprekings en die beplande ingrepe om geweld in skole te verminder nie. As daar wel die geval is van enige trauma wat jy of enige deelnemer mag ervaar, dan sal die LO onderwyser onmiddelik die hulp van die sielkundige inroep.

Voordele van die studie:

Die studie kan moontlik lig werp om, deur die ontwikkeling van vaardighede en houdings wat die aktiewe betrokkenheid van leerders, opvoeders en ouers insluit; vredevolle skole tot stand te bring. Die navorser sal baie leer en kan moontlik die studie op skryf vir besprekings by 2 konferensies en navorsings artikels.

Redes hoekom die deelnemers mag ontrek van hierdie studie: Jou deelname is vrywillig. Daar is geen negatiewe gevolge vir deelnemers wie ontrek van die studie en jy mag enige tyd van die studie ontrek.

Kompensasie: Daar is geen kompensasie in hierdie studie. By die voltooiing van die vraelyste en aan diegene wat gaan deelneem aan onderhoude, fokusgroep-besprekings en beplande spanvergaderings vir die ingrepe van aktiwiteite, sal ligte verversings geniet, as teken van ons waardering vir die deelname. Leer material oor skool geweld sal ook vir een skool gekoop word en pryse vir leerders wat deelneem in die navorsings aktiwiteite wat beplan is by die skool.

Koste van die studie: Daar is geen koste betrokke vir die leerders, opvoeders en ouers wat deelneem in the navorsings aktiwiteite.

Vertroulikheid: Vertroulikheid sal gehandhaaf word met die vraelyste en tydens individuele onderhoude en fokusgroepbesprekings. The vraelyste sal genommer word met geen rekord van leerders se name nie. In die onderhoude en fokusgroepbesprekings hoef die deelnemers nie hulle eie name te gebruik nie. Ek sal alles uitdra soos gevra by die deelnemers in verband met die gebruik van hulle name. Ek sal die kwessie van vertroulikheid en respek daarvoor duidelik onder die aandag van die deelnemers en fokusgroepe bring. Ek sal al die navorsings dokumente in verband met die vraelyste, onderhoude en fokusgroepbesprekings veilig argief in my kantoor die vasgestelde tydperk soos beslis deur DUT en alle dokumente sal versnipper word na hoerdie tydperk.

Navorsingverwante beserings: Omdat die studie in skole plaasvind, sal die beleid van die Wes-Kaap Opvoedkunde Departement van toepassing wees in verband met beserings. Die moontlikheid van beserings gedurende die navorsings aktiwiteite is min. Die Voorligting onderwyser sal die nodige stappe neem in geval van beserings aan jou of enige ander leerder.

Kontakpersone in geval van enige navrae of Probleme: Kontak asseblief die navorser by +27 71-870 8637, my toesighouer by 031 373 6860 of die Institutional Research Ethics Administrator by 031 373 2375. Klagtes kan gerig word aan Prof. C. E. Napier- Waarnemende Direkteur, Navorsing en Nagraadse Steun, by 031 373 2326.

Appendix G: Parental consent letter (in English and Afrikaans)



PARENTAL CONSENT

Statement of Agreement for your child to participate in the Research Study:

- I hereby confirm that I have been informed by the researcher about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: REC 45/18,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent of my child's participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to allow my child to participate in the study.
- I understand that significant new findings developed during this research which may relate to my child's participation will be made available to me.

Full Name of Participant

Date

Time

Signature / Right Thumbprint

I, _____ herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Tahirih Matthee

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature



TOESTEMMINGSVORM VIR OUERS

Verklaring van Ooreenkoms vir Deelname van jou kind in die Navorsingstudie:

- Hiermee bevestig ek dat ek deur die navorser ingelig is oor die aard, optrede, voordele en risikos van hierdie studie – Navorsingsetiek Klaringsnommer: REC 45/18.
- Ek het ook die bogenoemde informasie (Inligtingsbief vir deelnemers) ontvang, gelees en ek verstaan die inhoud daarvan betreffende die studie.
- Ek is bewus dat die resultate van die studie, insluitend my persoonlike detail oor geslag, ouderdom, geboortedatum, voorletters en diagnose sal anoniem verwerk word in 'n studieverlag.
- Met die vereistes van die navorsing in gedagte, stem ek toe dat die navorser die versamelde data met 'n rekenaar kan prosesseeer.
- Ek mag op enige stadium, sonder voorbehoud, my toestemming en deelname van die studie onttrek.
- Ek het genoeg geleentheid gehad om vrae te vra en duidelikheid te kry. Uit my eie vrye wil verklaar ek dat ek my kind toestemming gee om aan die studie deel te neem.
- Ek verstaan dat beduidende nuwe bevindinge wat deur die verloop van die navorsing na vore gekom het, en moontlik betrekking op my deelname kan hê, aan my voorgehou sal word.

Deelnemer Volle Name	Datum	Tyd	Handtekening/ RegterDuimdruk
.....
.....			

Ek, bevestig hiermee dat bogenoemde deelnemer is ten volle ingelig oor die aard, optrede en risikos van bogenoemde studie.

Volle Name van Navorser

Datum

Handtekening

Tahirih Matthee

.....

.....

.....

Volle Name van Getuie

Datum

Handtekening

(indien van toepassing)

.....

.....

.....

Volle Name van Wettige Voog

Datum

Handtekening

.....

.....

.....

Appendix H: Assent letter for learners (in English and Afrikaans)



ASSENT

Statement of Agreement to take part in the Research Study:

- I hereby confirm that I have been informed by the researcher about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: REC 45/18,
- I understand what the study is about and that my parents have given consent for me to be included.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be kept a secret.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my assent to take part in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

Full Name of Participant	Date	Time	Signature / Right Thumbprint
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I, _____ herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Tahirih Matthee

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature



WERWINGSBRIEF

Verklaring van Ooreenkoms van leerder om deel te nemm in die Navorsingstudie

- Hiermee bevestig ek dat ek deur die navorser ingelig is oor die aard, optrede, voordele en risikos van hierdie studie – Navorsingsetiek Klaringsnommer: REC 45/18.
- Ek het ook die bogenoemde informasie (Inligtingsbief vir deelnemers) ontvang, gelees en ek verstaan die inhoud daarvan betreffende die studie en neem deel in die studie met die toestemming van my ouers.
- Ek is bewus dat die resultate van die studie, insluitend my persoonlike detail oor geslag, ouderdom, geboortedatum, voorletters en diagnose sal anoniem verwerk word in 'n studieverlag.
- Met die vereistes van die navorsing in gedagte, stem ek toe dat die navorser die versamelde data met 'n rekenaar kan prosesseer.
- Ek mag op enige stadium, sonder voorbehoud, my toestemming en deelname van die studie onttrek.
- Ek het genoeg geleentheid gehad om vrae te vra en duidelikheid te kry. Uit my eie vrye wil verklaar ek dat ek my kind toestemming gee om aan die studie deel te neem.
- Ek verstaan dat beduidende nuwe bevindinge wat deur die verloop van die navorsing na vore gekom het, en moontlik betrekking op my deelname kan hê, aan my voorgehou sal word.

Deelnemer Volle Name Datum Tyd Handtekening/ RegterDuimdruk

.....

Ek, bevestig hiermee dat bogenoemde deelnemer is ten volle ingelig oor die aard, optrede en risikos van bogenoemde studie.

Volle Name van Navorser

Datum

Handtekening

Tahirih Matthee

.....
.....

Volle Name van Getuie

Datum

Handtekening

(indien van toepassing)

.....
.....

Volle Name van Wettige Voog

Datum

Handtekening

.....
.....

Appendix I: Information letter for parents (in English and Afrikaans)



INFORMATION LETTER FOR PARENTS

Title of the Research Study: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Principal researcher: Tahirih Matthee, PhD student (present qualification M.Ed.)

Supervisor: Dr. Sylvia Kaye (PhD)

Brief Introduction and Purpose of the Study:

The purpose of this study is the investigation of strategies and the development of skills and attitudes in which participants will become actively involved in decreasing school violence.

Dear parent

I am a doctorate candidate from Durban University of Technology (DUT) in Durban. Within a conflict transformation paradigm my research activities focus on the creation of peaceable schools through the development of skills and attitudes which reduce school violence and build co-operation and trust amongst the participants.

This study is being conducted at two schools on the Cape Flats, in the Western Cape province of South Africa. In the exploratory phase of the research you will be asked to provide information on the root causes, effects, dimensions and consequences of violence in the school your child attends; and the extent to which the violence has been addressed in the school. In the second phase participants at one school will design a peacebuilding intervention and implement it at that school; and in the third phase, the implemented intervention will be evaluated.

With the assistance of the LO educator 90-100 purposively selected grade 11 learners will be requested to complete a questionnaire in 30 minutes on school violence; at each school 2 grade 11 learners, 2 educators and 2 parents will be requested to participate in individual interviews of approximately 30 minutes each; and 5 learners, 5 educators and 5 parents will be requested to participate in recorded focus group discussions of approximately 45 minutes each on school violence and the development of skills and attitudes that will decrease violence. At one school the learners, educators and parents will consult about how to reduce violence at their school and implement their plan of action over two terms at their school. This intervention cycle will be followed by an evaluation of their intervention. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, however, should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be

fully respected. All the research participants do so voluntarily; the privacy and anonymity of the participants and the school where the research will be conducted will be respected, at all times; and research information relevant to the research participants will be available upon request.

Risks or Discomforts to the Participant: There are no apparent risks in the completion of the questionnaires and participation in the interviews, focus group discussions and planned interventions at the school to decrease school violence. However, should you display post-traumatic stress or relive the trauma, the LO educator will immediately have a psychologist assist in such cases.

Benefits: When you learn the skills that assist in building trust and cooperation, you will benefit as individuals in important skills that contribute to the creation of peaceable schools and reduction in school violence may be a more likely outcome. As the researcher I shall benefit from papers produced for at least 2 conferences and research articles.

Reason/s why you May Withdraw from the Study: You do so voluntarily. There will be no adverse consequences and you may withdraw from the research activities anytime without any explanation.

Remuneration: You will not receive any remuneration. Light refreshments may be available in the interviews and focus group discussions depending on the circumstances at the time of the research activities. Learner resource materials may be purchased, and prizes may be available to learners depending on the nature of the intervention strategy implemented at your school.

Costs of the Study: You are not expected to cover any costs in this study.

Confidentiality: Confidentiality will be maintained in the questionnaires, individual interviews and focus groups. The questionnaires for learners will be numbered with no record of names. In the interviews and focus group discussions you may choose not to use your real names. I will carry out your wishes according to such agreements. I appeal to parents participating in interviews and focus group discussions to respect confidentiality. The records will be kept safe and archived in the researcher's office according to the stated period of DUT and afterwards will be shredded and discarded in all other forms.

Research-related Injury: Given that the research will be taking place on the school premises, the policies of the Western Cape Education Department are applicable pertaining to injuries. Injuries are not likely to occur given the safe nature of the research activities. However, the LO educator will take charge of the necessary arrangements required in the event of any injury to you.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher +27 71-870 8637, my supervisor +27 31-373-6860 or the Institutional Research Ethics administrator on 031 373 2375. Complaints can be reported to Prof. C. E. Napier - Acting Director, Research and Postgraduate Support. Contact number is 031 373 2326.



INLIGTINGS BRIEF AAN OUERS

Titel van die studie: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Hoof navorser: Tahiri Matthee, PhD student (Huidige kwalifikasie M.Ed.)

Toesighouer: Dr Silvia Kaye, Phd

Geagte Ouer

Ek is besig met my doktorsgraad in vredesbou navorsing en is tans 'n student by Durban Universiteit van Tegnologie (DUT). My navorsing is gebaseer op konflik transformasie en die navorsings aktiwiteite is gefokus op die vorming van vredevolle skole deur die ontwikkeling van vaardighede en houdings wat lei tot die vermindering van skool geweld en vertroue en samewerking tussen die deelnemers.

Doel van hierdie navorsingstudie: Die doel van hierdie studie is die ondersoek van strategieë en die ontwikkeling van vredesbou-vaardighede en houdings waarin alle deelnemers aktief betrokke kan raak om geweld in skole te verminder.

Omtrek van die navorsings procedure:

Twee skole op die Kaapse Vlakte in die Wes-Kaap provinsie is by hierdie studie betrokke. In die eerste fase sal u inligting verskaf met betrekking tot die hoof oorsake, effek, dimensie en gevolge van skool geweld; sowel as die omvang van pogings om geweld in die skool te verminder. In die tweede fase sal die deelnemers by een skool hulle vredesbou plan vir die skool implementeer; en die derde fase behels die evaluering van die geïmplementeerde intervensie.

Die navorsingsproses by die skool sluit in die verspreiding van vraelyste met die hulp van die LO onderwyser tussen 90-100 graad 11 leerders; die voer van onderhoude van 30 minute elk met leerders, ouers en opvoeders; en fokusgroep-besprekings van sowat 45 minute met opvoeders, graad 11 leerders en ouers betreffende geweld in skole; die ondersoek van strategieë en die ontwikkeling van vredesbouvaardighede en houdings met die doel om deelnemers aktief betrokke te maak in die vermindering van geweld. Aan die een skool, waar die leerders, opvoeders en ouers deur konsultasie toegestem het, sal die voltooiing van vraelyste, onderhoude, fokusgroep-besprekings en beplande ingrepe, geïmplementeer en evalueer word in die tydperk van twee terme. Die bedoeling is om die onderhoude en fokusgroep-besprekings deur video opnames vas te lê. Sou die deelnemers aan die navorsing die data-opnames nie goedkeur nie, sal die wense van die deelnemers oor hierdie aangeleentheid respekeer word. Deelnemers aan die navorsing kan te enige tyd onttrek sonder om redes vir hul onttrekking te verskaf; die privaatheid en anonimiteit van die skool en die deelnemers aan die navorsing word te alle tye respekteer; en navorsingsinligting relevant tot die deelnemers in die navorsing, sal op versoek beskikbaar gestel word.

Risikos vir deelnemers:

Daar is geen oënskynlike risikos by die voltooiing van die vraelyste, onderhoude, deelname in fokusgroep-besprekings en die beplande ingrepe om geweld in skole te verminder nie. As daar wel die

geval is van enige trauma wat u mag ervaar, dan sal die LO onderwyser onmiddelik die hulp van die sielkundige inroep.

Voordele van die studie:

Die studie kan moontlik lig werp om, deur die ontwikkeling van vaardighede en houdings wat die aktiewe betrokkenheid van leerders, opvoeders en ouers insluit; vredevolle skole tot stand te bring. Die navorser sal baie leer en kan moontlik die studie op skryf vir besprekings by 2 konferensies en navorsings artikels.

Redes hoekom die deelnemers mag ontrek van hierdie studie: U deelname is vrywillig. Daar is geen negatiewe gevolge vir deelnemers wie ontrek van die studie en u mag enige tyd van die studie ontrek.

Kompensasie: Daar is geen kompensasie in hierdie studie. By die voltooiing van die vraelyste en aan diegene wat gaan deelneem aan onderhoude, fokusgroep-besprekings en beplande spanvergaderings vir die ingrepe van aktiwiteite, sal ligte verversings geniet, as teken van ons waardering vir die deelname. Leer material oor skool geweld sal ook vir een skool gekoop word en pryse vir leerders wat deelneem in die navorsings aktiwiteite wat beplan is by die skool.

Koste van die studie: Daar is geen koste betrokke vir die leerders, opvoeders en ouers wat deelneem in the navorsings aktiwiteite.

Vertroulikheid: Vertroulikheid sal gehandhaaf word met die vraelyste en tydens individuele onderhoude en fokusgroepbesprekings. The vraelyste sal genommer word met geen rekord van leerders se name nie. In die onderhoude en fokusgroepbesprekings hoef die deelnemers nie hulle eie name te gebruik nie. Ek sal alles uitdra soos gevra by die deelnemers in verband met die gebruik van hulle name. Ek sal die kwessie van vertroulikheid en respek daarvoor duidelik onder die aandag van die deelnemers en fokusgroepe bring. Ek sal al die navorsings dokumente in verband met die vraelyste, onderhoude en fokusgroepbesprekings veilig argief in my kantoor die vasgestelde tydperk soos beslis deur DUT en alle dokumente sal versnipper word na hoerdie tydperk.

Navorsingverwante beserings: Omdat die studie in skole plaasvind, sal die beleid van die Wes-Kaap Opvoedkunde Departement van toepassing wees in verband met beserings. Die moontlikheid van beserings aan u gedurende die navorsings aktiwiteite is min. Die Voorligting onderwyser sal die nodige stappe neem in geval van beserings aan u.

Kontakpersone in geval van enige navrae of Probleme: Kontak asseblief die navorser by +27 71-870 8637, my toesighouer by 031 373 6860 of die Institutional Research Ethics Administrator by 031 373 2375. Klagtes kan gerig word aan Prof. C. E. Napier- Waarnemende Direkteur, Navorsing en Nagraadse Steun, by 031 373 2326.

Appendix J: Consent to participate in the study



CONSENT

Statement of Agreement for your participation in the Research Study:

- I hereby confirm that I have been informed by the researcher about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: REC 45/18,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent of participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to take part in the study.
- I understand that significant new findings developed during this research which may relate to participation will be made available to me.

Full Name of Participant Date Time

Signature / Right Thumbprint

I, _____ herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Tahirih Matthee

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable) Date

Signature



TOESTEMMING

Verklaring van Ooreenkoms vir Deelname in die Navorsingstudie:

- Hiermee bevestig ek dat ek deur die navorser ingelig is oor die aard, optrede, voordele en risikos van hierdie studie – Navorsingsetiek Klaringsnommer: REC 45/18.
- Ek het ook die bogenoemde informasie (Inligtingsbief vir deelnemers) ontvang, gelees en ek verstaan die inhoud daarvan betreffende die studie.
- Ek is bewus dat die resultate van die studie, insluitend my persoonlike detail oor geslag, ouderdom, geboortedatum, voorletters en diagnose sal anoniem verwerk word in 'n studieverslag.
- Met die vereistes van die navorsing in gedagte, stem ek toe dat die navorser die versamelde data met 'n rekenaar kan prosesseeer.
- Ek mag op enige stadium, sonder voorbehoud, my toestemming en deelname van die studie onttrek.
- Ek het genoeg geleentheid gehad om vrae te vra en duidelikheid te kry.
- Ek verstaan dat beduidende nuwe bevindinge wat deur die verloop van die navorsing na vore gekom het, en moontlik betrekking op my deelname kan hê, aan my voorgehou sal word.

Deelnemer Volle Name	Datum	Tyd	Handtekening/ RegterDuimdruk
.....

Ek, bevestig hiermee dat bogenoemde deelnemer is ten volle ingelig oor die aard, optrede en risikos van bogenoemde studie.

Volle Name van Navorsers

Datum

Handtekening

Tahirih Matthee

.....

.....

.....

Volle Name van Getuie

Datum

Handtekening

(indien van toepassing)

.....

.....

.....

Volle Name van Wettige Voog

Datum

Handtekening

.....

.....

.....

Appendix K: Information letter for educators



INFORMATION LETTER FOR EDUCATORS

Title of the Research Study: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Principal researcher: Tahirih Matthee, PhD student (present qualification M.Ed.)

Supervisor: Dr. Sylvia Kaye (PhD)

Brief Introduction and Purpose of the Study:

The purpose of this study is the investigation of strategies and the development of skills and attitudes in which participants will become actively involved in decreasing school violence.

Dear educator

I am a doctorate candidate from Durban University of Technology (DUT) in Durban. Within a conflict transformation paradigm my research activities focus on the creation of peaceable schools through the development of skills and attitudes which reduce school violence and build co-operation and trust amongst the participants.

Outline of procedures:

This study is being conducted at two schools on the Cape Flats, in the Western Cape province of South Africa. In the exploratory phase of the research educators will provide information on the root causes, effects, dimensions and consequences of violence in their school; and the extent to which the violence has been addressed in the school. In the second phase participants at one school will design a peacebuilding intervention and implement it at the school; and in the third phase, the implemented intervention will be evaluated.

With the assistance of the LO educator 90-100 purposively selected grade 11 learners will be requested to complete a questionnaire in 30 minutes on school violence; at each school 2 grade 11 learners, 2 educators and 2 parents will be requested to participate in individual interviews of approximately 30 minutes each; and 5 learners, 5 educators and 5 parents will be requested to participate in recorded focus group discussions of approximately 45 minutes each on school violence and the development of skills and attitudes that will decrease violence. At one school the learners, educators and parents will consult about how to reduce violence at their school and implement their plan of action over two terms at their school. This intervention cycle will be followed by an evaluation of their intervention. The intention is to capture the interviews and focus group discussions with the participants through video recordings of sessions, however, should the research participants disapprove of such data collection procedures, the wishes of the research participants pertaining to recordings will be

fully respected. All the research participants do so voluntarily; the privacy and anonymity of the participants and the school where the research will be conducted will be respected, at all times; and research information relevant to the research participants will be available upon request.

Risks or Discomforts to the Participant: There are no apparent risks in the completion of the questionnaires and participation in the interviews, focus group discussions and planned interventions at the school to decrease school violence. However, should you display post-traumatic stress or relive the trauma, the LO educator will immediately have a psychologist assist in such cases.

Benefits: When you learn the skills that assist in building trust and cooperation, you will benefit as individuals in important skills that contribute to the creation of peaceable schools and reduction in school violence may be a more likely outcome. As the researcher I shall benefit from papers produced for at least 2 conferences and research articles.

Reason/s why you May Withdraw from the Study: You do so voluntarily. There will be no adverse consequences and any you may withdraw from the research activities anytime without any explanation.

Remuneration: You will not receive any remuneration. Light refreshments may be available in the interviews and focus group discussions depending on the circumstances at the time of the research activities. Learner resource materials may be purchased, and prizes may be available to learners depending on the nature of the intervention strategy implemented at your school.

Costs of the Study: No participant is expected to cover any costs in this study.

Confidentiality: Confidentiality will be maintained in the questionnaires, individual interviews and focus groups. The questionnaires will be numbered with no record of the learners' names. In the interviews and focus group discussions you may choose not to use your real names. I will carry out your wishes according to such agreements. I appeal to educators participating in interviews and focus group discussions to respect confidentiality. The records will be kept safe and archived in the researcher's office according to the stated period of DUT and afterwards will be shredded and discarded in all other forms.

Research-related Injury: Given that the research will be taking place on the school premises, the policies of the Western Cape Education Department are applicable pertaining to injuries. Injuries are not likely to occur given the safe nature of the research activities. However, the LO educator will take charge of the necessary arrangements required in the event of any injury to you.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher +27 71-870 8637, my supervisor +27 31-373-6860 or the Institutional Research Ethics administrator on 031 373 2375. Complaints can be reported to Prof. C. E. Napier - Acting Director, Research and Postgraduate Support. Contact number is 031 373 2326.



INLIGTINGS BRIEF AAN OPVOEDERS

Titel van die studie: Educating for peace: An alternative to violence at a Cape Flats school, South Africa.

Hoof navorser: Tahirih Matthee, PhD student (Huidige kwalifikasie M.Ed.)

Toesighouer: Dr Silvia Kaye, Phd

Geagte Opvoeder

Ek is besig met my doktorsgraad in vredesbou navorsing en is tans 'n student by Durban Universiteit van Tegnologie (DUT). My navorsing is gebaseer op konflik transformasie en die navorsings aktiwiteite is gefokus op die vorming van vredevolle skole deur die ontwikkeling van vaardighede en houdings wat lei tot die vermindering van skool geweld en vertroue en samewerking tussen die deelnemers.

Doel van hierdie navorsingstudie: Die doel van hierdie studie is die ondersoek van strategieë en die ontwikkeling van vredesbou-vaardighede en houdings waarin alle deelnemers aktief betrokke kan raak om geweld in skole te verminder.

Omtrek van die navorsings procedure:

Twee skole op die Kaapse Vlakte in die Wes-Kaap provinsie is by hierdie studie betrokke. In die eerste fase sal u, inligting verskaf met betrekking tot die hoof oorsake, effek, dimensie en gevolge van skool geweld; sowel as die omvang van pogings om geweld in die skool te verminder. In die tweede fase sal die deelnemers by een skool hulle vredesbou plan vir die skool implementeer; en die derde fase behels die evaluering van die geïmplementeerde intervensie.

Die navorsingsproses by die skool sluit in die verspreiding van vraelyste met die hulp van die LO onderwyser tussen 90-100 graad 11 leerders; die voer van onderhoude van 30 minute elk met leerders, ouers en opvoeders; en fokusgroep-besprekings van sowat 45 minute met opvoeders, graad 11 leerders en ouers betreffende geweld in skole; die ondersoek van strategieë en die ontwikkeling van vredesbouvaardighede en houdings met die doel om deelnemers aktief betrokke te maak in die vermindering van geweld. Aan die een skool, waar die leerders, opvoeders en ouers deur konsultasie toegestem het, sal die voltooiing van vraelyste, onderhoude, fokusgroep-besprekings en beplande ingrepe, geïmplementeer en evalueer word in die tydperk van twee terme. Die bedoeling is om die onderhoude en fokusgroep-besprekings deur video opnames vas te lê. Sou die deelnemers aan die navorsing die data-opnames nie goedkeur nie, sal die wense van die deelnemers oor hierdie aangeleentheid respekeer word. Deelnemers aan die navorsing kan te enige tyd onttrek sonder om redes vir hul onttrekking te verskaf; die privaatheid en anonimiteit van die skool en die deelnemers aan die navorsing word te alle tye respekteer; en navorsingsinligting relevant tot die deelnemers in die navorsing, sal op versoek beskikbaar gestel word.

Risikos vir deelnemers:

Daar is geen oënskynlike risikos by die voltooiing van die vraelyste, onderhoude, deelname in fokusgroep-besprekings en die beplande ingrepe om geweld in skole te verminder nie. As daar wel die geval is van enige trauma wat u mag ervaar, dan sal die LO onderwyser onmiddellik die hulp van die sielkundige inroep.

Voordele van die studie:

Die studie kan moontlik lig werp om, deur die ontwikkeling van vaardighede en houdings wat die aktiewe betrokkenheid van leerders, opvoeders en ouers insluit; vredevolle skole tot stand te bring. Die navorser sal baie leer en kan moontlik die studie op skryf vir besprekings by 2 konferensies en navorsings artikels.

Redes hoekom die deelnemers mag ontrek van hierdie studie: U deelname is vrywillig. Daar is geen negatiewe gevolge vir deelnemers wie ontrek van die studie en u mag enige tyd van die studie ontrek.

Kompensasie: Daar is geen kompensasie in hierdie studie. By die voltooiing van die vraelyste en aan diegene wat gaan deelneem aan onderhoude, fokusgroep-besprekings en beplande spanvergaderings vir die ingrepe van aktiwiteite, sal ligte verversings geniet, as teken van ons waardering vir die deelname. Leer materiaal oor skool geweld sal ook vir een skool gekoop word en pryse vir leerders wat deelneem in die navorsings aktiwiteite wat beplan is by die skool.

Koste van die studie: Daar is geen koste betrokke vir die leerders, opvoeders en ouers wat deelneem in the navorsings aktiwiteite.

Vertroulikheid: Vertroulikheid sal gehandhaaf word met die vraelyste en tydens individuele onderhoude en fokusgroepbesprekings. The vraelyste sal genommer word met geen rekord van leerders se name nie. In die onderhoude en fokusgroepbesprekings hoef die deelnemers nie hulle eie name te gebruik nie. Ek sal alles uitdra soos gevra by die deelnemers in verband met die gebruik van hulle name. Ek sal die kwessie van vertroulikheid en respek daarvoor duidelik onder die aandag van die deelnemers en fokusgroepe bring. Ek sal al die navorsings dokumente in verband met die vraelyste, onderhoude en fokusgroepbesprekings veilig argief in my kantoor die vasgestelde tydperk soos beslis deur DUT en alle dokumente sal versnipper word na hoedie tydperk.

Navorsingverwante beserings: Omdat die studie in skole plaasvind, sal die beleid van die Wes-Kaap Opvoedkunde Departement van toepassing wees in verband met beserings. Die moontlikheid van beserings gedurende die navorsings aktiwiteite is min. Die Voorligting onderwyser sal die nodige stappe neem in geval van beserings aan u.

Kontakpersone in geval van enige navrae of Probleme: Kontak asseblief die navorser by +27 71-870 8637, my toesighouer by 031 373 6860 of die Institutional Research Ethics Administrator by 031 373 2375. Klagtes kan gerig word aan Prof. C. E. Napier- Waarnemende Direkteur, Navorsing en Nagraadse Steun, by 031 373 2326.

Appendix L: ViE Topics, summaries and exercises

: VALUES IN EDUCATION: TOPICS, SUMMARIES AND EXERCISES

TOPIC 1: ETHICAL BEHAVIOUR		EXERCISE	
<ul style="list-style-type: none"> • What is ethical behaviour? • The importance of ethical behaviour -Make society better -Treat everyone equally -Lessen stress <ul style="list-style-type: none"> • The value of becoming trained in ethical considerations -Explore and evaluate different opinions -It promotes critical thought -Prevents us from following blindly -Provides a way to engage in Intellectual discussions and improve moral reasoning <ul style="list-style-type: none"> • The benchmark of ethical behaviour -The golden rule -Act to make society better <ul style="list-style-type: none"> • Scenarios -The parable of the Sadhu -Shipwreck situation -What do I owe society?		1.1 In scenario 1: Mention the ethical issues you have identified in this case? 1.2 If you were in the position of the travellers, how would you respond? 1.2 What is the relevance of this case in the times we live in now? 2. In scenario 2: Should the passengers throw one person overboard and save ten lives? Or should the passengers stick to the principle of "do not kill", which means that everybody will drown. Motivate your response. 3. In scenario 3: In terms of ethical behaviour, how do you as a graduated tertiary education student, respond to the question, "What do I owe society?" 4. Name three examples of ethical behaviour which you think can contribute to creating a culture of peace at your school.	
SUMMARY AND REFLECTION			
Definition of ethical behaviour Ethical behaviour is the application of moral principles in each situation. It means to behave according to the moral standards set by the society which we live in.			
Ethical: Actions that are honest, fair, and consider the moral implications in each situation. It is behaviour that respects the dignity, diversity and rights of individuals and groups of people. The focus is on "Do no harm".		Not ethical: Behaviour that harms or violates the needs and rights of others.	
Do	See	Say	Hear
Treat every person and group in the situation in a manner that ensures their rights.	The morality of the situation would be at the centre of the decision making.	If in that specific situation, what acceptable action would I desire for myself.	There will be questions about the universality of the decision being made, and whether betterment will result from the chosen actions.

TOPIC 2: GRATITUDE	EXERCISE
<ul style="list-style-type: none"> • What is gratitude? • Gratitude is always our choice • Anthony Ray Hinton's story of gratitude and joy • Gratitude and inner peace • Gratitude and a culture of peace 	1.Name 3 things you are grateful for. Explain why. 2.Other than the examples mentioned above, provide brief information of one person who suffered but who demonstrated gratitude. 3. Briefly express what you appreciate most about the story of Anthony Ray Hinton? 4.Share examples of the practice of gratitude in your family, amongst your friends or community. 5. Which act of kindness would you like to demonstrate as an expression of your gratitude to others?

<ul style="list-style-type: none"> Giving thanks can make you happier 	6. How do you think, the gratitude concept of “paying it forward” (respond to a person's kindness to oneself by being kind to someone else) can contribute to a culture of peace at your school? 7. Write a gratitude note to a person who deserves one.
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SUMMARY AND REFLECTION

Definition of gratitude

Gratitude is a positive emotion felt after being the beneficiary of some sort of gift. It is also a social emotion often directed towards a person (the giver of a gift) or felt towards a higher power.

Demonstrating gratitude:

Not demonstrating gratitude:

Do	See	Say	Hear
Gifting someone unasked for the simple act of recognising a need. Thankfulness is shown in deed and expression by the recipient.	A gift, such as something physical e.g., flowers, is seen presented to someone. One could also see a long-term benefit such as a good education provided for someone. We may see someone saving a life with organ donation.	A recipient of a gift expresses words such as: “Thank you”, “I am grateful”, “I appreciate what has been gifted to me”, “I am blessed with what I have received”. The donor expresses the privilege and blessing to give.	The person receiving the gift will be heard expressing appreciation and thankfulness. The person providing the gift will be heard expressing the honour of providing others with something they need. The donor and recipient are both grateful.

TOPIC 3: HUMANITY

EXERCISE

<ul style="list-style-type: none"> What is humanity? The principle of the oneness of humanity Ubuntu as humanity in South Africa African children teach an anthropologist about Ubuntu Threats which require humanity's cooperation in finding sustainable solutions 	<ol style="list-style-type: none"> How does humanity, as expressed in ubuntu, help people and communities to succeed? Provide some practical examples of how ubuntu can be expressed in your school. In his quote Desmond Tutu says, “...he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed.” What is your understanding of this extract? Why is it important to find effective solutions to humanity's five existential threats as referred to in the text above? Mention any historic moments which stand out for you as examples of compassion and humanity. Elaborate on the significance of your selected examples. How can your school demonstrate ubuntu in creating a culture of peace?
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SUMMARY ANF REFLECTION

Definition of humanity

A compassionate, sympathetic, or generous behaviour or disposition: the state or quality of being humane. It is the essence and core of our existence as humans; how we connect with ourselves and others.

Demonstrating humanity: Kindness, mercy and compassion are at the heart of humanity. The unity of the human race is a core principle that drives being humane.

Not demonstrating humanity: People are treated differently, without mercy, with no respect and compassion. Racism and othering are manifest.

Do	See	Say	Hear
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At all times, and under all conditions, no distinction is made towards any race or ethnic group. All people regardless of nationality, gender, and social standing are treated with equality, dignity, respect, and compassion. We act as one human family.	We observe no discrimination and unequal treatment of people. Humanitarian initiatives, charities, and volunteering to help in the community are manifest in society. When humanity is evident, one will witness diverse peoples collaborating in unity on challenges that confront our planet.	“We are one”. The people of the world form a global family of 7 billion. The earth is our common home, which we all need to take care of together. Humanity is as the waves of one sea. We are the people of one planet. All the races and creeds of people form one human family. The suffering of one group is the suffering of all. In the spirit of humanity, we unconditionally extend aid and assistance to all people in times of need. The planet and its people thrive when its oneness is recognised and demonstrated.	We will hear of the ways in which people have overcome challenges simply by recognising the reality of the oneness of humanity. We will hear the stories of humanitarian work in our community, country and across the world. Philanthropic deeds will be heard of in the media and other spaces. Society will hear of the progress in gender equality and inter-racial social groupings achieving great things in advancing the affairs of the world.
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TOPIC 4: CARING	EXERCISE
<ul style="list-style-type: none"> • What is caring? • Types of care <ul style="list-style-type: none"> Selfcare Care for others Environmental care <p>Some of the benefits of caring A universal approach to care as enshrined in the principle of service to humanity How can we show care of the environment? Activities that help with selfcare Categories of selfcare <ul style="list-style-type: none"> Physical Mental Spiritual Emotional </p> <ul style="list-style-type: none"> • Caring contributes to a culture of peace at school 	<ol style="list-style-type: none"> 1. What do you care about most? Why? 2. Have you managed to apply some healthy and effective selfcare techniques? If so, you may wish to share some of your success in this regard. 3. What do you think is an area of care required in your school community? 4. Given the COVID-19 pandemic, what specific care needs have arisen in your school community? 5. Are there ways in which these needs which have arisen in this time, could be met? If so, how? 6. How will caring contribute to a culture of peace at your school? 7. What do you think is the most critical issue in the world that requires care from the entire human race? And what would that care be in practical terms?

SUMMARY AND REFLECTION

Definition of caring			
Caring is manifesting kindness to yourself, others, and the environment.		Not caring is evident when behaviour towards oneself, others and the environment is unkind and harmful.	
Do	See	Say	Hear
One performs deeds of kindness to oneself, others, and the environment.	One sees aid and assistance being provided to those in need. It could be a gentle smile or a simple deed such as returning a library book for someone unable to do so.	Sincerely expressing that one is happy to assist someone with a need. For example: “It gives me pleasure to be of assistance to you”.	One hears of caring for themselves, other people and the environment. For example, people share their learning from meditation, counselling, books, serving through charitable deeds and volunteering.

TOPIC 5: ACCOUNTABILITY	EXERCISE
<p>What is accountability?</p> <ul style="list-style-type: none"> The ladder of accountability -Unaware or unconscious -Blame and complain -Make excuses -Wait and hope -Acknowledge reality -Own it -Seek solutions -Make it happen Bruce Gordon explains accountability to his son Scenario 1: Thabo learns about the harmfulness of gossip Scenario 2: Tina takes charge of a situation 	<ol style="list-style-type: none"> In scenario 1, which rung of the accountability ladder can you identify if Thabo gave the following responses. <ol style="list-style-type: none"> "I don't think I can do anything now." "Ahmed and Cindy had to do something about it. They are her friends." "I am going to speak to the learner who made the unflattering comments and ask that she extends an apology to Luleka. It was extremely unkind and damaging to gossip about Luleka, especially since she did not have an opportunity to state her views." "I will deal with this today". "I realise now that I should have done something. I had the opportunity to put a stop to the gossip by addressing it with the person immediately". In scenario 2: <ol style="list-style-type: none"> What type of behaviour is being displayed by the two boys? If Tina does nothing after this incident, then she is a bystander. <p>Is this statement TRUE or FALSE?</p> <ol style="list-style-type: none"> What would the actions of an upstander entail? How should the two boys be held accountable for their behaviour towards Reno? Explain how accountability is different from punishment. <ol style="list-style-type: none"> Why is accountability important? When is accountability evident? How do I demonstrate accountability in my life? How does accountability contribute to a culture of peace?

SUMMARY AND REFLECTION

Definition of accountability

We are accountable when we take responsibility for our own actions.

Accountable

You realised that you had not written your essay which is due the next day, so you set aside one hour before dinner to research the topic. Then you write a first draft after dinner and get up very early the next morning to produce the final version before breakfast.

Not accountable

You realised your essay is due the next day, so you decided to tell your teacher that you had too little time to write your essay.

Do	See	Say	Hear
Understand a task and find the ways to carry it out timeously.	You witness hopes being transformed into reality with prompt action.	Explain to someone how you delivered on a set of instructions despite challenges.	Hear an apology to a bullying victim from a bystander who also pledges to be an upstander in future incidents.

TOPIC 6: INNOVATION	EXERCISE
<ul style="list-style-type: none"> What is innovation? 	<ol style="list-style-type: none"> Innovations often come about through a good question. Provide one question about something in the world you think

<ul style="list-style-type: none"> • Common thoughts and concepts expressed in various definitions of innovation • The right mindset for innovation <p>-Change the status quo</p> <ul style="list-style-type: none"> -Collect ideas everywhere -Believe in the impossible -Put together teams of individuals with different perspectives and thinking styles <ul style="list-style-type: none"> • Insights from speakers on innovation 	<p>can be improved?</p> <ol style="list-style-type: none"> 2. What value do you think can be added if you or others were to pursue the process of the innovation you have in mind? 3. Through history we learn of great inventors, and often the invention is about a product which results in innovation. However, services can also be innovative. Mention an innovative service which can benefit the whole of society. 4. Identify something at your school that requires an innovative solution. 5. What do you have in mind as an innovative solution regarding that have you identified in question 4? Mention some steps you would follow in attempting a solution. 6. How can innovation contribute to a culture of peace at your school?
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SUMMARY AND REFLECTION

<p>Definition of innovation “Innovation is the creation of something that improves the way we live our lives.” <i>Barack Obama</i></p>			
<p>Innovation When a person, community or organisation embraces change and implement new ideas to better their lives and those of others.</p>		<p>No innovation A person, community, or organisation resists change, continuing to do things the same way as before with no improvement.</p>	
Do	See	Say	Hear
<p>Change the way things are done to add value.</p>	<p>A person, community or organisation creating an environment which embraces change and puts the new ideas into action.</p>	<p>An innovative person is comfortable with asking questions that will lead to positive change; and provides feedback on its implementation.</p>	<p>New ideas are not ridiculed but embraced. Exploratory conversations around new ideas are engaged with enthusiastically. Possibilities are discussed. Failure is not feared in the experimental stages and beyond.</p>

TOPIC 7: WISDOM	EXERCISE
<ul style="list-style-type: none"> • The concept of wisdom • Illustration • Learning from the story of the great horned owl <p>-Listen</p> <ul style="list-style-type: none"> -Consider every angle In decision making -Every decision has consequences -Choose words carefully <ul style="list-style-type: none"> • Will to be wise • Story: a lesson on wisdom and peacebuilding from history 	<ol style="list-style-type: none"> 1. Provide examples of listening in the story. 2. Mention clear examples of mistakes and poor decisions in the story. 3. Why was it important for George and his team to use another track back to the camp one night? 4. Which consequences may have been grave ones for George and his team during the night when they rested at the camp? 5. Explain how George influenced a positive outcome with the Indian warriors. 6. In your own words describe the role of wisdom in peacebuilding. 7. Provide an example of at least one action you regard as wise from a person in your community, school, or social groups in recent times. 8. Why do you think “fools seldom differ” is an important saying in considering wisdom? 9. What individual wise actions do you think can contribute to

<ul style="list-style-type: none"> Read the story about George Washington 	peacebuilding in your school environment? 10. Which collective wise actions do you think may enhance peaceful outcomes at your school?
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SUMMARY AND REFLECTION

Definition of wisdom:

“Wisdom is the ability to use your knowledge and experience to make good decisions and judgments”.

Wisdom

When a person listens well to all the views being expressed, considers past experiences, and weighs the consequences; then makes the right choice in the circumstances.

No wisdom

When a person makes a rash decision without considering any of the consequences of the decision. It is likely to cause harm.

Do

Listen attentively to each person as information is gathered; and after careful consideration of the facts and consequences, make the right choice.

See

Every effort is made to source information. The wise person respectfully listens to each person’s view.

Say

A wise person offers constructive thoughts. Sometimes a wise person realises that silence is golden, knowing the risk and harm that may come from speaking further on a matter.

Hear

The wise person reassures those in her/his company that their contributions are valuable pieces of a whole set of information. All the pieces together will contribute to making the right choice.

TOPIC: 8 COMPETENCE

- What is competence?
- Types of competencies
- The importance of competencies
- Communication as a key competency
- Social and Emotional Learning (SEL)
- Four domains of global competency
 - Investigate the world
 - Recognise perspectives
 - Communicate ideas
 - Take action
- Competencies and skills that contribute to a culture of peace
 - Integration and creating unity in diversity
 - Learning to establish mutuality and positive inter-dependence
 - Learning how to make difficult decisions
 - Learning how to consult in finding effective solutions in the interest of the common good
 - Adopting and applying civic values

EXERCISE

- Why is critical thinking an important competency?
- What do you regard as a strength of collaboration?
- How do we become competent global citizens?
- Which competency in peacebuilding do you think requires much effort? Motivate your view.
- Which competencies would you like to focus on this year?
- Why do you think your selected competencies are important?

SUMMARY AND REFLECTION

Definition of competence

The ability to do something successfully or efficiently.

Competence in anger management is demonstrated when a member of the School Governing Body brings calm to a potentially

No competence in anger management is displayed when a member of the School Governing

violent situation through peaceful consultation.		Body manifests disruptive behaviour in a disciplinary hearing.	
Do	See	Say	Hear
A task is accomplished with excellence.	One sees, for example, an overwhelming majority of learners at a school well behaved and achieving excellent results in academic work too. Learners have mastered self-discipline.	Learners are told, "Well done, you are excelling in life skills that will contribute to your future employment and the advancement of peaceful communities". The learners are encouraged to work hard.	We hear the parents expressing their satisfaction with the learners' progress in their behaviour and areas of learning.

TOPIC 9: INTEGRITY	EXERCISE
<ul style="list-style-type: none"> • What is integrity? • 12 awesome traits of people with true integrity • Examples of everyday integrity • The story of the integrity of Ruben Gonzales • The importance of integrity • Society suffers when leaders and citizens lack integrity • Integrity and creating a culture of peace • How to develop and preserve integrity <p>-Define your values</p> <ul style="list-style-type: none"> -Analyse every choice you make - Encourage integrity 	<ol style="list-style-type: none"> 1. What you think is the worst consequence of not applying integrity? Motivate your response. 2. How do you view success in relation to integrity? 3. When it comes to integrity, does the view of the majority matter? Explain your view. 4. Your friend's name is called to participate in a prestigious event at school. But he is on library duty at the time. After a few minutes the teacher reads your name as the replacement person. What do you decide to do? 5. Do you think the practice of integrity at your school can contribute to a culture of peace? If so, how?

SUMMARY AND REFLECTION

Definition of integrity
Integrity is the quality of being honest and having strong moral principles.

Demonstrating integrity: you display honesty and show strong moral principles.

Not demonstrating integrity: you are dishonest, play by your own rules, and take short cuts.

Do	See	Say	Hear
You do the right thing even when no one is around to observe your action. You act on your value system and remain true to yourself.	You see no short cuts. One observes the right action being taken as required. All aspects of the correct moral decision are manifest.	I am a person of integrity so I will not short-change anyone regardless of the outcome, even if I stand to receive less.	The truth will be heard. Unapologetically honest decisions will be mentioned based on values which reflect a moral standard.

TOPIC 10: RESPONSIVENESS	EXERCISE
<ul style="list-style-type: none"> • What is responsiveness? • Why is responsiveness important? <p>-Trust</p> <ul style="list-style-type: none"> -Respect - Productivity <ul style="list-style-type: none"> • What responsiveness is not about? <p>-Perfection</p> <ul style="list-style-type: none"> -Avoidance 	<ol style="list-style-type: none"> 1. During the COVID-19 pandemic which matters required a high degree of responsiveness at your school? 2. Were you able to come up with effective responses? If so, what were these responses?

<ul style="list-style-type: none"> -Overpromising • Abilities that lead to the mastery of responsiveness <p>-Acting quickly</p> <ul style="list-style-type: none"> -Eliminating distractions -Following up pre-emptively -Keep everyone involved -Making it easy to respond -Managing expectations -Responding in a timely manner <ul style="list-style-type: none"> • Complementary skills to responsiveness in team settings such as schools <p>-Communication</p> <ul style="list-style-type: none"> -Listening -Supportiveness <ul style="list-style-type: none"> • Peaceful outcomes: Responsiveness versus reaction 	<p>3. Which personal tools do you think are required to avoid emotional reactions to situations at school?</p> <p>4. Mention a matter in your community which requires responsiveness but is being neglected. How would you go about addressing this matter responsibly?</p> <p>5. Do you think responsiveness can contribute to nurturing a culture of peace at your school? If so, how?</p>
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SUMMARY AND REFLECTION

Definition of responsiveness

Responsiveness is the quality of having a reaction to something or someone, especially a quick or positive reaction.

Responsiveness is shown through prompt attentiveness when for example, your peers ask you for something, even if that response is temporary.

Not being responsive occurs when you are waiting to provide the perfect answer, changing the topic and not focusing on the needs at hand, or overpromising and running the risk of under delivery.

Do	See	Say	Hear
People act on a situation with immediacy in a positive frame of mind.	A matter is attended to in real time, even if all aspects cannot receive attention at the time.	We reassure someone sincerely that the matter is receiving attention and that all the necessary support will be provided as required.	An empathetic and caring tone can be heard by those extending a helping hand in an immediate response.

TOPIC 11: CONSIDERATION

- What is consideration?
 - Examples of consideration
 - Ways to be considerate
- Listening intently
- Practicing honesty with tact
 - Minding their manners
 - Considering other people's time
 - Anticipating the needs of our loved ones
 - Empathising before judging
 - Apologising when it is warranted
- Being considerate makes a positive contribution to peaceful outcomes
 - Being considerate in our personal responses
 - Considerate behaviour of families
 - Considerate behaviour in our neighbourhood or community
 - Considerate behaviour of institutions such as schools
 - Consideration can also be demonstrated by governments

EXERCISE

1. In this digital era, which considerations are important aspects of good manners?
2. During the COVID-19 pandemic which considerations in your view, resulted in actions which indicated empathy in your community or neighbourhood?
3. Mention any considerations which you feel, may not have been adequately addressed in your community or neighbourhood recently.
4. Which considerate behaviours do you think will contribute to peaceful outcomes at your school?
5. What is your understanding of mindfulness?
6. In some parts of the world, schools teach mindfulness. Do you think schools in South Africa should invest in a course in mindfulness? Motivate your response.

SUMMARY AND REFLECTION

Definition of consideration

Being considerate is being polite and caring.

Being considerate means you are thoughtful, kind, unselfish and tactful.		Not being considerate means you are lacking regard for the rights and feelings of others.	
Do	See	Say	Hear
Considerate people always show manners and display mindful behaviour.	You will observe empathy from considerate people.	Considerate people will say things that do not cause embarrassment or someone to feel offended.	The polite tone will be heard in a considerate person's speech as assistance is being offered.

TOPIC 12: BRAVERY	EXERCISE
<ul style="list-style-type: none"> • What is bravery? • Bravery is also about confronting fears • Some personal insights into everyday bravery <p>-Showing up</p> <ul style="list-style-type: none"> -Say no when you need to -Bravery is having the courage to quit -Remembering what we stand for -Bravery might not be visible to anyone -Now is a better time than later -To do something new, let go of something old -If you are afraid of starting, making it smaller and simpler <ul style="list-style-type: none"> • Brave actions from three women in different centuries <p>-Sojourner Truth</p> <ul style="list-style-type: none"> -Greta Thunberg -Claudette Colvin <ul style="list-style-type: none"> • The role of bravery in contributing to a culture of peace 	<ol style="list-style-type: none"> 1. Which brave actions do you think are required now globally? 2. Which specific concerns in South Africa in your view require bravery? How do you suggest these should be addressed? 3. Which challenges in your community have been addressed through brave actions by individuals or organisations? 4. Do you think the fearless female wildlife rangers are contributing to peace in their region? Explain your views.

SUMMARY AND REFLECTIONS			
Definition of bravery			
Bravery refers to courageous behaviour or character that enables you to face danger or pain.			
Bravery is about the courage to take on a challenge or face danger even though the fear is real.		Bravery is not about running away from a situation in a cowardly fashion.	
Do	See	Say	Hear
You act on a situation with courage, confronting fears.	One sees a difficult situation such as a child speaking to an audience being attempted.	A parent encourages a child by saying that although a situation is difficult that by trying many times the difficulty can be overcome.	A child is recognised for stopping bullying of a friend.



CERTIFICATE
OF COMPLETION
IN
VALUES IN EDUCATION

This certificate is awarded to

.....

for participation in Unity Based Peace Education

.....

Facilitator
Tahirih Matthee

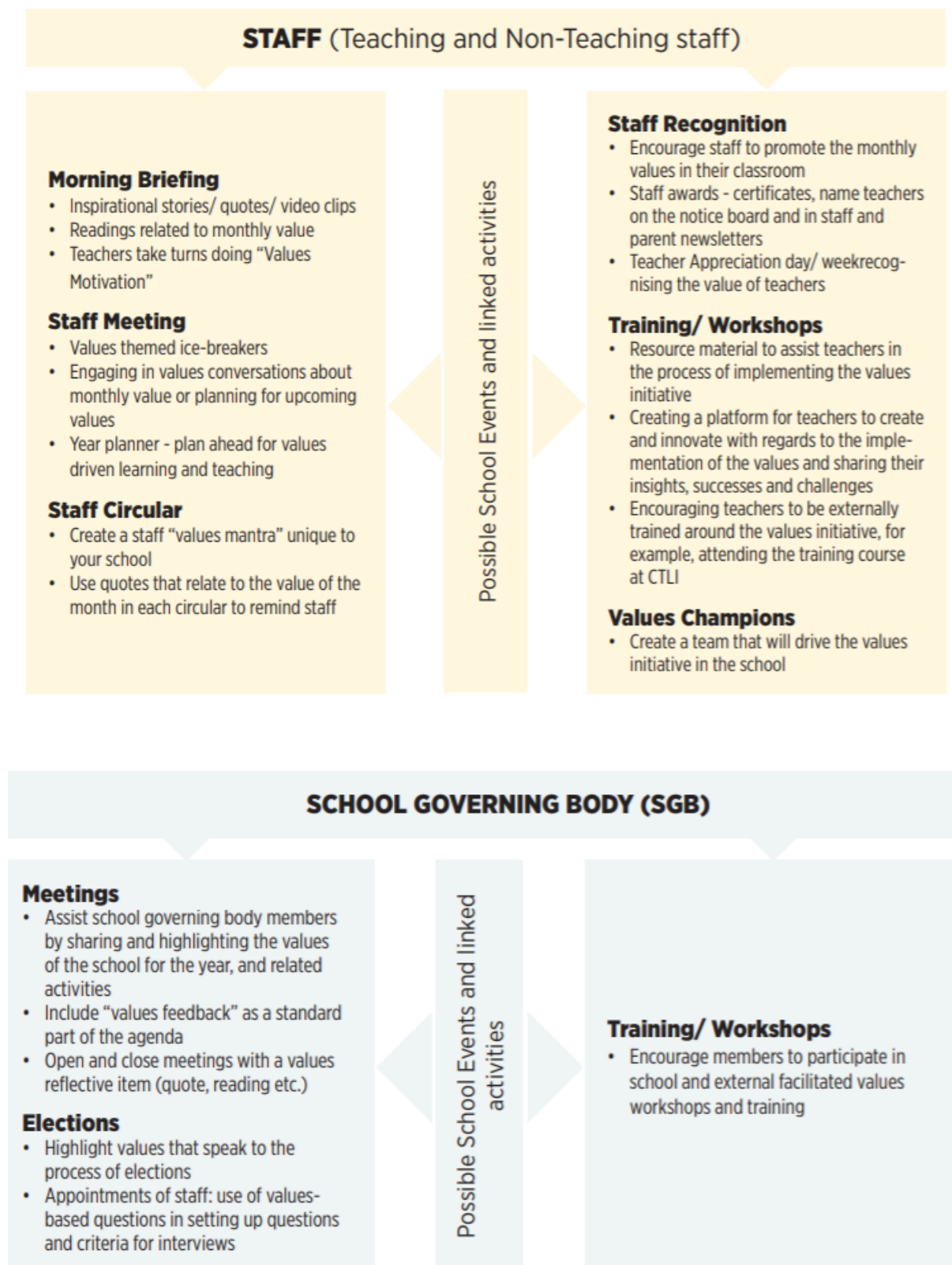


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Educator
Erica Van Rooi



Appendix N: WCED invitations to stakeholders



PARENT COMMUNITY

Parent Meetings

- Talking to parents about values
- Initiating a parent's values champion to get other parents on board

Parent Communication

- All notifications to parents to have monthly value visible
- Keep parents updated on values-based activities, example, WhatsApp, newsletters, email etc.

Possible School Events and linked activities

Workshop/ Training

- Invite parents to engage in values discussions to further promote the values of the school at home and within the community
- External facilitated workshop with regards to values-based conversations

WHOLE SCHOOL

Assemblies

- Related to the monthly value
- Guest speakers from the community that promote the practice of values
- Acknowledging learners who display values of the school
- Using technology to promote values e.g. Slide shows/ PowerPoint presentations / displaying artwork and posters about the value for that month

Prom/ Matric Ball/ Graduation/ Orientation

- Themes that relate and highlight the monthly value

Learner Acknowledgement

- Making certificates to acknowledge learners who "live/practice" the values of the school
- Special awards
- Prize giving
- Class awards
- Learner self-reflection

Possible School Events and linked activities

Workshop/ Training

- Raising awareness about international and national health days, which speaks to values such as love, compassion, caring etc.
- Learners creating posters to show the value they are promoting
- Fundraising:
 - School hosts market days for local charities
 - Events that encourages the promotion of values in the school

School Practices

- Create a standard form of greeting
- Naming classes in value (for example "Gr 7A- Class of Unity")
- Affirmations during register periods/final class of the day
- Develop "Values Culture" at the school
- Restorative circles using values

Appendix O: Editor letter



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29 December 2023

To whom it may concern,

This letter serves as a formal confirmation of my services as editor for the PhD student, Mrs Tahirih Mathee (Student 21751098) from the Faculty of Management Sciences at the Durban University of Technology (DUT)

I was responsible for proofreading and editing Mrs Mathee's thesis. I am a registered editor on the DUT editor's list and have been so since 2017. I submitted the edited thesis to the student on the 29th of December 2023.

If there is any further information that is required, please feel free to contact me via email or phone using the details listed below.

Yours sincerely,


Tracy Khuzwayo

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