



**‘Exploring the Potential for a Community-Schools Model to Reduce School
Violence’**

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ABSTRACT

An exploratory, qualitative approach was adopted for this study. It was carried out on a sample of thirteen individual respondents using face-to-face, in-depth interviews. This sample group comprised of four educators, one school governing board member, three Non-Governmental Organisation representatives and five key informants from school-linked and/or government institutions. Furthermore, the focus groups were conducted (two groups at School A and one group at School B). Semi-structured interview schedules were designed for the individual in-depth interviews and for the focus groups. Purposive, non-probability sampling was used in this study since respondents who could provide rich information were targeted. The main findings of this study were:

- That most of the respondents felt that schools act as a microcosm of the immediate environment. All respondents had been exposed to various types and forms of school violence.
- That respondents felt that government departments have fragmented service delivery with regards to safety measures and programming in schools.
- That all the respondents valued the Community Schools Model (CSM) for its potential to address the South African educational context.
- That NGO respondents were clear that some adaptations were needed for a CSM to be viable in reducing school violence. Finally, that this model has the potential for having a ripple effect into the adjoining communities.

The main recommendations are:

- That the Department of Education needs a more comprehensive and updated policy on school violence.
- That a preliminary proposal for a Community-School Model to Reduce Violence was suggested.
- That immediate action and further research is to be undertaken for the growing problem of school violence.

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CHAPTER ONE: INTRODUCTION

1. Introduction

In this chapter, a brief overview and scope of the study will be presented, followed by a statement of the problem. The significance and rationale, along with the purpose and benefit of the study will follow. The context of the study, in the township of Nyanga (Western Cape), will be discussed, as well as the school context. The scope, research questions, objectives and assumptions, will be set out. In addition, key concepts used in the study will be clarified. Following this, the ethical considerations will be clearly stated and reflexivity will be alluded to. Finally, an outline of the chapters in the research report will be laid out.

1.1. Statement of the Problem

South Africa has suffered a long history of oppression with accompanying structural and racial constraints (Pillay, 2008). The Apartheid regime enacted laws that banished persons of colour to specific racially defined areas that had poor infrastructure and unequal access to resources (Marinovivh & Silva, 2001). This geographical displacement was part of the social engineering plan to keep the oppressed majority at the periphery of society (Davids, Theron & Maphunye, 2005). Widespread violence followed in the wake of the struggle against the exploitation and oppression (Centre for the Study of Violence & Reconciliation-CSVR, 2009). In 1994, South Africa made the transition to a democratic society and, although all people now have equal rights, the majority are still economically deprived (Department of Social Development-DSD, 2008). The legacy of Apartheid still manifests itself in continuing poverty and inequality: 40% of the country, disproportionately African and Colored people, still live below the poverty line (DSD, 2008). Various forms of institutionalised and systematic exclusion are still evident today and are the main causes of conflict (Burton, 2007). Deprivations can lead people to engage in behaviors they would otherwise oppose (Sen, 2001). An example of structural violence is when a society continues to deny the majority of its citizens' access to basic services (Ho, 2007). Although some attempts have been made by the South African

government with pro-poor policies, its income inequality remains the highest in the world, measuring at 0.7 on the Gini Co-Efficient (United Nations-UN, 2009a). In fact, recently the World Bank put out a warning on South Africa's economic inequality ("World Bank Must Fight Inequality", 2012). Sen (2001) shows that poverty alone does not determine that crime will be prevalent and explains how the combination of poverty AND inequality is what typically breeds crime. Thus, South Africa is still left with a culture of violence embedded in some social structures and is evident in its crime statistics (South African Police Service-SAPS, 2010). South Africa is said to have the highest levels of interpersonal violence in the world (UN 2009a). In addition, this country has some of the highest rates of domestic abuse and child abuse (UN, 2009a). A distinguishing feature of crime in the country is that South Africans often resort to violence using weapons to resolve conflict (CSVR, 2009).

The prevalence of violence has a deep impact on communities, families, children and youth (Pillay, 2008). It undermines their quality of life and affects every aspect of their daily lives (Burton, 2008a). Violence has also infiltrated the school system since schools are part of a broader community (South African Human Rights Commission-SAHRC, 2006). Schools not only mimic their outside environments but sometimes magnify these problems (Dawes, Van der Merve & Ward, 2012). The SAHRC (2006) in its' report on school violence, clearly showed the linkages between societal/community and school violence.

Much of the crime and violence connected with youth occurs at school and involves children as young as grade-R (Burton, 2008c). South Africa is said to have one of the highest rates of school violence in the world (Benbenishty & Astor, 2008), which includes gun, gang and knife violence, robberies and sexual assaults. The education minister proclaimed that the issue of school violence is actually on the rise (Fredericks, 2011).

According to Dawes et al (2012) schools should act as a compensation for a poor home or community life, as well as serve as a support mechanism in the child's life that

encourages development of the whole child. The level of violence found in schools endangers rather than promotes the development of children (Burton, 2008c). Government departments and organisations are working on the problem of school violence using various approaches, such as, peer mediation programs and conflict resolution training for teachers and students. The researcher believes that well-articulated theoretical frameworks could lead to better intervention strategies. This research seeks to explore the issue of school violence, the strategies adopted and the potential for a community-schools model (discussed in chapter two) to reduce violence.

1.2. Rationale & Significance

Violence in schools reflects the enormity of the societal breakdown (Leoschut, 2008). Education should be in the forefront of addressing the inequalities of an Apartheid era, yet schools especially in poorer areas have become battle fields (Bezuidenhout, 2011b). Compromising a child's education has long term detrimental social and economic consequences to society (Sen, 1999).

Violence is on the rise in Western Cape schools, despite many interventions (Kassiem, 2012). The linkages between family, the community and the school need to be understood more holistically (Khan, 2008). Seeing the problem through a different theoretical lens may help develop alternative interventions. The researcher thus proposes a community-school model that incorporates theoretical linkages to peace building and human security (to be discussed in chapter 2). By engaging with two schools in the Western Cape empirical data will form the foundation for future strategies to be considered in dealing with violence.

1.3. Context of the Community

The research was conducted in Nyanga, because of their current levels of crime and violence. It is known as the 'murder capital of the Western Cape' five years running, with violence on the rise (Barnes, 2011). It is therefore assumed that there will be some level of violence in the school system. As recent statistics are difficult to obtain, a summary of the Nyanga profile is presented. This profile was compiled mainly from various authors extracted from the *Cape Argus*:

Nyanga has a reported population of 21, 675 and one of Cape Town's oldest, predominantly black townships. Only 4426 are actively employed earning between 100-1600 rands per month (Lewis, 2011). Most Nyanga residents report using the bucket system for decades and are disenchanted with the lack of basic services (Lewis, 2011). Nyanga has seen violent protests and taxi wars as recent as this year (Barnes, 2010). Nyanga also has a high rate of sex crimes, violent robberies as well as a rising murder rate (Lewis, 2011). Other problems include gangsterism, teenage pregnancy, school dropouts, and child abuse (Barnes, 2010). It is reported that there are nine murders per week in Nyanga alone and many community members also complain that the gang culture has taken over community life (Barnes, 2010). The mayor of Nyanga expresses concern for three priority issues namely, housing, unemployment and access to health care. Unsanitary conditions leading to a spike in diseases are said to be costing lives (Lewis, 2011).

Nyanga does have some resources, as there are two schools, a market, police station, health centre and multi-purpose community centre with state-of-the-art-facilities. The researcher serves as a volunteer at a Children's Home in Nyanga, and has recognised the potential for this study to be carried out in such a context.

1.4. School Context

Two schools were used in this study. Both schools were situated in Nyanga, approximately 5 km from one another. Both are public schools, with one school showing a high level of school violence. In each school there were approximately a thousand learners per 25-30 teaching staff. In School A there were 800 learners with 25 educators. In School B, there were 1000 learners with 30 educators.

School A with low levels of violence, was busy with school renovations. This school has a computer lab, and is a maths-science specialised high-school. They offer extra-curricular activities and have a feeding scheme run by a few of the parents. The School Governing Board plays a large role in the success of this public school.

School B, with high levels of violence has a 3 day leadership program for selected students each term run by the Department of Community Safety. This School is largely under-resourced.

1.5. Topic

Exploring the Potential for a Community-Schools Model to Reduce School Violence in Nyanga, Western Cape.

1.6. Main Research Questions

1. What is the current situation of violence in South African schools?
2. What is the nature of the institutional arrangements in South Africa regarding this issue and what are their limitations?
3. What is a community-schools model and how is it practiced?
4. How can community-school partnerships ensure safer schools?
5. How can community-school partnerships ensure safer communities?

1.7. Main Research Objectives

1. To understand the current situation of violence in South African schools.
2. To investigate the relevant institutional arrangements and their limitations.
3. To examine the community-schools model and how it is practiced.
4. To understand how the community-schools model can create safer schools.
5. To understand how the community-schools model can create safer communities.

1.8. Research Assumptions

1. The situation of violence in school is detrimental to the learner's well-being and academic development.
2. The institutional arrangements that are in place may not be effective due to a lack of coordination of strategies, a role that a community-school liaison officer could fulfil.
3. The Community-Schools Model is meant to enhance the quality of education by bringing together other systems that impact on the learner in such a way to promote the learners growth.

4. As schools are seen as a microcosm of society, it is assumed that if violence is reduced in the school that it will positively affect changes in the family and the community and is assumed that this model could be used to create safer schools if adapted accordingly.

1.9. Clarification of Concepts

The following concepts are defined according to the way they are used in this study.

- **Children and Youth**

According to the United Nations Convention on the Rights of the Child, a *child* is considered to be any person below the age of 18 [CRC Article 1], (UN, 1990). This corroborates with the Child Justice Act (CJA) No.75 of 2008 (South Africa, 2008), of South Africa which sees a “**child**” as any person under the age of 18 years and, in certain circumstances, means a person who is 18 years or older but under the age of 21 years whose matter is dealt with in terms of section 4(2) (CJA, 2008). In this study, the terms children and youth will be used interchangeably.

- **School-Community**

In the case of this research, when referring to the school-community, this term encompasses the students, staff, families, community members, community organisations and relevant government departments.

- **Structural violence**

Galtung (1969) defines structural violence as any constriction on human capabilities due to economic or political structures that result in unequal access and distribution of resources, and can be manifested in various forms of violence (Galtung, 1971). In this study, structural violence refers to the state of South African society, meaning the deprivations from inequalities and poverty that have resulted in direct or indirect violence. This study stresses the link between structural violence and Human Security.

- **Human Security**

Human Security strengthens human development in its quest to safeguard individuals from life threatening situations and/or other insecurities, in order to be able to fully participate in society (UN, 1994). Human Security in terms of education refers specifically to the safety and security of children in the school context. However, since an ecological systems approach is being adopted it also extends to the family and community systems.

- **Development**

In the case of this research, development refers to the need for education so that learners can expand their capabilities (beings) and functioning's (doings) to live the life they choose and value (Sen, 1999). Violence threatens individuals and societies well-being and prevents development. (Commission on Human Security-CHS, 2003) Development, in this study, can be seen as the means (which would be development through education), while peace is seen as the ends (to curb the instance of violence in schools).

- **Peace**

In the context of this research, peace is more than just the absence of violence. This means that to achieve peace, schools must undergo a process of changing violent structures to non-violent structures (i.e. structural peace building) (Christie, Wagener & Winter, 2001). Human Security, Development and Peace can be seen as a triad, as you cannot achieve one without the other (Sato, 2004).

- **Peace-building**

Issues of Human Security require peace-building strategies to address the root causes of violence in conflict-ridden societies because it seeks to rebuild societies by tackling the structural arrangements that give rise to violence (UN, 2009a). Peace-building is seen as a structural response to a structural problem (Christie et al., 2001). This approach could allow a transformation of the school system (Harris, 2000). In this study, peace-building is seen as a necessary strategy to address school violence. Peace-building strategies could

include peer-mediation and other alternatives to violence but it should go further in explaining the hidden layers of structural violence endemic to some school systems (Harris, 2000). This could include alternative disciplinary measures.

- **Community-Schools Model (CSM)**

The Community-School Model (CSM) mainly conceptualised and used by the Children's Aid Society (CAS, 2001) in New York State and the Federation for Community Schools in Chicago (FCS, 2011) places the school at the centre of community and civic life to enhance the quality of education, while removing barriers to education and addressing community issues (discussed in chapter two). The CSM presents many similarities to peace-building principles and thus the CSM could in itself be transformed into a peace-building strategy. The CSM will be seen as a model to reduce school violence and ultimately community violence.

1.10. Ethical Considerations

Babbie & Mouton (2001) describe ethics as a consensually agreed-upon set of moral principles, setting out the appropriate behaviours for dealing with respondents in research. It should be noted that the study received ethical approval from the Department of Social Development (DSD) at the University of Cape Town (UCT) and the Western Cape Education Department (WCED). The way the researcher ensured ethics were upheld in this particular study, in relation to several principles were as follows:

- **Avoidance of Harm**

Research should not cause any physical or emotional harm to the subjects (Tutty, Rothery & Grinnell, 1996). There was potential in this research to evoke emotional responses from respondents who had witnessed or experienced violence. Therefore, before starting each interview, the researcher explained the nature of the study to each respondent and that they were free to participate or not to at any given moment during the interview. It was also made clear that referral to the correct professionals would be made should any learner need added support.

- **Informed Consent**

Informed consent is needed for voluntary participation (Babbie & Mouton, 2001). Thus, respondents in the study should be aware of the entire process and purpose of the research (De Vos, Strydom, Fouche & Delport, 2005). Ethics in relation to the children is of particular importance because without consent of the parent or guardian is to violate the right to a child's privacy (Babbie & Mouton, 2001). Thus, every child involved in this study was sent home with a permission form that their parent/guardian had to consent in writing. Only those who brought back the signed forms were allowed to participate (see appendix #B)

- **Deception of subjects and/or respondents**

Deception of subjects in research can be seen as misrepresenting the goals and facts of the study for reasons like, ensuring participation or to get the results the researcher wants (Singleton Straits, Straits & McAlilister, 1988). The researcher handled her respondents with the respect and dignity they deserve and no deception occurred. The respondents were valued as significant sources for exploring the CSM.

- **Violation of privacy/anonymity/confidentiality**

Confidentiality refers to the researcher safeguarding the respondent's answers within the interviews. Anonymity refers to withholding the respondent's names (De Vos et al., 2005). In this case, the researcher advised the respondents to use an alias to conceal their real identity and to give them the opportunity to speak more freely. The researcher also asked permission to use a recording device, explaining the benefits and only proceeded if the respondents were comfortable. Finally, the researcher explained that the information obtained would in no way erode their privacy, anonymity and confidentiality.

- **Actions and competence of researchers**

Actions and competence of the researcher should be upheld from the very beginning (De Vos et al., 2005). This refers to the researcher's ability to carry out research (Babbie & Mouton, 2001). This means that researchers are committed to conducting research in an ethical manner at all times. The researcher has completed her Honours degree in Social Development with two courses in social research. In addition, her supervisor is the Postgraduate Research Coordinator in the Department, thus she is being extremely well

guided on this research journey.

- **Debriefing of Respondents**

In order to minimise harm to the respondents, it is necessary for a debriefing period after the interview has been conducted (Tutty et al., 1996). Thus, the respondents had a chance to discuss any concerns or issues at the end of the interviews. If necessary, the researcher also gave her contact details for any follow-up that the respondents needed.

- **Release or Publication of the Findings**

The release or publication of the findings deals with ensuring the final report is as accurate as possible (Babbie & Mouton, 2001). The researcher will provide a plagiarism declaration to ensure that all the information reported is accurate and that all privacy and ethical issues have been upheld. In addition, the researcher will be guided through supervision. Summary reports of the findings will be made available to the WCED and the two schools as well as the key informants.

1.11. Reflexivity

Reflexivity presents an opportunity for researchers to be introspective about their role in respondent interaction (De Vos et al., 2005). I gained many personal and professional insights. I was already interested in the area of school violence at the Honours level. During my Masters internship I worked for the Desmond Tutu Peace Centre where I co-designed and ran conflict resolution training sessions for teachers and students who worked or went to violent schools. One of the lessons I learnt was that when it comes to change or making an impact, it is vital to start with the people who want to create that change. Secondly, in the case of conflict I learned the value of listening to both sides and that people needed a chance to communicate their perspectives. These two lessons were invaluable on both on a personal and professional level.

1.12. Structure of Report

The research report will basically consist of the following five chapters:

- Chapter One which introduces the study.
- Chapter Two which presents the ‘Literature Review’.
- Chapter Three which discusses the ‘Methodology’.

- Chapter Four which is the ‘Presentation and Discussion of Findings.’
- Chapter Five which sums up the ‘Main Conclusion and Recommendations’.

1.13. Conclusion

In Chapter One, a brief overview and scope of the study was presented, followed by a statement of the problem. The significance and rationale, of the study was given. The context of the study, in the township of Nyanga, Western Cape and the two schools were discussed. The topic, research questions, objectives and assumptions, were presented. In addition, the clarifications of key concepts were discussed. The ethical considerations were clearly stated as well as the researcher’s reflexivity. Finally, the outline of the research report was laid out. The following chapter presents an overview of various models and pertinent studies, which have relevance for the research.

CHAPTER TWO-LITERATURE REVIEW

2. Introduction

This chapter presents the literature review that provides the conceptual background to this research study. A literature review also relates a study to what has already been discovered about a specific topic, and offers an understanding of the conclusions that have been reached by researchers and documented from practice (DeVos et al., 2005).

This review will start by discussing the theoretical frameworks that underpin the study. The main models/frameworks are: Ecological Systems Theory, Human Security, Peace-Building and the Community-Schools Model (CSM). These models/frameworks will be illustrated through a conceptual diagram. Furthermore, South Africa as a structurally violent society will be considered with reference to how violence has infiltrated into the South African School System, with a focus on the Western Cape. Relevant institutional arrangements in relation to school violence will also be explored. Finally, the CSM will be explored as a means to reduce violence. The CSM will also be compared to the peace-building approach, which in turn would lead to greater safety and security i.e. human security.

2.1. Theoretical Frameworks

The following theoretical frameworks enable the reader to contextualise this research study. The situation of school violence is discussed in relation to the broader context of society. *Ecological Systems Theory* locates the individual in relation to various systems in their environment. *Human Security* provides a framework for understanding the need for safety and security in schools; whilst *Peace-building* deals with the structural root causes of violence by providing interventions and potentially results in safer schools and communities, with increased human security as the goal.

2.1.1. Ecological Systems Theory

Bronfenbrenner (1979) explains Ecological Systems Theory (EST), whereby individuals and their interrelationships are affected at each of the five various systems of society.

This theory helps situate the individual holistically in their environment and can explain the issue of school violence by looking at the impact of the various systems on the individual (Burton, 2009). School violence is a microcosm of community violence, making them mutually interdependent and EST provides a theoretical framework to understand this (Benbenishty & Astor, 2008).

Bronfenbrenner's (1979) five levels of EST explain an individual's relationship to the environment. At the 'micro' system level, the individual (in this case the child/youth) is influenced by interactions with parents/family. The family is the most crucial socialising agent for children. At the 'meso' level, peers and specifically the school context shape the individual. The 'micro' system impacts on the 'meso' system and vice versa. At the 'exo' system level, the community impacts upon the individual. At the 'macro' system level, ideologies, cultural issues and belief systems shape the individual. The 'chrono' system is the chronological/historical stage through which the individual has been shaped and impacted. To understand the links between violence and deprivations in society and the school system, some examples are given:

- At a micro level, a child could be exposed to violence in the home. Violence becomes a legitimate means of dealing with conflict for this child, which is often acted out in the school setting, when dealing with their own disputes (Burton, 2008a).
- At a meso level, the school and peers play a large role in shaping behaviors and attitudes. 'At risk' children from 'broken homes' may seek out anti-social peer groups, and may drop out of school and form gangs (Ward, 2010).
- At the exo level, exposure to mass poverty, inequality, and constant exposure to crime and violence increases the chance of youth engaging in risky behavior (Leoschut, 2006).
- At the macro level, this deals with ideologies and mindsets. Youth who are marginalised are socially excluded for a host of reasons and find it difficult to change their dysfunctional behaviors and would need re-socializing programs (CSVR, 2009).

- From a chrono systems perspective, youth in South Africa are being given a chance to develop and grow given the pro-youth policies but much work has to be done at the grassroots (Potgeiter, 2007).

The EST demonstrates how every individual is affected at each level of society, both directly and indirectly in all contexts (Bronfenbrenner, 1979). This is important because what is learned through everyday experiences is often displayed in youth's behavior (George, 2001). EST can help explain the effects of structural violence (and the subsequent creation of a culture of violence) in South Africa and throughout its school system. Thus one cannot look at a child in isolation from their environment, specifically in the case of crime and violence and interventions need to be tailored accordingly (Benbenishty & Astor, 2008). Increasing safety and security in schools should be a priority.

2.1.2. Human Security

While Ecological Systems Theory explains the phenomena, human security contextualises the issue of structural violence and makes the connection between education, violence and Human Security. Human Security secures an individual's human rights and dignity (UN, 1994). Without such rights, conflict is inevitable (Ho, 2007).

Human Security examines threats to individuals or societies (CHS, 2003). It concerns itself with security of states, but has expanded to look at individual security and how this affects one's ability to live a good quality of life, which means to enjoy basic fundamental freedoms, such as education (CHS, 2003). Security is safety from chronic deprivation (structural violence) and protection from harmful disturbances (school violence), as these facets compromise everyday life and thus the ability to live a life of value or choice (Sen, 2000).

Human Security encompasses (but is not limited to) seven dimensions and any deficit in one can be seen as potential threat to individual or collective security (UN, 1994). The seven dimensions are economic, food, health, environment, personal, community and political (CHS, 2003). Education is clearly linked to all of these dimensions. So many of

our South African children already go to school hungry, are struggling with poverty related issues, are exposed to domestic and community violence (Leoschut, 2008). Thus the researcher argues that violence in education should be brought to the forefront of the Human Security discourse as learner's safety and security are being threatened.

Human Security is linked to protecting one's vital freedoms against critical threats and situations (CHS, 2003). School violence is one such threat. An important Human Security strategy is to have an environment conducive to building on one's aspirations, and it is clear that violence in school does not promote learner development, as it impacts on their futures as well as their psychological health (Burton, 2007). Human Security in this case means creating systems that give people the building blocks for growth and development, i.e. schools and the quality of education provided (Sen, 2001) It also means to ensure youth have freedom from want and from fear (CHS, 2003); meaning one should be able to go to school and be educated in a safe environment (Galtung, 1969).

The two general strategies employed here should be protection and empowerment. Protection shields people from the dangers like school violence, while empowerment enables people to reach their potential and become full participants in society (CHS, 2003). The lack thereof denotes structural violence, when actual potential is hindered due to violence (Galtung, 1969).

Human Security is derived from the human development paradigm, from the recognition that it too is a development issue. This is because Human Security relies on peace and development to break cycles of conflict and tackle underdevelopment, addressing each component interdependently (UN, 2009a). Thus it is appropriate to incorporate a Human Security framework when dealing with school violence. Furthermore, peace-building could be seen as a complementary model that promotes Human Security.

2.1.3. Peace-building

Peace-building is a process that promotes Human Security (UN, 2009b). Human Security, peace and development are seen as a triad that is needed for positive and just peace (Sato, 2004). Therefore, peace-building can be seen as an overarching concept for

development and peace, or a strategy used to achieve that goal (the state of the school in the case of this research) (Sato, 2004). Peace-building is seen by the United Nations (UN-2009c) as a set of actions and processes that rebuild institutions in post-conflict situations, i.e. post-apartheid South Africa. It deals with the structural root causes of conflict to prevent a relapse, as well as to heal psychosocial trauma for individuals and/or nations (Du Naan Winter & Leighton in Christie, et al., 2001). As structural violence in this research is identified as a human security threat, peace-building is crucial because of its intervention aimed at structural root causes. This is deemed appropriate for school violence, as it deals with the root causes of violence at all levels of the problem (Plucker, 2000).

Peace-building rebuilds institutions by bringing communities together while working towards a common goal (Tongerren, Brenk, Hellema & Verhoeven, 2005). Reconciliation is at the heart of peace-building (De la Rey in Christie et al., 2001). It looks at creating cultures and spaces of non-violence by addressing the structural damage and barriers that exist (Conteh-Morgan, 2005), in this case violence occurring at school. There are many forms of peace-building; the ones pertinent to this research will be briefly explained below:

Structural peace-building is a process of changing violent structures to non-violent structures, by redistributing resources in an equitable manner and addressing root causes of violence through social and psychological elements (Christie et al., 2001). In the case of school violence, it would mean undertaking the process to create peaceful structures (schools), as opposed to violent ones by addressing the mind-set surrounding education and how to deal with conflict (Montiel in Christie et al., 2001). The process encompasses various types of intervention; in the case of school violence it would deal with programs, such as conflict resolution, to bring about alternative behaviours in dealing with conflict to begin to shift a mind-set. (Harris, 2000).

Psychological Peace-building (extension of structural peace building) concerns itself with reconfiguring or realigning damaged relationships through a process of re-

socialisation (Christie et al., 2001). This form of peace-building lays the foundation for sustainable peace and development strategies aimed at community healing and could be of benefit to schools that exist in such conditions.

While O'Brien's (2009) model links community development and conflict resolution as a *framework for critical peace building*, in the instance of the CSM's critical peace-building strategies will achieve the development of school-communities through safety and security processes that are generated from the bottom-up. Alternatives to violence programmes are such an example.

Conflict resolution aims to bring about alternatives to violence such as peer mediation, anti-bullying programmes or non-violent disciplinary measures (Johnson & Johnson, 1995). Through these strategies and programmes, children learn to deal with conflict effectively and gain interpersonal skills. Approaches can be used in a variety of ways, so that cultures of non-violence can be generated in the school context. These forms of peace-building are explained and operationalised in section 2.4. In essence peace-building ensures human security by transforming structural violence (UN, 2009b).

2.1.4. Community-Schools Model (CSM)

The Community-Schools Model (CSM) dates back to the early twentieth century as a conventional model for school development (Sumption & Engstrom, 1966). Recently, CSM's have become the focus for discourse on changing the public education system to address the challenges of the 21st century. Currently, the Children's Aid Society (Children's Aid Society-CAS, 2001) in New York, in conjunction with their Department of Education's have as their main goal to enhance the quality of education for the growth and development of the whole child by addressing the needs of the communities that the schools serve.

The CSM has been adopted and adapted to various contexts globally. Strong community relationships remain the central focus in most schools (CAS, 2001). In America, there are the Federation for Community-Schools (FCS), the Coalition for Community Schools (CCS) and the Children's Aid Society, all of which are working on creating community-

school policies. In addition, there is a joint program being run from Detroit, Michigan and East London in the Eastern Cape of South Africa called ‘Project ABC Connects’ which focuses on: A-aligning extra-curricular with curriculum; B-bringing together community, families and schools; and C- coordinating resources (Witten, 2010b).

According to the model, a community-school is typically open 20 hours a day, 7 days a week. It can be seen as sites of service delivery for government through inter-governmental alignment for delivery of school services and a centre of learning and growth for all (students, staff, parents, wider community) (CAS, 2001). What makes a community school distinctive is the way it taps into human and social capital using the existing school infrastructure (Anderson-Butcher, Lawson, Iachini, Flashloper, Bean & Wade-Mdivanian, 2010). All of this helps to build institutional capacity, frees time up for teachers to teach, and strengthens families by offering services that enhance the quality of life of the parents/guardians, which can increase their involvement (Witten, 2010b).

Community schools develop a community’s voice, and bring together different systems of community, for example relevant specialists such as health, tax, or welfare personnel (CCS, 2007). It is also concerned with re-socialising and rebuilding schools (Adelman & Taylor, 2006). This approach would, as Putnam (cited in Pillay: 19:2008) states, “foster reciprocal relations of trust between horizontal and vertical groups in society”.

There is a fine line between a regular school and a community centre already serving this function. The difference lies in the fact that the two main goals of the CSM are to; 1) decrease barriers to education 2) doing so by addressing community problems that exist, as a school-community (Witten, 2010a). The CSM is a concept based on bringing together all facets of a child’s life to the school, consistent with Ecological Systems Theory, thus it could have potential for the South African context (Khan, 2008). However, the CSM is not without its challenges.

- ***Challenges to the Community-Schools Model***

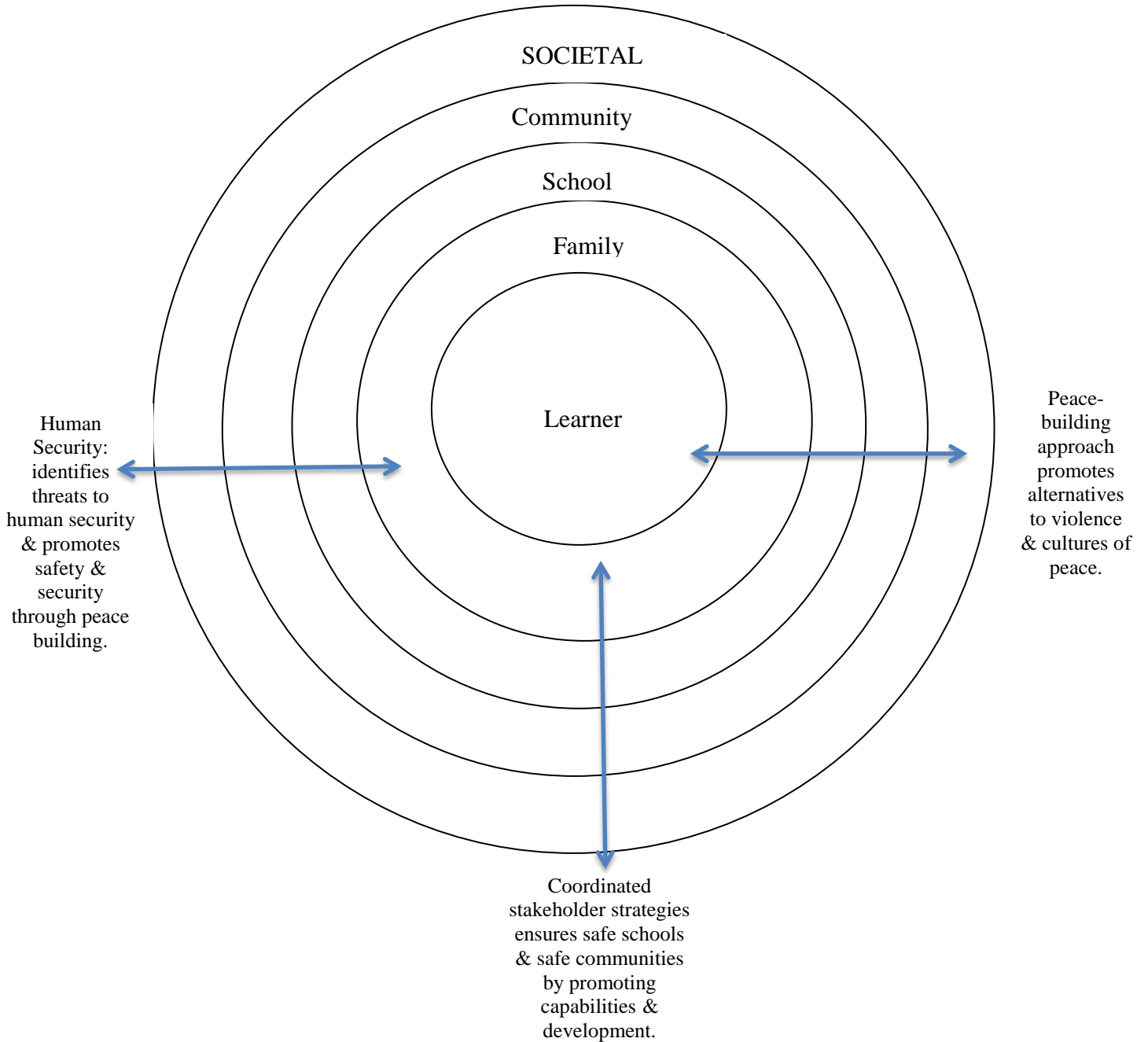
It is argued by (SAHRC, 2006) that this model is too idealistic and difficult to implement, especially due to bureaucratic barriers. The CSM requires a shift in leadership, which creates problems of competing forces and interests. This can make communication difficult, yet vital (CAS, 2001). This approach requires investment, commitment and dedication for all who join in the process.

In addition, it is a long process, which requires long-term investment from the school-community. Finally, it has been argued that this model does not have practical implementable goals (Adelman & Taylor, 2006). The researcher contends that strategies of social planning could be used to develop short, medium and long term goals. Social Planning offers a short and long term action plan, done systemically (Kahn, 1969).

Conceptual Diagram of Key models /Frameworks that Inform this Study

The following diagram illustrates the theoretical underpinnings of the study:

Figure 1: A Learner Centred Community-Schools Model using an Ecological Systems Approach



2.3. Current Situation of Violence in South African Schools

2.3.1. Structural Violence in South Africa

In order to understand the current state of South African schools and violence, it is essential to understand the context of structural violence in this country. Apartheid laws and policies are an example of structural violence, which has deep socio-economic and psychological impacts on people (Steinberg, 2007). When people are denied access to society's resources, forms of physical and psychological violence exist, leading to a culture of violence (Cartwright, 2012). Galtung (1969) shows how structural violence produces as much suffering and death as direct acts of physical violence, but more subtly and deliberately.

This can be seen in South Africa, based on the fact that the country is a middle-income country, said to be contributing 0.59% of the world's Gross Domestic Product in 2010 (Trading Economics, 2012), yet most of their citizens live under the poverty line (UN 2009a). The fact that the average quality of life could be raised through redistribution of existing resources suggests a structurally unequal society (Ho, 2007). Galtung (1969) posits that structural violence is when threats to one's life come in the way of one's potentialities. The link between structural violence and Human Security is that the Human Security discourse has expanded to look at situations of structural violence and its impacts (CHS, 2003).

Having any of the seven dimensions of Human Security being threatened brings about a state of insecurity (Sato, 2004). Structural violence as seen in school contexts may be seen when learners are faced with threats to their education and personal security at school and are facing poverty and inequality in their homes, with their potential for growth and development being severely compromised (CHS, 2003). In the country's context individuals may be scared of gang fights and shootings; this in turn compromises their right to live the quality of life they choose in so many ways and thus threatens society at large, both socially and economically (Sen, 2000). Additionally, when

someone's ability to move freely within a community is hindered then this is a major indicator of structural violence (Lykes, in Christie et al., 2001).

Eighteen years since a new democratic government came into being, and yet many people's basic needs, including education have still not been met (DSD, 2008). The continued lack of basic services has led to service-delivery protests that often turn violent, which has re-surfaced this year (Felix, Koyana & Isaacs, 2012). This is one of the many examples of structural violence and how a culture of violence is embedded in societal structures.

In structurally violent societies, violence continues to be normalised as a 'legitimate' means to respond to conflict (Burton, 2008a). Unequal life chances can breed a culture of violence (Sen, 2000). In South Africa, impoverished conditions, high crime rates and interpersonal violence such as domestic violence and child abuse rates are high (Rosana, Groenewal & Bradshaw, 2007). Furthermore, government corruption, inequitable distribution of wealth and services, and poor communities exposed to gangs and high crime rates are rife (CSVR, 2009).

Since violence has become so acceptable and commonplace, children learn to use violence to resolve conflict or express emotion (Schwebel & Christie in Christie et al., 2001). For instance, an example of this learned 'culture of violence' is when high school students and adult residents of the community burned down their school since they had enough of empty government promises (Solomons, 2010). Thus, both adults and youth have imbibed this culture of violence. Additionally, there is a particularly high incidence of crime in the Western Cape, especially amongst youth, as youth make up a large proportion of perpetrators of crime in the country (Ward, 2010). For example, Ward (2010) showed a reported 100, 000 gang members under the age of 25 in 2010.

Thus, violence in schools is a reflection of community violence, and this link is vital to take into consideration. Occurrences of school violence that has its origins in the community are common (SAHRC, 2006). An example of this is the xenophobic attacks

on non-South African youth by South African youth in schools weeks after similar xenophobic violence occurred in the same community by adults (CJCP, 2009). In addition, gang life infiltrates the classroom and school life, for example by way of younger relatives of gang members, who often recruit the youth to steal and commit other crimes at the school (Burton, 2008c).

The presence of such structural violence confirms Burkey's (1993) theory on the cycle of poverty and takes it one step further by demonstrating that continued denial of resources can lead to escalating forms of conflict or violence (Galtung, 1969).

2.3.2. Violence & Crime in the School Context

According to the South African Human Rights Commission (SAHRC, 2006), being at school is more dangerous for children and youth in South Africa than being anywhere else (SAHRC, 2006). The fact that violence is tolerated in schools, and that adequate measures are not in place to deal with these issues, teaches school children that violence is commonplace and accepted (Leoschut, 2008). Public schooling in South Africa already faces problems such as resource availability, capacity and quality of education (Burton, Leoschut & Bonora, 2009).

The loss of safety at school is yet another stressor that youth face in the 21st century, which violates their constitutional right section 29 in the Bill of Rights (South Africa, 1996) to learn in a safe environment. In Chapter 2 of the Bill of Rights of the Constitution (South Africa, 1996), the right to basic education and to a safe and secure environment in which to learn is enshrined. Yet this right is not sufficiently promoted in the South African public school system (SAHRC, 2006). In the context of Human Security, this is a clear violation of one's freedom from want and fear (CHS, 2003).

- ***Types and Forms of Violence***

Types and forms of violence are not limited to, but include; robbery, vandalism, threats, assaults/ sexual assault, drug and alcohol abuse, weapon use and gang fights. Forty percent of victims of violence are said to be at the school and 1.8 million pupils between Grade 3 and Grade 12 (15.3 %) in South Africa experienced violence in one form or

another (victims, perpetrators or exposure) (Burton, 2008a). Heinous crimes are being committed in the classrooms and on school premises (Bezuidenhout, 2011a). For example, more than one fifth of sexual assaults in the country happen at school (SAHRC, 2006). There are also reports of rape, gang activity, stabbings and even murder (Dawes et al., 2012).

All of the crimes listed above are located all over the school premises. In 2006, the SAHRC reported that forms of school violence occur mostly in the toilets, empty classrooms, on sports grounds, or on walks to and from school. Presently there are reports of such crimes happening in class, as opposed to empty classrooms (Dawes et al., 2012). This points to just how increasingly problematic this phenomena has become.

Crime is not simply occurring in schools between youth; it is also youth attacking teachers and teachers using corporal punishment against children, which further institutionalises violence (Maphosa & Shumba, 2010). Disgruntled students have also been known to attack teachers, whether provoked (forms of discipline through shaming students publically, have been noted) or not (SAHRC, 2006). However, violence is not limited to student-teacher altercations, or between students such as bullying and attacks it has sadly extended to gang life within the school system during school hours (Dawes et al., 2012).

Many researchers attribute gang life to a break down in structures and systems, thus becoming a major form of violence in communities, which then infiltrates into the school (Dawes et al., 2012). Due to easy access, schools become prime recruiting grounds for gangs. Gang members use the school grounds for recruitment, distribution and access to weapons and drugs, as well as acts of initiation or violent attacks with many reported stabbings and shootings in the newspapers (Maditla & Prince, 2012).

The distinguishing feature of violence and crime in South Africa is the individual's readiness to resort to violent means to resolve conflict, often with the use of a weapon (CSVR, 2009). The reasons stated for such attacks are usually trivial, unless gang related.

This demonstrates the need to incorporate programs for alternatives to violence as a method to curb such incidents (Burton, 2008a).

Negative forces such as poverty and inequality affect school behaviour and impacts on educational outcomes (Leoschut, 2008). The likelihood of poverty-stricken children and youth breaking the cycle of violence is rather dismal (Burkey, 2003). High truancy rates, absenteeism amongst students and teachers and low school performance and other debilitating factors (George, 2001).

The implications of school violence are drastic, not simply at the level of the individual but on society in general (Benebenishty & Astor, 2008). This adversely affects children, because schools should serve as a safe space where learning and development takes place (Dawes et al., 2012). As schools are the most common sites of violence (SAHRC, 2006), it is necessary to examine what institutional arrangements are in place, including their limitations, to effectively address the problem of violence in schools and communities.

2.4. Critique of Institutional Arrangements Relevant to School Violence

Institutional arrangements are structures that are in place to govern measure and intervene for specific social problems (Gil, 1992). In the case of school violence, there are some institutional arrangements that the researcher believes are most relevant. Thus, legislation and policy initiatives, including a brief summary and critique of interventions that are taking place to address school violence, in response to policy will be discussed in the following sections.

- **National Crime Prevention Strategy (NCPS)**

To start, it is important to draw the reader's attention to the multipronged National Crime Prevention Strategy (Department of Safety & Security, 1996), two years into the new dispensation. The emphasis was on a range of interventions, i.e. community partnerships, public education, reshaping social values and changes in safer environmental design.

Although well intentioned at the time, South Africa did not have the capacity to carry this out effectively within its present criminal justice system or related institutions. Thus the

NCPS was not implemented in a strategic manner (South African Council of Educators-SACE, 2012). One of the main complaints of the strategy was that it responded to public outcry rather than actual statistical areas of need with respect to crime (Pillay, 2008). These knee-jerk responses as well as other factors led to its failure.

- **Safe Schools Framework (SSF)**

The 2003 *Safe Schools Framework (SSF)* is the framework that guides safe practices in South African Schools, under the *Safe Schools Division*, in the Department of Education. This division functions through a call centre operation (the *Safe Schools Call Centre*), where reports and referrals can be made, and information can be accessed, as well as programmes and projects including conflict resolution workshops for educators. The SSF offers the following guidelines:

The first two are: (1) environmental changes for safe spaces through an increase in security, and (2) minor infrastructural changes such as the use of security measures. How these guidelines were implemented contradicted the notion of 'safe places' that engendered a culture of peace. In actual fact, target-hardening strategies, such as armed military patrol units were used to monitor school violence! The CJCP (2009) indicated dismay as such measures were seen as counterproductive and in fact engendered violence. One of the other concerns is the response time allowed for emergency calls to the police from the school, which is between 8-10 minutes. In that time the problem of violence can escalate. It is questioned whether systemic change can be achieved by focusing on the consequences rather than the causes of violence. Finally, the third measure: (3) obtaining changes in institutional behaviour through community-based systems. Within this measure, community-school partnerships are mentioned, but with relatively little on how this will be achieved in practice.

The SSF's goals are aimed at creating changes in attitudes and behaviour through programmes causing systemic change, yet not much was mentioned as to how this has or could be achieved.

- **UNICEF & Department of Education & Safe and Caring Friendly Schools**

UNICEF and the Department of Education in South Africa have produced a document entitled “Safe and Caring Friendly Schools” (2008). This is a guideline with six principles, revolving around increasing knowledge and participation of school community-partnerships to build capacity in dealing with the challenges in education. It is strictly meant as a guideline and a vision, with little focus on strategy or implementation. This document states that it is aligned with current policy and legislation on education, and not intended to ‘reinvent the wheel’ and create new policies. Achieving real change needs to focus specifically on a model of delivery that clearly states processes, roles and responsibilities. However, it may be meant for purposes of creating minimum standards and legislation rather than working out the intervention strategies, in which case this should be stated more clearly.

- **The Child Justice Act (CJA)**

The Child Justice Act No 75 of 2008 (South Africa, 2008) is a legislation that seeks to guide the redress of the criminal justice system through restorative justice, by removing children from the formal criminal justice system through diversionary and rehabilitative programmes. This legislation was devised over a number of years in order to properly address the issue of rehabilitation and reintegration through diversionary programs, rather than punishment. The act itself is rather technical, and overlooks the need for content specific information regarding diversion; in essence it is lacking the human development dimension (Gallinetti, Kassan & Ehlers, 2006). Finally, there was nothing specific in this policy about school violence. The Child Justice Act (South Africa, 2008) does not say much about partnerships with the school system itself. Due to the legislations technical nature, it is hard to conceptualise how such a policy can be effectively translated into practice.

- **Discipline and Classroom Management Manual (DCMM)**

The Discipline and Classroom Management Manual (Western Cape Education Department-WCED, 2007) is critical in understanding the manner in which teaching, classroom and school management, as well as conflict resolution are dealt with. Without

discipline, chaos ensues (Clarke, 2007). Although the manual is somewhat fragmented, if implemented and accompanied by training, it has the potential to serve as a foundation for effective management. This inevitably leads to more conducive and safe classroom environments where learning can take place. It also has the potential to be disseminated beyond the classroom, having positive effects on the 'school-community' (Witten, 2006). This manual uses a 6-phase model to address conflict, whilst CAS (2001) suggests that a 3-step model is more effective for behaviour modification, based on its clear concise and quick mode of intervention. However, to work efficiently, consistency in its delivery among all stakeholders at all levels is key (Furlong, 2006). Dissemination plans are vital and could use further attention. Discipline is a major contributing factor to violence in schools (Burton, 2008a) and will be discussed in more detail in the recommendations section.

- **Life Orientation Curriculum**

The life orientation curriculum pertains to specific developmental periods in a child's life, and is supposedly contextually based, according to relevant social problems and self-development of the child (Department of Education, 2007). Its purpose is to deal with the self-development of the child and to give an opportunity to expose children to extra-curricular activities as well as job prospects. There are some conflict resolution modules in the curriculum that can enhance self-development of youth if administered efficiently.

However, in general, the life orientation curriculum has been criticised for being ineffectively administered for various reasons: due to teacher's lack of interest, skills or possibly not fully addressing the pertinent needs of youth today (Prinsloo, 2007).

Although content of the life-orientation curriculum is good, the key driver of this process is how it is implemented. With so much violence in schools, there seems an obvious need to re-evaluate the effect of life-orientation.

Good policy should translate into effective practice (Gil, 1992). Here are some of the examples of practice derived from policy in regards to school violence.

- **Local /National Interventions to Address School Violence**

Interventions for school violence and education are being developed or are already implemented, for example, the National Institute for Crime Prevention and Rehabilitation of Offenders (*NICRO*) works with a few government departments' to reintegrate young offenders into community and school settings This initiative is furthered by the work of the *Department of Community Safety* (DCS, 2012) as they are becoming more involved in school violence. The DCS has deployed safety officers at most public schools and a gang unit.

Through the Nelson Mandela Metropolitan University, *Manyano* (2010) held a forum on community schools dealing with community and public school based challenges. Its main focus was the quality of education for positive growth and development of learner and violence was not discussed in this instance.

Finally, together with the Western Cape Education Department (*WCED*), the *Desmond Tutu Peace Centre* is administering a programme, training students and school staff in 'schools for peace' through conflict resolution and peer mediation programs (which is likely to be cancelled this year). In the case of programmes such as peer mediation, a critique shows that students, who struggle with conflict, should first learn to deal with their own emotions and self-control before mediating peers conflict (Schwebel & Christie, in Christie et al., 2001). These practices must also be disseminated at the level of the school-community for consistency. These models have inadvertently enabled staff to absolve themselves from disciplining learners themselves but rather are sending them to the peer mediators (Cowie & Jennifer, 2006).

In general, many of these interventions are short-term, not dealing with root causes of violence and is not involving whole-school-family-communities and are therefore not being filtered to the home or community level. Many government departments struggle to work together, they are often tackling one issue at a time, rather than many issues simultaneously (SACE, 2012).

Relapses of conflict often occur where structural causes of conflict and deprivations are not adequately addressed (CHS, 2003). There is great need for changing the institutional culture of the school body. This is indicative of the need for more peace-building type efforts (Lederach, 1997). There still is a great need for stronger alignment amongst these initiatives if any real structural changes are to be made. Unfortunately as Rondinelli (1993) indicates bureaucratic barriers, power and status issues, interfere with the success of any of the interventions on the ground and the immediate and long-term issues are often neglected for purposes of ‘red tape’.

This section hopefully converged some of the issues that make addressing school violence possible. Unfortunately, they are not always practically implementable demonstrated by the many problems involved on school violence and why the problem is rising. The following section will therefore make a case for the Community-School Model to be transformed into a peace-building strategy to reduce school violence, thereby making interventions more focused.

2.5. Case for Community-Schools Model as a Peace-Building Strategy

In discussing school violence, it is clear that interventions are not addressing the structural root causes of violence or are fragmented by addressing only one area of the problem (Schwebel & Christie, in Christie et al., 2001). The researcher recognises that the multi-faceted nature of the problem of school violence requires a more comprehensive response. Consequently, in this section a case for a modified Community-Schools Model (CSM) will be made to explore it as a peace-building strategy to address school violence. This means that while many peace-building elements are seen in a CSM, to become an effective peace-building strategy, it is assumed that elements to deal with violence would need to be added. First, the CSM’s main goals will be expressed in relation to their linkages in using this model to reduce school violence. Following this, the connection between CSM and peace-building principles will be outlined as to how such principles can be modified to address school violence.

There are two focuses of the CSM that stand out in regards to using the model to reduce violence. They are (a) *to decrease barriers to learning*. In the case of school violence, this model would address decreasing or removing violence as the barrier to learning. While (b) *aims to address community factors/problems together as a school-community* (CCS, 2007). This would mean addressing the impacts of poverty and inequality that have resulted in violence, together as a school-community. This also connects to Human Security by examining the social impacts of violence on society. Similarly, the SAHRC (2006) spoke about addressing school violence as a symptom of overall social dysfunction of a community.

Essentially, Human Security is meant to examine the causes and consequences of underdevelopment and seeks to bridge the gap between development and security, which can result in peaceful society (CHS, 2003). Peace-building can be seen as the way in which to intervene to acquire human security (Gueli, Liebenberg & Van Huyssteen, 2007). Ultimately this model, if implemented successfully, could lead to safer schools and safer communities. To corroborate this, Pillay (2008) maintains that the family, community, and the public education system together could make the school an important site of intervention to transform relations in communities and to address and reduce violence, by placing the school at the centre of the community. This shows great potential for the use of CSM in reducing violence, especially if it takes into account peace-building.

Pillay (2008) also argues that it is necessary for the whole community to curb the incidence of violence. An excellent example of this would be a school that not only uses peer mediation program, but ensures it is widely disseminated and used beyond the classroom, like in the home (Burton, 2008a). This model is relevant to the current study, because it is based on an approach that addresses the many levels of the problem of violence in schools with full community support.

2.5.1. Similarities between a Community-Schools Model and Peace-building

Various authors such as Sato (2004) & Christie et al., (2001), highlight the following main principles: redress, reconciliation, reconstruction, re-socialisation and redistribution.

These both appear in peace-building literature and strategies and in community-school models. In addition, O’Brien’s (2009) peace-building principles, which she highlights, could be dove-tailed with the CSM. A table will depict the similarities between peace-building and CSM elements.

Table 1: Peace Building and Community Schools Model ‘Principles’

Peace building Principles	Community-Schools Model Principles
Redress-refers to transforming imbalances.	❖ Transform public education system to a more equitable system.
Reconciliation-refers to healing wounds of society & could bring about community cohesion.	❖ Bridging community divide ❖ Work towards common goals
Reconstruction refers to having structures in place to build upon	❖ Providing the proper infrastructure (schools, communities)
Re-socialisation-refers to behaviour & communication changes/shift in the mind-set.	❖ Shift in mind-set towards education by locating the individual & the school at centre of the community.
Redistribution-refers to equitable distribution of resources and use of social capital.	❖ Coordinate/Leverage funds & resources ❖ Using social capital ❖ Promotes institutional core

2.5.2. Integrating principles to address violence

Peace-building principles are summarised through some of the following; redress, reconciliation, reconstruction, re-socialisation and redistribution because these reflect its practices. These “principles” of peace-building relate to those of the CSM. To transform the public education system in the case of school violence requires a *redress* in as far as transforming mind-sets about education and how violence is dealt with (Khan, 2008). This would begin to relocate the school as a place of safety. The process itself would begin to shift the mind-set surrounding education, but in this case, it also has the potential of *reconciliation* (Christie et al., 2001). This would begin to heal past wounds of individuals and communities by bridging the community disconnect and working

together towards common goals of the community-school, as well as exerting a concerted effort for change (CAS, 2001).

Within this process, people would have the opportunity to reconstruct themselves, by *reconstruction* through the school-community and family trying to rebuild relationships and having the structures in place (facilities and support networks) to heal past wounds and trauma (Plucker, 2000). In order to reorient a mind-set, it requires a process of *re-socialisation*. Burton (2008a) describes it as the institutionalisation of new behaviours and alternatives to violence as a whole-school approach to education, which can be administered through a community-school. Additionally, it allows for growth of individuals and thus as a collective unit. This begins a process of shifting structures of violence to non-violence and peace (Wessels, Schwebel & Anderson in Christie et al., 2001).

In addition to this, due to the CSM's emphasis on decreasing barriers to education by addressing community problems together, using the lens of peace, the schools would search for ways to bring families together to build the school-community by building networks and support systems (Anderson-Butcher et al., 2010). This would entail tapping into the social capital (Fukuyama, 2001). Peace-building is heavily reliant on the use of civil society actors and its functions in building peace (Lederach, 1997). The school-community together addresses social problems and remove barriers to education. It also looks at developing individual capabilities so that all people involved are developing self as rebuilding self and psyche is fundamental to community growth, by nurturing their potentialities (Galtung, 1969).

The process of *redistribution* would begin to re-align institutions by offering basic services from the school. It would force government departments to be accountable because they would no longer be fragmented in the delivery of their services (CCS, 2007). They would have to address the people/community's needs by offering pertinent services and do so through the school, a central location within the community. It could enhance the capacity of institutions, producing a network of qualified professionals,

specifically in the realms of crime and violence. This helps redistribute and leverage resources equitably, and aids in dealing with institutional barriers that can also be the root causes of the social dysfunction that exists in South Africa (Burton, 2007). Effectively, this entire process is one of restructuring the nature of the school-community and institutional culture of the school-community (Witten, 2006).

Essentially, the CSM would be building cultures of peace through increasing social capital around those six peace building principles. In addition, what makes the CSM unique as a peace-building strategy is that it offers services that address the root causes of conflict and violence as well as having particular programs and services tailored to the specific needs and strengths of the school (Harris, 2000). The school can then become a place where wide dissemination of practices needed in a child's life occurs, such as conflict resolution, discipline, boundaries and care (Adelman & Taylor, 2006). Children (as well as the school-community) will develop a 'whole' self and to be able to maintain such a self-concept and this contributes to society as a whole (Sen, 1999).

2.5.3. Reciprocal Effects/Relationships

The CSM can have reciprocal effects in the home and community because what is being taught at school through this model will be transferred to other areas of the child's life, such as the home (CCS, 2007). By reducing school violence, the community would be reclaiming the neighbourhood (Pillay, 2008), thus re-building society.

In addition, this model has been primarily used in the past to enhance the quality of education (Witten, 2010b). Quality of education and school violence has a relationship in that when violence is high the quality suffers (Cowie & Jennifer, 2006). Finally, among many other stakeholders, the community organisations will be called upon to share their spaces and resources in order to work towards the common goal of peaceful communities. In general, this model, moderately adapted could have great benefits to society at large.

2.6. Conclusion

This chapter started by discussing the theoretical frameworks underpinning the study. The main theories were; ecological systems theory, human security, peace-building, community-schools model, with the use of a conceptual diagram to illustrate these theories. It then examined South Africa as a structurally violent society given its legacy from the past. Additionally, it examined how violence has become normalised into South African Society, with a focus on the Western Cape. Subsequently, the way in which violence has spread to the school system was discussed. Then relevant institutional arrangement critiqued. Finally, the CSM was explored, specifically in realm of peace-building. The CSM could be modified to be used as a peace-building intervention strategy to reduce school violence in South Africa. The following Chapter Three will discuss 'Methodology'.

CHAPTER THREE-METHODOLOGY

3. Introduction

This chapter presents the methodology that was adopted for this study, namely: research design, gaining entry, sampling strategy, data collection and data analysis approaches. Furthermore, the limitations of the research will be discussed. This chapter draws heavily on the work of De Vos, Strydom, Fouche & Delport (2005).

3.1. Research Design

An exploratory qualitative design was used for this study; as DeVos et al., (2005) explain, this is a method of research that enabled the researcher to gain a more in-depth look and understanding of the issue being studied. The goal of an exploratory qualitative approach is to describe and understand human behaviour, rather than to explain or predict. Furthermore the meaning that respondents' give to their situation is of paramount importance (Babbie & Moutin, 2001). Exploratory studies are usually undertaken when the phenomenon being studied is relatively new and/or not many studies have been done in that area (De Vos et al., 2005).

Respondent's perspectives about the topic being explored forms the heart of this study. This is important in the case of school violence since the perspectives that the respondents' hold offer key insights into conflict, conflict resolution strategies and processes that needs to be addressed. Thus a qualitative exploratory study was an eminently suitable design for this research.

This approach intends to use inductive forms of reasoning, develop concepts and insights and understand patterns in the data (Babbie & Mouton, 2001). This tends to capture and discover meaning once the researcher becomes immersed in the data (De Vos et al., 2005). The qualitative approach was used to gain a thorough look at the perceptions of educators, students, Non-Governmental Organisations (NGO), a member of the School Governing Board (SGB) and various government representatives to understand the issue of crime and violence in their school and community or the one in which they work. Finally, the respondents gave their input on the use of the community-school model

(CSM) in curbing the incidence of crime and recommendations as how to use or modify a CSM as a peace-building tool.

3.2. Sampling

The methodology will be discussed in relation to gaining entry; the sampling framework, data collection and data analysis. According to Babbie & Mouton (2001) a sample is a special subset of a population observed in order to make inferences about the nature of the total population. This study will adopt a purposive sampling procedure in order to select targeted subsets. Although the study context is Nyanga (Chapter 1 section 1.3) the selected respondents within the targeted sub-sets do not all live in Nyanga but play an important role in that context..

Sampling Framework

A non-probability sampling approach was used to seek out individuals and groups who were more likely to provide crucial insights on the research study (Babbie & Mouton, 2001). A form of non-probability sampling is purposive sampling, which means a process where researchers purposively choose participants they think will provide the most accurate data (De Vos et al., 2005). The Nyanga area was purposively chosen based on the context of the study (Chapter 1, section). This means that participants were chosen who worked or lived in Nyanga and who had exposure or experiences with violence and crime. The schools were also purposively chosen in that School A had a low level of violence and School B had a high level of violence.

Gaining Entry

- Firstly the researcher had already made some contacts with prospective respondents since she was doing volunteer work in the community thus had some understanding of the context of the study and the need for research in this area.
- It was clear that purposive sampling would be carried out based on the researchers' judgement as to who could yield rich information on the topic.
- Once the proposal was ready and approved by the Supervisor and University of Cape Town's Department of Social Development ethics committee, a summary of

- the proposal was submitted to the Western Cape Education Department (WCED) for permission to conduct interviews and focus groups at a high school in Nyanga.
- Schools in the area were invited to participate and two schools volunteered.
 - Once permission was gained from the WCED (see Appendix D:pg), the principals of the two schools were contacted and the research proposal was also discussed with them.
 - The principals guided the selection of the learner respondents as well as the other educators.
 - Special consent forms were drawn up when seeking permission for the respondents to participate (see Appendix A, B, C). Only once these forms were signed did interviewing take place.
 - NGO employees, an SGB Member and Government Officials who worked in Nyanga were contacted for interviews. Only those interested were interviewed.

Sampling Strategy

The key informants and institutions were chosen based on whether they worked in the area or went to those specific schools. The following is a sampling summary, including all the subsamples. The sample sub-sets include students and educators , as well as government representatives and non-governmental organisations involved in the reduction of school violence. The following table sets out all the respondents.

Table 2: Sampling Strategy-Subsamples

School Informants	Key Informants	Institutions
<p>School A</p> <ul style="list-style-type: none"> Deputy Principal 1 Deputy Principal 2 Life Orientation Teacher Focus Group Boys (8) Focus Group Girls (8) <p>School B</p> <p>Principal (1)</p> <p>Focus Group Boys (6)</p> <p>School Governing Board Member/Parent (1)</p>	<ul style="list-style-type: none"> NGO Peace (1) NGO Youth (1) NGO Social Development (1) 	<p>WCED Safe Schools Divisions:</p> <ul style="list-style-type: none"> Head of Safe Schools (1) Safe Schools Field Worker (1) <p>Department of Community Safety</p> <ul style="list-style-type: none"> Head of Gang Unit (1) Policy & Research (1) <p>SAPS</p> <ul style="list-style-type: none"> Nyanga Police Commander (1)

Subsample 1: School Informants

School A

- 2 focus groups, one group with eight (Grade 8-matric) male learners and one focus group for female learners.
- 3 face-to-face interviews with the two deputy principals and one life orientation teacher.

School A was chosen due to their high interest in the CSM. The researcher felt this school, having *low levels of violence* could compliment the information from the school with high levels of violence, in the same area. This could provide a more comprehensive understanding of the school situation.

School B

- 1 principal
- 1 School Governing Board Member, i.e. Parent
- 1 focus group of males who were ‘at risk’. Ward (2010) states that school-aged youth are more likely enlisted into gangs at this age, therefore this is an appropriate sample for this study.

School B presents *high levels of violence* and was specifically targeted for this very reason.

Subsample 2: Key Informants

- 3-community organisations in the Nyanga area that deal with poverty, inequality and crime. The first NGO's focus was on peace, the second was on youth and the third was on social development.

These NGO's could play a vital role in facilitating the CSM.

Subsample 3: Institutions/Government Representatives

- 2 representatives from the WCED Safe Schools Division, one senior representative and one field worker, working in the schools with violence.
- 2 representatives from the Department of Community Safety, one heads the gang unit (and is in the school with violence) and the other participant is a senior representative in policy and research.
- 1 senior police officer (cluster commander) in the Nyanga Police Station.

In general, this sub- sample represent the school context and the community and they will be assessed in relation to g linkages, partnerships and a prospective CSM model. The researcher believes that these institutions play a key role in the issue of safety in schools.

Thus, altogether thirteen individual interviews were carried out as well as three focus groups.

3.3. Data Collection Strategy

The data collection strategy will be discussed in terms of the data collection approaches used as well as the data collection instruments and apparatus used to capture verbatim data.

3.3.1. Data collection Approach

- **In-depth face to face interviews**

In-depth interviews allow for face to face interaction and deep probing. This enabled the participants to take the lead in the conversation and offer their rich insights (Babbie & Mouton, 2001). Face to face interviews were used for thirteen individual respondents.

- **Focus Group Approach**

Three focus groups were conducted (two at one school and one at the other). Focus Groups allow for interaction amongst the group members as they contribute towards each other's insights in a social context (DeVos et al., 2005). These focus groups allow for new understanding and meaning to emerge in an interactive manner (Tutty et al., 1996).

3.3.2. Data Collection Instrument

The main data collection tool used was a semi-structured interview schedule. This interview schedule serves as a guide and allows for questions to be elaborated and answers to be further probed (Babbie & Mouton, 2001). This approach adopts open-ended questions to get as much information on the respondent's beliefs and perceptions as possible (De Vos et al., 2005).

The researcher was able to use the schedules in a flexible manner. The respondents were able to disclose whatever they deemed necessary, bringing the research to new depths and quality (Singleton et al., 1988).

3.3.3. Data Collection Apparatus

Finally, the data collection apparatus used to record the information was a computer program from Macintosh Apple computer called; Garage Band, along with a notepad to jot down key findings and non-verbal cues that a tape recorder cannot capture (Tutty et al., 1996).

3.4. Data Analysis

Data analysis already starts at the point of collecting data as ideas and observations in the field are jotted down . Once the field work was completed , further rigorous analysis was done in a systematic manner. The data analysis approach used was an adaptation of Tesch (1990), (in De Vos et al., 2005). Tesch's (1990) data analysis is a method whereby the researcher generates themes and categories from an analysis of the findings. The analysis was implemented as follows:

The researcher started by transcribing the interviews and reading through the interviews to gain a sense of the meanings that respondents' gave to the topic being examined.

Starting with one interview the following process was carried out and repeated for all the interviews.

- i. The researcher tried to make sense of the text by placing descriptive labels on the margins of the pages. Categories of those descriptive labels were identified and colour-coded accordingly.
- ii. The main labels were linked to broad themes that reflected the study objectives.
- iii. The researcher coded the text according to main themes, categories and sub-categories, with the use of different colored kokis (see chapter 4).
- iv. Further refinement of the coding was done until a more or less mutually exclusive framework table could be developed. (Chapter 4 section 4.1).
- v. The findings were then systematically written up using the framework table as its guide.
- vi. Actual verbatim quotes were used to illustrate the various themes/categories/sub-categories. In addition, these quotes were compared and contrasted with other studies referred to in the literature review.
- vii. Finally, the researcher also added her own critical commentary on the findings.

3.5. Limitations Inherent to the Study

Limitations are constraints that inhibit progress of the study (De Vos et al., 2005).

Limitations are inevitable; however, the important part is how the researcher addresses each limitation (Singleton et al., 1988). In this section the limitations deemed the most important and that arose in this particular study will be examined, as well as how they were dealt with.

• Research Design

Due to the qualitative exploratory nature of the study, it was anticipated that possible biases would impact on the integrity of the data (Tutty et al., 1996). For example, respondents in the school may want to have their school represented in a positive light and therefore skew their answers to ensure this happens. By triangulating data from various sub-sample sets, these biases could be offset and a more holistic picture gained from the varying insights (De Vos et al., 2005). A qualitative approach was chosen since

it suited the purpose of the study.

- **Sampling**

There is always the possibility that some of the respondents will decide they are no longer interested or can no longer participate (Babbie & Mouton, 2001). To avoid this, the researcher made a list of all the organisations and schools in the area and had a back up list of possible respondents. Some barriers included gaining entry into some schools due to time pressures. The schools that finally agreed to participate were two schools in close proximity to each other.

Non-probability, purposive sampling does not allow for generalisations to be made to the broader population to other schools in the area. All the sub-samples were purposively chosen and hence idiosyncratic. Nevertheless, this 'layered approach' to sampling using different sub-sets which are crucial to the community-school model would provide holistic overview of the problem.

- **Data Collection**

In face-to-face interviews, it can be difficult for respondents to feel comfortable to express themselves as they do not know or trust the researcher (Haralambos & Holborn, 2008). At the same time it is an excellent approach to develop rapport and means that the researcher has the necessary skills to conduct a good interview. Running focus groups can also be daunting to a novice researcher but this approach could elicit rich information.

- **Data Apparatus**

In one of the schools with high levels of violence, the researcher was told not to bring equipment. This risks undermining the responses from the respondents (DeVos et al., 2005). Luckily, the researcher has scribe/note taking experience and took notes, almost verbatim. While recording could not be done it captured all the responses verbatim allowing the researcher to focus on the non-verbal cues as well.

- **Language Issues**

DeVos et al., (2005) mentions the importance for the role of the researcher in facilitating ethical and quality research. One potential limitation may be the language barriers. While most of Nyanga residents speak English, there are many who do not. The researcher has taken beginner Xhosa and a colleague offered to help if necessary with translation.

3.6. Conclusion

This chapter familiarised the reader with the methodology that was adopted. A clear overview was provided with regards to what research design was used; how the researcher gained entry; how the sampling strategy was carried out; how data collection and data analysis was done. Finally, some limitations inherent to the study were discussed. The following chapter presents and discusses the main findings.

CHAPTER FOUR: PRESENTATION & DISCUSSION OF FINDINGS

4. Introduction

This chapter presents the research findings that resulted from thirteen interviews and three focus groups conducted with respondents. First, a profile of all respondents in the

various sub-samples will be presented followed by the framework for analysis and the discussion of the findings.

4.1. Profile of Respondents

The profile of the respondents will be displayed for three different subsamples. School A with its focus group respondents, as well as its educator respondents; and School B with its focus group respondents as well as the educator respondent. Finally, key informants from various organisations and government departments' respondents.

Table 3 Profile of Respondents (School A)

Subsample: School A	Alias	Position/Role	Age	Years at School	Gender	Residence
Educators	Principal 1- School A	Deputy Principal 1	40	6	Female	Gugulethu
	Principal 2- School A	Deputy Principal 2	38	4	Male	Kuils River
	Life- Orientation- School A	Teacher grade 10-12	35	4	Female	Nyanga
Focus Groups: (Male respondents)	Focus Group Students- School A.M1-M8	M1	15	2	Male	Nyanga
		M2	16	3	Male	New Crossroads
		M3	16	1	Male	Phillippi
		M4	17	4	Male	Nyanga
		M5	16	1	Male	Nyanga
		M6	14	1	Male	Gugulethu
		M7	15	1	Male	Athlone
		M8	17	3	Male	Nyanga
(Female respondents)	Focus Group Students- School A. Female # F1-F8	F1	17	2	Female	Crossroads
		F2	16	2	Female	Nyanga
		F3	16	2	Female	Nyanga
		F4	16	4	Female	Nyanga
		F5	19	1	Female	Nyanga
		F6	16	1	Female	Nyanga
		F7	16	1	Female	Nyanga
		F8	17	3	Female	Nyanga

Table 4: Profile of Respondents (School B)

Subsample: School B	Alias	Position/Role	Age	Years at School	Gender	Residence
Educator	Principal-School B	Head Principal	40	14	Male	Gugulethu
School Governing Board	Parent-School B.SGB	Parent on School Governing Board	45	2	Female	Nyanga
Focus Group (Male Respondents)	Focus Group-School B. M1-M5	M1	16	2	Male	Nyanga
		M2	17	1	Male	Nyanga
		M3	20	4	Male	Nyanga
		M4	17	3	Male	Nyanga
		M5	16	2	Male	Nyanga

Table 5: Profile of Respondents (Key Informants and Institutions)

Subsample: Key Informants and Institutions	Alias	Position/Role	Age	Years on Job	Gender	Residence
NGO	K1-NGO-Youth	Managing Coordinator (School A & B)	30	4	Female	Cape Town City Bowl
	K2-NGO-Peace	Programme Coordinator	27	1	Male	Bonteheuwel
	K3-NGO-Development	Communications Manager (School A)	27	1	Male	Cape Town City Bowl
Institutions (Government Departments)	K4-Police	Cluster Commander (School B)	50	20	Male	Nyanga
Department of Community Safety	K5-DOCS.Gang Unit	Programme Manager (School B)	40	5	Male	Muizenberg
	K6-DOCS. Policy/Research	Directorate	55	7	Male	Cape Town City Bowl
Western Cape Education Department	K7-WCED.Safe Schools	Senior Representative	55	15	Female	Southern Suburbs
	K8-WCED.Safe Schools Fieldworker	Fieldworker (School B)	25	2	Female	Khayelitsha

School A was particularly interesting because little evidence of school violence was found, despite it being in close proximity to School B where high levels of school violence are found.

School B had experienced many stabbings, and the school was contemplating whether or not to shut down. This was an interesting subsample, as it gave the researcher an in-depth look into the problem and spoke with a focus group of boys who were either in gangs or at risk of being recruited.

Key Informants came from various organisations and government departments including the police force. They were all concerned with the issue of school violence and were involved in School A and/or School B. They too provided rich insights from their own perspectives. In trying to make sense of the data, a framework for analysis was constructed. Once the researcher had compiled a list of main themes, categories and sub-categories the following framework was designed to assert a logical, coherent discussion of the findings.

4.2. Framework for Analysis

Table 6: Framework for Analysis

Themes	Categories
Theme 1: Current Situation of Violence in Western Cape & its Schools	<ul style="list-style-type: none"> • Schools as a Microcosm of Society • Socio-Economic Conditions • Impact of Poverty/Inequality • Breakdown of Society
Theme 2: Types & Forms of School Violence	<ul style="list-style-type: none"> • Criminal Behaviour • Gangsterism
Theme 3: Institutional Arrangements in Relation to School Violence & their Gaps	<ul style="list-style-type: none"> • Government Departments • Western Cape Education Department (WCED)-Safe Schools Division • South African Police Force (SAPS) • School Level • Issues of Leadership
Theme 4: Distinctive Features for Community School Model (CSM)	<ul style="list-style-type: none"> • Central Features of the Model
Theme 5: Potential for CSM to be used to reduce school violence	<ul style="list-style-type: none"> • Adaptations to the Model • Physical & Emotional Safety • Culture of Non-Violence
Theme 6: Potential Effects CSM could have on Reducing Violence in the Community	<ul style="list-style-type: none"> • Reciprocal Relationship
Theme 7: Challenges for the CSM	<ul style="list-style-type: none"> • Challenges for the Community-School

4.3. Discussion of Findings

The findings will now be discussed according to the logical flow of the framework (see Table 5).

4.3.1. Current Situation of Violence in Western Cape Schools

The current situation of violence in South African schools, more specifically in Western Cape schools, is a major social problem with rippling effects (Burton, 2008a). This problem stems from the deep psychological and historical roots of Apartheid. It has left a residual effect on society today, which has resulted in structural inequalities (Bonora & Burton, 2006). Schools have not been immune to this impact. Schools have become sites of violence, mirroring community life (“South Africa Education Minister Worried About School Violence”, 2011). Respondents’ views on violence in schools will be explored.

- **Schools as a Microcosm of Society**

It is widely recognised that a school will mirror society, through behaviours and attitudes of students (Burton, 2008a). Respondents acknowledged the problem of school violence but often spoke about the need to look at the student within their family and community context (Bronfenbrenner, 1979). This is illustrated through some quotes:

“...Whatever is happening from home, the child is going to carry that to the school, as a result when they get to the school, say a child comes with anger, he’s going to vent that anger in some way, happens all the time...” (Principal 1-School A)

“...We have nothing and it hurts us. It would then be the same in schools, because what you see in the community, you will see in the schools...” (Parent-School B. SGB)

Respondents often spoke about violent incidents that were carried out on the weekend being played out in the school context:

“...Violence and crime has entrenched itself within the communities, so I can say the two go hand in hand. I mean the school is a microcosm of the immediate community and surroundings right, cause what is reflected in the community, is flowing over into the school...The gang fights in the schoolyard emanating from whatever took place in the immediate community, over the weekend you know...” (Principal-School B)

“...You’ll hear about a fight on the weekend, and you’ll see it play out in school the next week ...” (K5-DOCS.Gang Unit)

“...The fights we see on the weekend, we also see in the school...” (Focus Group-School B.M5)

Schools should act as a place of safety where learning and growth are meant to take place (Litwalk & Meyer, 1974). Without this, it compromises multiple facets in a child’s life (Dawes et al., 2012). These findings give evidence to the fact that an individual, especially in the context of violence cannot be seen in isolation of their environment (Burkey, 1993). This begins to make sense as to why school violence is a growing problem, especially if socio-economic conditions are not being addressed, as they should.

- **Socio-economic conditions**

South Africa is a middle-income country, yet an impoverished nation (“World Bank: South Africa Must Fight Inequality”, 2010). Poor socio-economic conditions affect close to 40% of the population who live under major threats to their well-being (UN, 2009a).

They said:

“...People are ill, they don’t have the resources, electricity, food, again so many compounded issues and they are so structural in nature that they are embedded in society ...” (NGO-Youth)

“...People are desperate and are working so hard to earn very little ...” (Focus Group School B.M5)

“...Then you look at social services or lack thereof and clinics, that kind of things are happening, like teenage pregnancy, stats compliment if you know what I mean the social and economic circumstances...” (Principal-School B)

“...The most prominent problems I see are HIV/AIDS, unemployment, crime, alcohol and drugs. Obviously, there are high levels of poverty and inequality” (NGO-Development).

Respondents thus alluded to structural violence that is very much present in the South African situation. Unless this situation of inequality and poverty is addressed violence cannot really be transformed. (Sen, 2001).

- **Impact of Poverty/Inequality**

The overwhelming presence of poverty is descriptive of South Africa (Department of Social Development, 2008). However, it is the presence of structural and economic inequality that often brings about the features associated with crime (Sen, 2001). This means that poverty alone will not necessarily bring about crime, but compounded with structural inequalities is far more likely to do so (Galtung, 1969). Respondents voiced their frustrations, which reflected the impact of poverty and inequality.

*“...The conditions here and in the Cape Flats are ugly, people are **frustrated**...”
(K4-Police)*

*“...So many people are **frustrated**, it is hard here, unsafe, lots of crime. These violent protests are for a reason you know, we get fed up and no one listens. We have nothing...” (Parent-School B.SGB)*

*“...People in the townships, we are poor, we are scared and we are **frustrated**...”
(Focus Group-School A.M1)*

*“...Basically, people are frustrated, so very **frustrated**, no income, no food, not good at home. Nothing to give, no purpose. Don't know what to do with their time, even the good ones turn so wrong, they turn with no money and no options... They just so **frustrated** with no job and no school...” (K7-WCED.Safe Schools)*

The inequality gap was a central concern to most respondents. They often spoke not only of their conditions but also the divisions in an unequal society.

“...We asked the kids what they wanted and they said we want a spot where we can come and get any service we need that is safe, we deserve the same as kids from suburbs, new skills and opportunities ...” (NGO-Development)

...The rich puts fences up cause they scared affected, yet linked. What does that say in the rich community about bringing restoration...” (NGO-Peace)

“...And then with the rich it's like, it's not just that they are rich, but it's the way they look at us and treat us and yet they have everything, all of this stuff, it's so hard, it makes us angry...” (Focus Group-School A. M5)

These conditions give rise to conflict, which leads to crime and is seen by respondents as inevitable under such conditions:

“...I’d say the biggest problem, HIV/AIDS, unemployment, gangsters and alcohol, this all brings crime...” (NGO-Youth)

“Conflict is everywhere, it’s inevitable in these conditions...Crime is everywhere now; it’s out of control ...” (NGO-Youth)

“...They are in our houses (gangs) at night, they come and steal our cell phones, and we don’t have security like the people in town...” (Focus Group-School B. B1)

“...Police statistics, I mean crime is emanating out of these, it’s ridiculous. Sometimes the news tries to sensationalise violence and crime here but they don’t need because it is our reality...” (Principal-School B)

Impacts of inequality bring about frustration, exclusion and thus perpetuate cycles of crime as a means to voice such frustrations (Galtung, 1996). This could be seen against the history of violence to fight oppression in South Africa (Cartwright, 2012). Denying people these rights, especially over a long period of time, could lead to violent outbursts. (Cartwright, 2012) Living in situations of constant exposure to violence such as stabbings, murders and gang fights can lead to ‘blunting of affect’ and a normalisation of crime and violence (Waterhouse, Frank & Kagee, 2005).

- Normalisation and Lawlessness

The exposure to crime at any level has become an ‘everyday part of life,’ which in turn creates a state of lawlessness (Cartwright, 2012). In two focus groups, almost all respondents had experienced an attacker on their person. This demonstrates the high levels of exposure to violence within communities leading to a normalisation of crime and violence.

“...I mean almost everyone has been exposed to some type of violence or crime, whether as victim, perpetrator, enlistee, tempted, observed. It’s so sad even in the homes, parents are abusive, or not there, abandoned, list goes on...” (K7-WCED.Safe Schools)

“...Violence here, it’s like nothing to hit someone, because it’s just the way it is here...and you must start fights so no one will mess with you” (Focus Group-School A.F3)

Respondents often used the term needing to ‘take the law into their own hands’:

“... People will do what they want, when they want and people take the law into their own hands, because they don’t have much other choice, because police take their time...In the townships we don’t feel safe anywhere, at school, at home or in the community. There was a taxi strike, the cops they tried but nothing changed, then the army came and stopped the fighting. We need army patrol here 24 hours...” (Parent-School B.SGB)

“...People do what they want, when they want, they take the law into their own hands...” (NGO-Peace)

“...In general, the community usually takes the law into their own hands, but sometimes they might kill someone and that’s scary...” (Focus Group-School A. M3)

“...We have normalised crime and violence to the extent where when a person says we are concerned about 43 homicides a year, we laughed...” (K7-WCED. Safe Schools)

In such contexts violence may be taught as a means to survive. This further feeds into a lawless society (Leoschut, 2006). A principal said:

“...A lot of times the kids are getting mugged going to school and we called authorities all the time, but they don’t come, so now the kids run back to the school to us and we go and chase them. Then we tell them you must gang up on these skollies and together do what you must to get rid of them. You should take action as a mob of learners and then it was good cause after we talked to them they managed to threaten and beat up the baddies, throw stones. I mean what else could they have done they were protecting themselves from a thug...” (Principal 2-School A)

“...If you want something taken care of you go to a gang or a big man...” (Focus Group-School B. M5)

“...The police didn’t come so we did it ourselves, our teachers told us to ...” (Focus Group-School A. M7)

Thus it becomes evident that even those in authority in school contexts have encouraged learners to deal with violence through violence. These responses need to be seen against

the broader background of the lack of resources and personnel at schools but also against the context of a society trying to recover from its Apartheid legacy (Steinberg, 2007)

- **Breakdown of Society**

The following section will discuss the breakdown of society, which many respondents raised as the deeper issue behind violence in South Africa. Respondents expressed concerns not only of the conditions they endure or observe, but insights into the persistent effects on their communities, their well-being and psyche. The use of the word ‘broken’ came up many times among respondents to describe how people felt internally. Respondents were clear on the fact that self-healing needs to begin before much change can be made:

“...The communities lack of a sense of community, in my opinion it’s a result of a broken down society, even at the individual level and thus creates extreme levels of violence, strong indicator of societal breakdown...I mean the breakdown in society is so deep that education is not valued because life and self is not valued or the safety of others. The breakdown of the system has gone all the way to level of the individual ...” (NGO-Development)

“...The breakdown of society (in the townships) has broken so many individuals on a deep level and we must repair this damage first...” (Principal-School B)

“...Like I said at this point there is a lack of respect that comes with the loss of control, everyone is all over the place and that is we are trying to build back, but it’s so broken, but we are getting there...” (K8-WCED.Safe Schools Fieldworker)

“... People treat themselves with disrespect in multiple ways and thus that behaviour is also reflected externally...” (NGO-Youth)

Therefore, much work is needed at multiple levels of South African society to re-build a sense of self, identity, belonging and vision.

- **Sense of Self/Identity/Belonging and Vision**

Individual consequences of such a breakdown are reflected through aspects such as the lack sense of self and belonging (CJCP, 2009). Respondents re-iterated the implications of such a lack of self and discussed how this continues to increase the problem.

“...Nobody knows how to dream, they have no vision, and I see it in my community everyday...” (NGO-Peace)

“...That sense of self and belonging is lacking and we need to fill that gap...” (Principal-School B)

“...I don’t think we can look at society, until we look at self otherwise the conflict will continue, it’s so evident here ...” (NGO-Youth)

“...As I was saying 60% of the community, they do not know as to whether they are moving backwards, or forwards it’s a problem...” (Principal 1-School A)

“...We need pride and respect back in communities for ourselves...” (Focus Group-School A.F2)

These findings exposed the need for foundational work to be done on individuals, before any other development work could begin. These particular findings bring the reader back to peace-building once again, understanding that individuals are damaged and need to be repaired and heal their wounds in a more comprehensive manner, due to the deeply rooted scars (Christie et al., 2001). This is particularly important when dealing with children and youth who are deemed more vulnerable (Toole, 2006). Sen’s (1999) notion that there is that need for the individual to live a life he/she values or chooses is clearly being compromised.

4.3.2. Types and Forms of School Violence

Respondents had been exposed to various types and forms of violence in their communities and schools.

- **Criminal Behaviour**

The types of crimes spoken of by respondents were alarming as they described real-life criminal behaviour that was occurring amongst children and youth on school grounds. If respondents did not have their own story or experiences of violence, they certainly knew of some incidences of school violence. These criminal acts are occurring within the school grounds and even in classrooms. Respondents said:

“...Truly there is everything, but I think what is scary in particular, is that real-life adult criminal activity is occurring within the school context. I mean illegal,

punishable and enforceable by law type of problems ...the challenges we are currently experiencing within our schools, is youth violence. The issue of knifing is a real issue. We also, last year had a blow-up of gun violence... (K7-WCED.Safe Schools)

"...The school is often closed due to gang fights or knifings ...They hop the fence and stab each other..." (Focus Group-School B.M6)

"...You name it, robbery, threats, bullying, boys bother girls, people fight over pens, then the real stuff like gangs and rape..." (Focus Group-School B. M3)

"...One school had 19 burglaries in one month..." (NGO-Youth)

These findings describe severe violations of a student's right to safety and security with grave threats to self and education (CHS, 2003). Throughout this chapter, it continuously becomes evident as to why this problem is escalating due to several interrelated factors and why the problem needs to be viewed through a different lens for more appropriate responses. Other alarming findings reported the increasing infiltration of gangs into the school context.

- **Gangsterism**

A specific issue that came up in all the interviews was the problem of gang violence taking over communities and schools. Most striking however is how gangs have located themselves and developed their territories, which also target the schools. Many times, perpetrators of violence in schools are members of gangs. For some youth, gang life represents having a place to turn to, where you can belong, contribute, and gain (Waterhouse, Frank & Kagee, 2006). In speaking with the respondents of this study, it is evident that schools have become sites of violence and gang territory. Respondents spoke of how they have taken over the community:

"...They go everywhere (gangs), even in the children's home in the neighbourhood. They are in all our homes, they have taken over they go where they want..." (Parent-School B.SGB)

"...My family is in gangs and it is hard to stay away, but this way I can at least feel protected..." (Focus Group-School B.B3)

“...Easy to get into that world, hard to get out ...” (Focus Group-School A.M8)

Respondents also discussed how gangs impact the school system:

“... Some of the schools are in gang territory so immediately you have gangs all over. Gang territory can be as simple as a certain street and the next street over, nothing. You have kids linked to gangs. You have school in the border of between two gangs that becomes very conflictive ...” (NGO-Development)

“...It happens all the time, they dominate territory and they claimed the territory around the school grounds as their own which is obviously creating turf wars...I mean new gangs were formed as of last week...The boys in the gangs are mostly school going age, and they are attending the same schools so they fight within, also gang members have hopped the fence to stab other gang members in class to get them back for something that happened the night before...In the past few years gangs have spiked in this area” (Principal-School B)

“..Well there have been many stabbings this year, where the gangs come into the school over the fence and stab students in class, and not just our school... Our school is a gang territory” (Focus Group-School B. M2)

Respondents even spoke of schools as battlegrounds:

“...Schools are not learning centres anymore, but battlefields where they meet and form these groups...” (Principal 1-School A)

“...Its literally like a breeding ground, or a boxing ground should I say for gang members, to recruit, steal, I mean here there have been a few stabbings when the school has been closed down...” (K8-WCED.Safe Schools Fieldworker)

As recent as August 2012, due to gang fights, there have been at least twenty-seven reported casualties, with children as young as three, hit by stray bullets (Maditla & Prince, 2012). Communities are constantly requesting the army to be deployed since they see themselves living in a ‘war-zone’ (Bezuidenhout, 2011b). Whether the army is the correct measure to take is debatable. However from the respondent’s perspectives violence in these communities require drastic action.

4.3.3. Institutional Arrangements & Barriers

Institutional arrangements refer to policies, programmes or systems that institutions have in place to deal with specific areas or to address social problems (Gil, 1992). In discussing what is in place to deal with school violence, respondents knew little about policies in place. However, respondents' views of why the problem continues were very clear, especially regarding the barriers at all institutional levels. The findings reveal respondents views on the major barriers they experienced.

- **Government Departments**

Government departments play a leading role in dealing with social problems within schools. According to respondents, some of these departments/institutions also play a role in perpetuating school violence through their lack of coordination of services and interventions.

- **Fragmented Service Delivery**

Respondents reported that the government departments have fragmented service delivery with regards to safety measures. The Safe Schools Fieldworker said:

“...So if the schools needs fencing, etc. we come through and help them with that. But the schools must apply for funding first...we only do perimeters; they must apply to another government department. It's a pillar of the DoE called physical resources. The idea for us is to stop outsiders coming in to steal, etc...” (K8-WCED.Safe Schools Fieldworker)

The Principal of School B said:

“...We put up proper fencing, the Department of Education and Department of Community Safety funded us for different projects so they do the perimeter...No they only fund outside and then we need more funding for stuff like vandalised property...” (Principal-School B)

Furthermore, the police officer said:

“...We are always waiting on the education department for things we can't do without them; like building and money and then they blame us that crime happened at the school ...” (K4-Police)

Some key informants expressed the following:

“...Basically you see this chain of command, should be dealt with at the school level, potentially involving police and courts (restorative justice) but the first breakdown may occur at school, then at the police level say because of patriarchal views they don’t view the case as a problem, say sexual violence. This is a huge issue...” (K7-WCED. Safe Schools)

“...I don’t think our department has got the capacity. We’re a small department, but if its integrated and works well, it’s hard work because there’s one person, a social worker in Nyanga, then that person moves and everything falls flat. Then you go back to your senior and say I thought we had an agreement and it takes another 6-8 months to get it going again...” (K5-DOCS-Gang Unit)

Challenges lie in weak institutions and fragmented goals among competing interests (Midgley & Piachaud, 1984). These institutional barriers demonstrate the complexity of the problem at an institutional level. These findings begin to reveal the institutional failures and can be seen as a large part of the problem (Gould, 2009). The following section highlights findings concerning how respondents feel about interventions pertaining to school violence.

- **Fragmented/Short-Term interventions**

Respondents felt that programming in schools was also fragmented and short term. They felt these targeted interventions addressing school violence and gangsterism were too short and not having the desired impact. The following quotes exemplify what many respondents expressed regarding this matter:

“...They don’t treat the behaviour, they don’t seem to understand the target group. They take troubled youth for 3 days and then they are finished, some of the kids are already linked to gangs, what can 3 days do, on top of it the interventions aren’t long term and all this affects the child ...” (NGO-Development)

“...The hardest part has been follow up with the schools on both our sides, we are short staffed and they have little time and then I think they get frustrated cause we can’t deliver like we want to, it’s tough ...” (NGO-Peace)

“...We go to these leadership camps for 3 days, was the question what did we learn, oh...um... I mean it was fun and the people were cool but...” (Focus Group-School B.M4)

Thus, there are system failures at many levels of government and in their interventions (Rondinelli, 1993). Respondents' findings show the complexity of the issue.

- **Western Cape Education Department (WCED)-Safe Schools Division**

The WCED's Safe Schools Division is assigned to oversee and deliver intervention and prevention programmes in dealing with school violence within the WCED (2003). It is a very small team of people covering the entire Cape Metropole and beyond. They have a three-pillared approach, which are; target hardening strategies, community-school partnerships and infrastructural changes.

- Resistance/Territorial

Regarding the WCED's approach some key informants said:

"... They feel threatened so we deal with a lot of power struggles. They don't want outsiders, especially outside service providers..." (NGO-Development)

"...For some reason the safe schools department are very guarded with their programmes making it hard to make progress together..." (K6-DOCS.Policy/Research)

"...To be truthful, the WCED safe schools person is very difficult to work with ..." (NGO-Peace)

Such power struggles will ultimately impede development (Rondinelli, 1993). Resistance was mentioned often in the interviews. It is difficult when 'red-tape' hampers development. Besides bureaucratic constraints, some institutions like the department also need to make a paradigm shift from being a 'police force' to being a 'police service' (Bruce, 2007).

- **South African Police Service (SAPS)**

Police play a large role in communities (Holtmann & Badenhorst, 2010). Their efforts, or lack of efforts, will be felt at all levels of community, in school or even at home (Steinberg, 2007).

- Traditional Responses and Relationships

Respondents felt that police used more traditional methods in dealing with crime and this impeded potential relationship building with the school-community:

“... We need proper community-police relationships where the kids know and respect the cops, not just fear them...” (Parent-School B. SGB)

“...I do not think it’s that the police don’t necessarily care, but police and students do not seem to speak the same language. Also, I notice that there are a lot of actual crimes happening at school and the police aren’t even involved and the kids get away with it ...” (NGO-Development)

When asked if youth would seek out police help, the general response was:

“...No way they are mean and scary. They are not leaders in this area, they are a part of the problem...they laugh at you and don’t understand stuff like assault and rape” (Focus Group-School A. F7)

Even the police remarks reflect their traditional style of communication and intervention:

“...We visit the schools when we can and search them. We need dogs, guard dogs at all the schools...” (K4-Police)

These responses can create a disconnect and mistrust in police abilities and competencies. These were named among respondents as main reasons why they felt the need to take the law into their own hands. It would be essential to foster better police-school-community relations so that community problems can be properly addressed (Holtmann & Badenhorst, 2010). Another level of concern would be the issue of discipline at the school level.

- **School Level**

In discussing the findings on school level discipline, it is interesting to note that some teachers themselves lack discipline.

- Discipline

Discipline is key in any school (Clarke, 2007). Discipline helps to set boundaries for students while providing internal structures which create intrinsic motivators (Witten, 2010a). Neglect can also be felt when there is a lack of discipline (Maphosa & Shumba,

2010). Schools in general and more specifically violent schools often have a lack of discipline (Adelman & Taylor, 2006). Respondents expressed the following concerns about ill-disciplined teacher-behaviour:

“...Some teachers think that yelling and telling us we are stupid helps...” (Focus Group-School B. B2)

“... They yell at you when you answer wrong, or when you act up, they swear at you. I think the teachers don't know what else to do...” (Focus Group-School A.M5)

“...I mean I've seen a teacher come in, once ok. I was doing a session with a colleague; a teacher came in and interrupted. He starts yelling and shaming this student, who is already having horrible home life problems and is acting it out at school. Then he starts saying you're useless, you don't deserve to be here, come with me, get out, then another kid tried to attack the teacher. I mean the fact that the teacher speaks to him like that as the authority and the fact that the kid feels like he can attack the teacher says a lot...” (NGO-Peace)

“...I think a lot of people here mistake discipline with fear ...” (K5-DOCS.Gang Unit)

In School A, with low levels of violence it is interesting to note the findings on discipline:

“...I learnt that as a teacher for 20 years and member of staff you've got to enforce discipline, you need consistency, to follow through and then to ensure a consequence happens that they learn from. We are a unit, our staff, and I think we could all agree that is a big part of it, we have flaws but we try, we care...” (Principal 2-School A)

When asked about discipline, the other principal in School A replied:

“...The teachers here at school are one...” (Principal 1-School A)

However, it should be noted that some teachers have tried under very difficult circumstances:

“...One teacher told me and it stuck with me, that respect is lost in schools and that she wanted to teach with compassion but can't because of the resistance from the students and doesn't know what's left to do...” (NGO-Peace)

Discipline must be consistent, ensuring follow through and appropriate consequences (Maphosa & Shumba, 2010). Consistency at the level of dissemination is key (WCED, 2007). According to the WCED discipline manual teachers cannot use corporal punishment yet teachers raised concern that it still occurs in many schools.

- Policies on Zero tolerance to Crime and its Effects

One issue that kept being raised in the interviews was the zero tolerance policy towards crime in school. The occurrence of violence in and around schools perpetuates more violence (Burton, 2008a). The zero tolerance policy seeks to break that cycle by expelling students who commit crime on school grounds (Hanson, 1999). What is of concern is the lack of second chances for troubled youth, who are being expelled and crime being re-located be it within community or at another school.

“...I like to think of it now that we are arresting gangsterism at this school, we don't want it here, go away... with gangsterism they are not coming in here, this is non-negotiable...”(Principal-School B)

“...We cannot have gangsters in our school, there must be an alternative for them but not here... We will not have gangs in our school, I don't care how we must enforce this, they have no business here.....if we identify a learner with gangster habits we will just send that one away. We don't compromise, I want to say that. We don't compromise” (Principal I-School A)

“...The issue of knifing, there is no justice for that. If a child violates another child's right in that way there is going to be a disciplinary action and obviously this child will become a criminal...”(K7-WCED.Safe Schools)

Some respondents felt that other alternatives should be sought for these difficult children:

“...Most of the gangsters, they get caught up in trouble because of their problems at their home. So if you can help them, maybe they can change, but there is nothing for them after they are expelled ...” (Focus Group-School A.M7)

“... What upset me is that when kids are expelled there are no alternatives...Sadly, then either the kid drops out, or creates the same problems at another school. This has to change, because this particular target group needs a different kind of heart and approach...” (NGO-Development)

In general, these compounded institutional barriers reflect a lack of coordination in service delivery and such bureaucratic constraints do not help the process. Strategic leadership is required at all levels (Avolio, 1999).

- **Issues of Leadership**

The lack of leadership amongst communities was said by respondents to be a major factor in the problem of violence and why it continues. Respondents spoke of leadership at the level of society, government, community, schools, individuals, home and even gang life. A breakdown in systems often constitutes a breakdown in leadership and management (Witten, 2006). The following respondents said:

“...We don’t have leaders, the government doesn’t care about us...” (Parent-School B.SGB)

“...It’s not like it used to be, we don’t have leaders in communities or government anymore...” (K8-WCED.Safe Schools Fieldworker)

“...Leadership is through gangs nowadays, scary stuff ...” (K4-Police)

“...We only saw the councillor when there was a new building...”(Life Orientation-School A)

Some reasons for the lack of leadership provided by respondents were fear, lack of role models and lack of parental involvement.

- Fear of ‘leading’

Respondents stated that most of the reason for the lack in leadership was because of their concerns for personal safety. People felt that if they tried to make changes, their lives would be endangered and they would become targets. Some respondents said:

“...People don’t speak out because they are afraid of being targeted...” (K7-Safe Schools Fieldworker)

“...Many people are scared to take a stand or lead, it would be against the government or the gangs, there’s a lot of loyalty ...” (NGO-Peace)

“...We fear that they make us be a part of the gangs...” (Focus Group-School A.B1)

“...One time a boy was just stabbed in full view of his entire class...everybody saw the perpetrator but no one in the class was willing to speak...” (K7-WCED. Safe Schools)

Leadership at all levels is vital, especially in the school setting where the child should be exposed to some positive role models in this regard (Avolio, 1999).

- Lack of Role models

Respondents spoke of a link between the ‘breakdown’ of society and the resulting lack of role models. Role models are key in any child’s life (Geyer & Roberts, 2000). In fact, these authors contend that if a child has but one consistent-positive role model, chances of success are greater than without. The issue of having no role models for youth was central in most of the interviews:

“...Everything is broken for these kids, families, leaders, school, which means there are no role models. That is scary...” (Parent-School B.SGB)

“...These kids need people to look up to, they respond to that so well, I’ve worked with many ‘gangsters’ and they are the most delightful children, who want to be loved and haven’t been given a chance and then on top of it their families are all in gangs you know ...” (NGO-Peace)

A learner from School B noted for its violence said:

“...We want to do better but we have no role models, no one to look up to, where else can we turn...” (Focus Group-School B.M5)

In discussing role models, it is important to look at the situation of parents, their involvement in their child’s life and education. Parents are the first socialising agents for the child (Burton, 2008).

- Lack of Parental Involvement

Parental (or guardian) involvement is crucial to a child’s growth and development (Tough, 2004). In fact Tough (2004) viewed parents as the most crucial role-model/player in a child’s life. The findings revealed some reasons why parents are

uninvolved largely due to work pressures, poverty, their lack of education and the fact that they do not value it. Respondents indicated the following:

“... You can never substitute a family, so it is very important to work with families and kids at the same time, but it’s almost impossible most times the most troubled families will not want to come to your programme...” (NGO-Development)

“...We struggle to get parents in. Most of them are either unemployed or work such long hours. Without the parent or guardian support no change you try and implement can last...” (Principal 1-School A)

“...Our parents or whoever, they are working, they can’t come to school all the time, and if they don’t work we don’t eat ...” (Focus Group-School B.M6)

“...A lot of us don’t even live with our parents or have parents ...” (Focus Group-School A.F2)

“...Parents try I guess, but it’s not easy for them for so many reasons...” (Parent-School B.SGB)

The issue of parent’s lack of involvement, and the lack of role models, was central in every interview. In general, the greatest difficulty in creating any change within the education system seems to be coming from the top level actors and their dysfunction is flowing over into the actual school context (Dawes et al., 2012). There is a need at all levels for relevant actors to become involved. Such issues are reflective of peace-building principles that seem to emerge, as this is consistent with) use of multi-level interventions (Lederach, 1997). The researcher described the Community-School to respondents to investigate its potential.

4.3.4. Distinctive Features for Community School Model (CSM)

The CSM is a relatively new model that seeks to deal with the individual in relation to their whole environment and enhance the quality of education in this regard (CAS, 2001). The CSM shows potential for being particularly relevant for the South African context as way to rebuild society and bring education back to the forefront and locate the individual in all their contexts (Witten, 2010b).

- **Redress**

A redress refers to a shift in thinking, behaviours and/or institutions (Burton, 2008a).

Respondents expressed the value in this approach because many of them saw a need for change in the educational system. In addition, this model sees the need to unite the important aspects of a child's life within a school setting (CAS, 2001). Respondents were positive about the possibilities of a CSM:

"...Sounds like a good public school, so in a way the community-schools model, could be way to reorient the educational system in South Africa. The redress is dire ..." (NGO-Youth)

"...Instead of all the bureaucracies and power issues that arise of sharing, you frame it differently. This is about changing or shall I say shifting people frame of reference...it's difficult to have quality (of education) with crime existent" (Principal-School B)

"...We need a change in the education system, this is something that finally feels plausible ..." (K6-DOCS.Policy/Research)

It was recognised that this is a process and not a quick fix. Essentially it is trying to create a shift in thinking; trying to change more than just the conditions but also behaviours, which requires a certain amount of effort and time for this to occur (CAS, 2001).

- **School as Hub of Community**

Respondents felt that part of the CSM as redress means that the shift comes from the school becoming the hub of the community. Respondents also felt that the process itself would bring together community members and increase their participation. This also becomes possible because the community is then working towards common goals together, which is said to bond people (Pillay, 2008). This was expressed by the respondents in the following ways:

"...We need a strong community within the school itself..." (Principal 1-School A)

"...We all need to be working towards the same goal. The CSM sounds so viable, it's like using the school as hub of the community, changing people's idea of education..." (K8-WCED.Safe Schools Fieldworker)

“...Ya, I think we need to make the school like the facility or I mean the community type centre, because that way, we can make it the community’s space ...” (Focus Group-School A. B4)

“...Creating the school as the centre of life is one way that we can change back the focus to education in people’s lives ...” (K6-DOCS.Policy/Research)

“...Too much empty space is also not good so I like the idea of using the school after hours...” (Parent-School B.SGB)

“...I mean the schools that are doing this are so much more successful, like we have two schools on opposite’s sides of each other and one is great the other is violent, why? One involves the community, and the other doesn’t ...” (K7-WCED.Safe Schools)

A CSM also facilitates mutually beneficial partnerships which considering the South African context would be crucial to rebuilding this society.

- **Mutually beneficial partnerships**

A CSM relies on partnerships at every level to implement the model (Butler, 2010). This promotes and enhances skills and self-development, ultimately being cost-effective (CAS, 2001). The following quotes encapsulates how these partnerships were perceived:

“...It’s all about knowing we are working together and no one gets more than the other...” (Focus Group-School A.G4)

“...I think the community and the school could work together to determine how to better support us...” (Focus Group-School A.F2)

“...The only way we can get anything done is if we work together, and this model demands that you work together for it to work ...” (K5-DOCS.Gang Unit)

“...Yes this would be good because we are isolated from the community, this can mean that we lose out on services...” (Principal 1-School A)

“...Partnerships in this sense would be vital to a CSM I would think, the idea though is both parties can gain, like ok you use our soccer field for free, but you must cut the grass every month for us, which then cuts cost and time...” (K7-WCED.Safe Schools)

Finally, partnerships cannot be created if schools and community members do not share their resources and capabilities for the common good. Building social capital is part of developing mutually beneficial partnerships.

- **Building Social Capital**

Fukuyama (2001), explains social capital of civil society as individuals accessing their capabilities for the collective good of the community and societies, both socially and economically. While human systems' can be seen as the drivers of change, the non-human systems are the resources, management and budget concerns that are carried out (CCS, 2007). These systems build on social capital and tap into human skills and resources, not only for the children but for themselves, their families and the wider community. Respondents expressed great need to tap into these systems:

“... This is great because this way you are matching skills, bringing expertise on board, welcoming it and encouraging it. You will find the skills with the community, family and school and use those strengths to grow and address challenges, this system is especially great because you are using the human systems, people and skills, social capital, but the non-human system are all about management, money etc., so ok you have a parent who is an accountant, bring those skills on board!...” (Gov-K5-DOCS.Gang Unit)

“...How we use our resources is detrimental to the functioning's of this school, when we bring skill on board from our parents, say, it only helps to develop the school ...” (K4-Police)

“...I think it comes down also to the human and material resources...like the potential and capacities of the humans involved in the process, like a barter system... We must create our own structures and systems and vision, because things are easy to build but much easier to destroy. We need quality management.” (Principal –School B)

The following section discusses the potential for CSM to reduce school violence.

4.3.5. Potential for the Community-Schools Model to Reduce School Violence

In this study, the CSM is looked at as a peace-building strategy or a potential one, because it can facilitate a paradigm shift, addressing issues from a multifaceted approach reflects peace-building elements (Toole, 2006). Many of the respondents felt that the

CSM model would be most appropriate in addressing school violence, but felt the model would need to be adapted to the context.

- **Adaptations necessary for Community-School Model to Reduce School Violence**

Respondents outlined what elements they felt are necessary in the CSM, specific to addressing school violence. In discussing the modifications with the respondents, they suggested the following elements be in a CSM in the case of reducing school violence.

- **Self-Development Programmes**

Behaviour change in the instance of violence is key in finding sustainable solutions to the problem (Burton, 2008a). In the interviews, it was re-iterated that in order to deal with crime, one must be committed to dealing with the behaviours and self-development issues of the children. However, the key issue here is that when children are not aware of themselves or their feelings, this can lead them to be out of control or use anti-social behaviours in various ways (Opotow in Christie et al., 2001). This also is attributed to the general societal breakdown. Dealing with self-development, as the core of one's foundation has benefits to growth and development of a child (Scott, 2001). Respondents' ideas are reflected in the following quotes:

"...The change needs to start with self, before they do something externally ..."
(NGO-Peace)

"...It doesn't really matter how much you change the space, if you are not looking at the foundation of the child, their self, their psyche..." (Life Orientation-School A)

"...We really like the peer to peer programs, where we mentor and teach each other because we get to learn about ourselves, and it helps..." (Focus Group-School A.F7)

Without a re-building of self, it is difficult to make a change(Harris, 2000). It is said that the way in which one sees or experiences conflict matters in terms of how one deals with conflict (CSVR, 2009). Therefore, the next section deals with conflict resolution skills.

- **Conflict Resolution Skills**

Respondents noted the importance of using methods of conflict resolution in any community-school in dealing with violence. Another valuable observation was the fact that not just the youth, but all levels of the school-community; from students to police officers, are given conflict resolution training and alternatives to violence to provide a multi-level change (Johnson & Johnson, 1995). Conflict resolution entails a set of process skills related to behaviour change (Harber, 2001). The respondents indicated the following:

“...Conflict resolution is essentially the goal in this case ...” (Principal 2-School A)

“...One thing I have learned from implementing programmes and interventions for school violence with youth is that if you don’t treat the behaviours first and show them alternate ways to address conflict nothing will work and this has to be done at all levels ...” (NGO-Peace)

“...Like we want to change and not be angry, we just don’t know how...” (Focus Group-School B. M3)

“...Everyone shouts, we must teach people ways to resolve conflict and control themselves, but not just for the students, for everyone that way we are modelling these behaviours to our children...” (Parent-School B. SGB)

“...Hey at the end of the day, these kids go home and if the parents and the school aren’t on the same page, what good will it do what we taught them that day...” (K7-WCED.Safe Schools)

“...Behaviour change and being able to control that anger is important but not much will last and nothing can happen without the family, when Monday comes we spend until Wednesday trying to undo the damage from the weekend at home...” (Life Orientation-School A)

Thus conflict resolution skills need also be taken into community spaces, with families in order to sustain the gains made at school.

- Extra-Curricular Activities

Another adaptation recommended was the need to occupy youth’s time with positive and creative outlets to provide alternative options and expose them to as many opportunities

as possible, for example, extra-curricular activities (Hopkins, 2011). Most of the respondents recognised the need for such extra-curricular programmes:

“...You know what they say, something like idle minds are vulnerable to trouble...less involvement in the mind as well as less involvement in physical is a recipe for disaster” (Principal-School B)

“...Make sure we can expose them to whatever is out there, opportunities, sports but also I think it is so important to know about self and decision-making, being a strong person...” (Parent-School B.SGB)

“...These kids, we need to occupy their minds and their time with opportunities, creative stuff, art, music, and dance, something other than violence...” (K7-WCED.Safe Schools)

“...Extra-curricular, opportunities, alternatives, role models, these all need to be components for children, otherwise their rights are compromised, play is so important to children to discover who they are, it’s through alternatives and exposure to positive things that people define themselves ...” (K5-DOCS.Gang Unit)

“...We are so bored all the time after school and on weekends and no one to help us with homework sometimes, so anything to keep us busy...” (Focus Group-School B.M5)

Youth need the opportunities to explore what lies beyond their immediate environment, as this is crucial to their growth and development (Clarke, 2007). Aside from extracurricular activities respondents were concerned about physical and emotional safety.

- **Physical and Emotional Safety**

In addition to necessary components to be added or adapted to the CSM to reduce school violence, issues of safe spaces were also an important issue.

- **Physical Safety**

Physical safety looks to the perimeters of the school grounds as well as internal infrastructure in the school to ensure the safety of its students and staff (Napier, 1998).

Due to high violence, many safety measures have been in the form of burglar bars,

fencing or patrol units. Although respondents were happy something was being done, they expressed concern on how it is being done. Respondents expressed the need for their physical spaces to be conducive to learning:

“...You see they have bars and fences everywhere, it doesn't look nice but keeps the skollies out. But it is not a nice way to go to school...” (Parent-School B.SGB)

“...We are just trying to keep the skollies out, so they have built this fence, but it looks like a prison now, this whole school does...” (Focus Group-School A. M1)

“...It's not nice to have burglar bars and barbed wire and guns everywhere to go to school, the kids complain to me about it a lot, but it's that or the violence at this stage...” (NGO-Development)

It is clear that whilst the WCED is doing a fast level response to the problem of school violence, yet not enough consideration has been given to the impact on the learners.

“...Our third pillar is control through target hardening strategies. Like for example, if you've been to our schools you will see fences, you will see some fences have got barbed wire at the top to make it a little bit higher. We have safety gates. We put in an alarm as the first line of defence and that is linked to armed response and some have automated gates and CCTV and can monitor movement in hotspots...” (K7-WCED.Safe Schools)

Thus, safety measures may well be needed but a balance needs to be kept lest it becomes intimidating and not conducive to learning.

- Emotional Safety

While physical safety refers to a safe space emotional safety would refer more to the mental space of a person (Leoschut, 2006). For example, a learner may be scared at school for reasons that compromise her physical safety, but his/her emotional safety would be jeopardized by the distraction, anxiety and lack of concentration that the situation creates (George, 2001). Respondents, who experience or deal with this problem of school violence, said the following:

“...We are being fettered by gangs outside, the teachers day is being occupied by the safety barriers that exist within that community...” (K7-WCED.Safe Schools)

“...A relationship between the government, parent, child and schools should become pockets of safety, where learning can occur. I mean the safety of the children is an emotional priority ...” (K5-DOCS.Gang Unit)

The relationship of the need for both physical and emotional safety measures were emphasised:

“...You can't do anything in this case without the other, you can't have electric fencing with no conflict resolution models, or community volunteers to help with monitoring the space without having things for kids to do during the breaks...it's like I said before if the school is like a microcosm. Then what happens to the one should therefore happen to the next...” (Principal-School B)

“...We have volunteers in place at all schools, those schools with violence and no discipline who aren't working out the problem, guess what happens the problem continues ...” (K6-DOCS.Policy/Research)

“...Working in this field, I have noticed you cannot treat the physical safety without treating the person and the behaviours as well, I mean you can but one without the other will not create sustained change...” (NGO-Peace)

Thus it is critical in trying to reduce school violence to deal with both the physical and emotional safety of the learners. As a response to this need for physical and emotional safety it would support in creating a culture of peace.

- ***Creating a Culture of Non-Violence***

Cultures of non-violence exist when spaces are created that are conducive to both one's physical and emotional safety, and where growth and learning can occur (Toole, 2006). They are seen as a process of changing violent structures to peaceful structures. This occurs by breaking cycles of violence through addressing root and causal factors (Christie et al., 2009) and would be the goal when using a CSM to reduce violence, expressed below by respondents:

“...We must create an open environment that is too, conducive to learning. The material side is imperative but not the means and ends, it's a start, you must work on it to create safe environment, and learners will begin to feel at home...” (Principal-School B)

“...By re-building those relationships in the school-community, that’s how we could reduce violence...”(Focus Group-School B.F4)

“...This model will create safe spaces for children to play, play is crucial in development...” (NGO-Peace)

“... I think what I like most about the model is it ultimately create these spaces to play and learn in a safe environment, peaceful isn’t it...” (K7-WCED.Safe Schools)

The CSM has great potential to reduce school violence. In addition, the likelihood of change in the community is possible and will be discussed in the following section.

4.3.6. Potential Effects for the Community-Schools Model Could Have on Reducing Violence in Community

The CSM is mutually reinforcing by its very nature. The spin-off from the intervention at school could flow into the community and vice versa.

- **Reciprocal Effects**

Although this model locates the school as its focus, the unique aspect is its pronounced connection to the community (Witten, 2010a). Because of this connection, the school and community will have reciprocal effects on each other, for better or for worse although the hope is for the better (CAS, 2001). The respondents here focused on what they saw as positive effects of such a model below:

“...Communities express what happens in the school, therefore, if you can change the school it can spread to the community. ...” (NGO-Development)

“...I think schools reflect what goes on in the community, so if you are able to change the school that also could spread to the community ...” (NGO-Youth)

“... It’s like I said before though, if the school is like a microcosm, there’s that word again, ha-ha, then what happens to the one, should therefore happen to the next...”(Principal-School B)

As a CSM is seen as a process, reciprocal effects come naturally and filter into the community (FCS, 2009). There are many advantages to this model, but it is important to discuss the potential challenges as well.

4.3.7. Challenges for the Community-School Model

It is best to anticipate risks to prevent problems when planning in social development (Rothman, 1974). The respondents have outlined what they feel are inherent risks to the model in the context of South Africa and in relation to the context of violence in schools.

- Challenges Linking School/Community /Family

Due to the resistance and lack of cooperation at so many levels, trust is difficult to develop amongst community members to make change and believe it can happen. The following quotes illustrate this:

“...There is the issue of buy-in from the school and the community ...” (K6-DOCS.Policy/Research)

“...People, like myself are sceptical about new programmes, although this sounds good; I would imagine you would have trouble getting people on board at first...” (Principal 1-School A)

“...It’s not a risk, but a challenge will always be to get people’s attention and to get them interested ahh, but the main tasks is to keep them interested ...” (K5-DOCS.Gang Unit)

“...I think this is very cool, but I wonder how you will get the communities to participate and join in, because like we say they are so violent and dysfunctional sometimes...” (Focus Group-School B. F6)

“...You people come in and then leave so it’s hard to trust what we hear...” (K4-Police)

There would be a need for a designated school-community liaison person to be the ‘link person’ for such a model to work.

- Challenges Dealing with Gangs

The issue of gangs is not something to be taken lightly. Gangs have infiltrated community life and even the school system and are compromising the state of education (Burton, 2008b). Respondents expressed fear that this model while inclusive of school-community could raise even more issues of gang involvement:

“...The extent of violence in school would create its own barrier, in one of our community centres, this one gang took over the space and threatened anyone else who wanted to come in and use the space ...” (NGO-Youth)

“...I think monitoring who comes in and out will be challenging, if you have open door policy, what happens when different gang members want to get in ...” (Parent-School B.SGB)

“...Sorry, but what do we do about gangsters how do we reach them, because you know as soon as something is yours, they claim it as their own, they take it over and threaten anyone who wants to use free public facilities, how do we solve this problem? These are our realities...” (Focus Group-School B. F3)

Other respondents raised issues about inclusion or exclusion of gangs:

“...I think there would be many challenges in the area where gangs surround the school, because obviously we want to say that we do not talk to gangs, but what if the gangs are the community you serve? How can you not talk to part of the community? So what schools had done was to start talking to the community and to say that the school is a no go area for recruiting of learners, etc, and we want you to honour this, but then it's like saying go somewhere else, just not here, but it's a way to make them realise it's for their children...” (K7-WCED.Safe Schools)

“...It's a controversial issue, but one that needs to be addressed, I'm not quite sure how, but I feel that they run the community and are therefore the source and you have to weed out the bad, it's not so much about getting rid of them but steering them towards positive change in the community. There are those gangsters who don't want to be there but there is no way out... we need to work with these kids, cause really it's like maybe they are near the schools because they yearn to be in the schools, ever thought of that...” (NGO-Peace)

This debate warrants further discussion, especially in the context of South Africa, where gang life is beginning to take over in many townships.

4.4. Conclusion

This chapter presented the research findings that resulted from interviews and focus groups. The main findings will now form the basis for the conclusions that will be drawn

in the following Chapter Five. Furthermore, recommendations based on the conclusions drawn will be made.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

The main conclusions will be discussed in relation to the research objectives and findings of this study. This will be followed by recommendations that flow out of the findings, as well as the researcher's recommendations. Finally, this report will be drawn to a closure with a concluding statement.

5.1. Main Conclusions

The main conclusions drawn from the research findings will be presented in relation to the objectives of the study.

Objective One: To understand the Current Situation of Violence in South African Schools.

The current situation of violence in the school context as described by the respondents included the notion of schools as microcosm to society, dealing with extreme social and economic conditions, as well as the impacts of inequality and poverty which has led to a breakdown in society, leading to criminal behaviour in the schools with concerns of gangs infiltrating the school system.

- **Schools as Microcosm to Society**

Most of the respondents, particularly educators and key informants, felt that schools act as a microcosm of the immediate environment, i.e. home/community. They often spoke about violent incidents that were carried out on the weekend being played out in the school context. Respondents acknowledged the problem of school violence but spoke of the need to look at the student within their family and community contexts (Bronfenbrenner, 1979).

- **Social and Economic Conditions**

All respondents mentioned at least one of the following social and economic conditions that impacted on their communities: a lack of resources; electricity, food, unemployment,

and HIV/AIDS, among others, which they said are contributing to a cycle of inequality, poverty and violence.

- **Impact of Inequality and Poverty**

The inequality gap was a central concern to most respondents. Respondents often spoke not only of their conditions but also of the divisions in an unequal society, which gives rise to inevitable conflict. In fact, ten respondents highlighted the high level of frustrations when describing the social and economic conditions. These high levels of exposure to crime may have led to a normalisation of crime and violence, feeding into a state of lawlessness. For example, eighteen out of twenty-two focus group respondents had been physically assaulted. A few educators ill-advised learners to use violence to deal with violence. It seems that this culture of violence is linked to inequality and poverty.

- **Breakdown in Society**

All respondents referred to a societal breakdown (government/community/school/home or individual). Such a breakdown may have led to an individual's sense of self/identity/belonging being impacted on negatively. Youth from School B, with a record of high violence, seemed to portray this sense of their self being negatively impacted upon but at the same time had a desire for change.

- **Criminal Behaviour in Schools**

All respondents had been exposed to various types and forms of violence, through working in the field, living in their respective communities or at schools. Criminal acts were reported by all respondents, occurring mostly by youth on school grounds, even in the classroom. Often key informants and educators gave examples of children using pens as weapons. The criminal behaviour reported ranged from bullying, physical attacks, robbery, gangs and even rape.

- **Gangs in Schools**

All respondents expressed fear about how gang life has taken over their communities., Gangs have also infiltrated the school system. All forms of gang life are taking place at the school and most of the respondents felt that the problem is increasing, most notably

through claiming gang territory that borders the school grounds. Two educators and NGO respondents referred to schools as ‘battlefields’ instead of learning centres. Everyone from School B (also confirmed by School A’s focus groups) discussed the impact of the many knifings that occurred in the classrooms at School B.

Objective Two: To investigate the Relevant Institutional Arrangements and their Limitations.

The following institutions and organisations were discussed in relation to the interventions in place to reduce school violence and their effectiveness or lack thereof. The WCED Safe Schools Division was noted to be bureaucratically constrained, while the SAPS was considered too punitive in their interventions. In addition, the kinds of school discipline also contributed to the normalization of violence in schools. Thus there seems to be no coherent strategy to address violence and the various institutions tend to work in a fragmented way.

- **Government Departments**

Key informants and educators reported that government departments have fragmented service delivery with regards to safety measures and programming in schools. Interestingly, the lack of cooperation and coordination was noted by government departments themselves, as well as NGO’s complaining about short sighted government interventions. The NGO’s felt that the government departments did not understand the target groups and had limited resources to make an impact.

- **WCED-Safe Schools Division**

NGOs and other government departments reported that working with the WCED Safe Schools Division was not easy due to interpersonal dynamics.

- **SAPS-Police**

The SAPS were seen by more than half the respondents as untrustworthy. Respondents seemed to fear them or not trust them when needing help. They felt that the police needed to communicate better and have a more positive presence in the school-communities.

Police were seen to be punitive in their methods, which was even evident through police comments, such as wanting guard dogs at the schools.

- **School Level-Discipline**

NGO's and focus groups reported that teachers were using negative forms of discipline, such as shaming and caning and this affected the learning environment. The lack of school discipline was reported as a contributing factor to school violence. However, a major issue was the regaining of respect and trust between teachers and learners. Some respondents (Police, WCED and educators) felt that the zero tolerance policy towards crime in schools was non-negotiable. While other respondents (NGOs, Department of Community Safety, Focus Groups, Parent) were concerned that such zero tolerance meant that there were no second chances for these youth who committed crimes. These youth are likely to drop out completely and/or reoffend in other schools.

- **Issues of Leadership**

All respondents discussed the lack of proper leadership at many levels and its negative impact. Many respondents (including the Police) and especially in the focus groups, spoke of gangs as a problem that prevented community leadership from surfacing.. The School Governing Board parent, as well as the focus group respondents, thought that people are unable to take a stand due to fear of being targeted or threatened. The lack of role models was emphasised, especially by focus group respondents from both schools. School B wanted role models in schools, while School A were looking for role models outside the school. This lack of leadership together with a lack of positive youth role models is a major concern. Finally, the educators spoke of the struggle to get parents involved in the school context. Some of the reasons for this lack of involvement were: unemployment, lack of education and work constraints.

Objective Three: To Examine the Community-Schools Model (CSM) and How it is Practiced

All the respondents valued the CSM for its potential to address the South African educational context, specifically in regards to the possibility for a redress in the education

system by locating the school as the hub of the community. In addition respondents were interested in the possibility of mutually beneficial partnerships which could build social capital within the school-community.

- **Redress**

The positive appraisal of the CSM by respondents was linked to the possibility of this model providing redress in education.

- **School as Hub of Community**

NGOs pointed out that a redress could come from the CSM, which places the school at the centre of community life, shifting the focus to education and cohesion. Two educators in particular, liked the CSM since it could increase outside participation and access more resources.

- **Mutually Beneficial Partnerships**

Another aspect of this model valued by key informants was that such a model included a decentralised leadership approach, where many systems working together for mutually beneficial outcomes were the main focus.

- **Building Social Capital**

Respondents particularly from the Department of Community Safety (DCS), felt that utilising human and other resources allowed the school-community to enhance their social capital, thereby allowing it to develop its strengths and capabilities.

Objective Four: To Understand How the Community-Schools Model Can Create Safer Schools

Many respondents were clear that some adaptations were needed for a CSM to be viable in reducing school violence. Suggestions were made about the need for self development programmes, conflict resolution training for all involved in the school community as well as extra-curricular activities. In addition the need for considering both physical and emotional safety within interventions was made clear by respondents, which they believed would bring about a culture of peace.

- **Self-development Programmes**

NGO respondents, the SGB member and educators emphasised self-development programmes. These self-development programmes would focus on helping learners gain a sense of self/identity/belonging and through positive role models could nurture aspects of their development.

- **Conflict Resolution Skills Training for All**

Most key informants and educators suggested that conflict resolutions skills were essential. Such conflict resolution skills need to be taught to teachers, parents and police officer as well as the learners. The learners from the focus group in School B would be open to such conflict resolution skills since they expressed a desire to change violent behaviours.

- **Extra-curricular Activities**

All respondents knew the positive impact that extra-curricular activities could have on their learners. Key Informants felt that these extra-curricular activities could replace some of the negative involvement that learners are lured into. Focus Group respondents from School B also saw the value of the positive extra-curricular activities but felt that their school lacked such resources.

- **Physical and Emotional Safety**

The Police/WCED's strategy of having patrols with dogs, being armed and militarising the school context added to the culture of violence. This strategy was not conducive to a peaceful learning environment and does not address the actual behaviours of the learners that need to be changed. Respondents felt that both the physical and emotional safety needed to be dealt with.

- **Culture of Non-Violence**

Key Informants and Educators agreed that the components and process of the CSM could generate a culture of peace/non-violence.

Objective Five: To Understand How the Community-Schools Model Can Create Safer Communities

Respondents felt that there can be a reciprocal relationship from this model in its potential to reduce school violence as well as community violence. However obvious challenges surfaced and will be discussed below:

- **Reciprocal Relationship**

The CSM has the potential for having a ripple effect into the adjoining communities. Most key informants agreed that a reciprocal relationship could exist between the school/home and the community and that the culture of peace stimulated in the school context could be carried over into other contexts.

- **Challenges for the CSM**

There were many challenges as to implementing the CSM. One of the challenges relates to resistance to outsiders. Most of the key informants (NGOs, Police and educators) were also sceptical about such an initiative getting off the ground. Some NGO respondents and more than half the focus group respondents suggested the possibility of the inclusion of gang members in the process of change.

5.2. Main Recommendations

Firstly, recommendations will be made based on the aforementioned conclusions. Although some of the recommendations are targeting some stakeholders and not others, they will have mutually beneficial effects on others. A brief preliminary model of a community-school will also be presented. Due to the constraints of this study, this model (diagram) is a preliminary formulation, which will be further interrogated.

In general, it is suggested that the relevant departments/arrangements working in the area of school violence should pool their resources and collectively address the issue in a more strategic way. This includes and emphasises whole-school approaches and behavioural programming, as well as safety precautions.

Western Cape Education Department and Safe Schools

- School Violence needs to be at the forefront of the government's agenda. It is vital that the National and Provincial Governments put together a more strategic and comprehensive policy on school violence, aligned with many government departments, specifically the Department of Education. This is to ensure that minimum standards are upheld within schools. Strategic plans which detail how each part of the plan will be implemented are needed.
- It is strongly encouraged that a school violence task team be set up, much like the gang unit in the Department of Community Safety, where relevant stakeholders come together monthly to discuss issues, programmes and solutions. This does not mean only people in the Department of Education (DoE) are involved, but should include other relevant stakeholders.
- It is suggested that funds be made available to employ more safe school fieldworkers.
- It is advised that all physical safety funding matters be directed to the same department, so it does not delay the process of schools receiving the necessary safeguards to have a safe learning environment. For example, one department should deal with perimeters of school AND also with the inside of the school.

School Level

- Schools should be regularly monitored and evaluated with regards to safety and security. In addition, it is suggested that government clusters at each school area are created that can provide services and information at one location. This could perhaps be aligned with Thusong centres.
- Each school should have an after-school program or have one for the area at a local multipurpose community centre or by using the school as a centre. This can be jointly developed with the community.
- Schools could have community members and family members form part of a volunteer committee that could work together with the School Governing Board.
- Schools could also serve as adult learning centres where parents can be empowered through intervention programmes that could assert with greater

involvement in their children's' learning. Adult Learning Centres would also be a place where out of school youth and adults could at least complete their matric. This also gives people the chance to acquire an education and be fully participating individuals in society (Sen, 1999). This will also increase parental participation in their children's education.

- When designing interventions in schools, it is important to note the psychological impact of violence to provide trauma debriefing.
- If programmes like peer mediation are offered, it is important that this culture of non-violent conflict resolution be carried out at other levels of the school system.
- Discipline strategies need to be firm, concise and compassionate and should be taught to teachers, learners and parents. There are many examples to choose from; typically the three-strike policy works best with effective discipline and consequences relevant to the 'offence', which provides learning for the child. The whole process should be communicated clearly by the school, to the child having them also voice what negative behaviour they are going to change. Whichever strategy is chosen should be consistent for the whole school and in the classrooms.

Child Justice Act (CJA)-Policy Recommendations

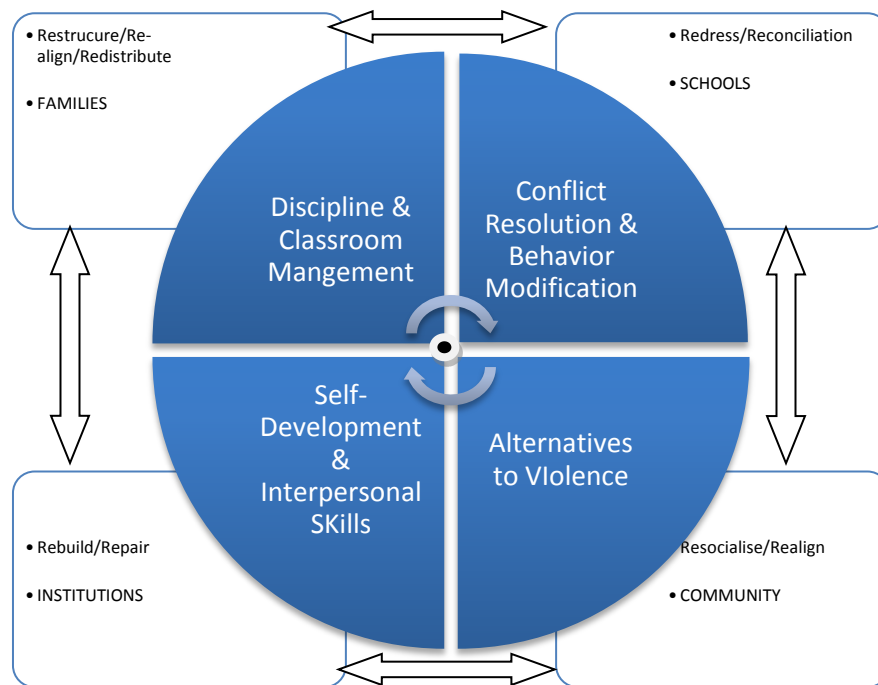
- The members involved to execute programmes derived from the CJA could align itself better with the DoE, especially when implementing restorative justice practices working with the schools for better preventative tactics. It is critical departments work together in offering holistic interventions that keep youth out of jail as productive citizens of society.
- It is strongly advised that the DoE together with the members involved to execute programmes derived from the CJA develop alternative schools/learning centres for young offenders to go. This model happens in different parts of the world, offering the youth second chances in smaller class sizes to devote attention to their specific needs and keeping other children out of harm's way.

The researcher, taking all the findings and relevant theories into consideration, including fieldwork has created a preliminary design of what a Community-Schools Model to Reduce Violence could look like.

5.2.1. Proposed Community School to Reduce Violence (Peace-Building Strategy)

The chart shows the preliminary model’s foundation and elements needed to build community-schools to reduce violence. It serves as a preliminary design of how a CSM could be used as a peace building strategy.

Figure 2: Proposed Community School Model to Reduce Violence
(Peace-building Strategy)



At the centre, one finds the learner. The central arrows point to their physical and emotional safety that must be protected. Its protective factors are meant to enhance self-development and esteem for all parties involved in the school-community, through various programs. Various options will be given and school-communities can choose programs relevant to their school. For example, each school would be required to choose one behaviour modification program.

The rectangles represent the peace-building strategies that are underpinned by several principles. The principles indicate those areas that the school-community wants to nurture. Certain programs and services will emerge based on each 'of the principles. A strategic plan will be used to further design and execute this proposed model, clearly specifying short, medium and long term goals.

5.3. Further Research

- It is recommended that large scale research be done in this area as this research only used a limited sample in a particular community.
- Research could be carried out on a carefully selected case study, i.e. selecting all those high schools in all the provinces and using a mixed-methodology approach to gain 'hard data' through surveys as well as qualitative data.
- That schools that have moved beyond violence to alternatives to violence be researched for 'best practice' lessons that could be disseminated.

5.4. Concluding Statement

The following summarises this research report: The legacy of apartheid remains prevalent in society in regards to poverty and inequality (Sparks, 2003). The presence of inequality often prescribes conflict, which, in the case of South Africa, has resulted in many forms of violence (Cartwright, 2012). Deprivations leading to violence are termed as structural violence. Thus, South Africa can be seen as a structurally violent society. These issues can be traced back to the breakdown of societal structures based on the above-mentioned conditions of many South Africans (Burton, 2008a).

This limited study confirms the learners socio-economic conditions get played out in the school environment. In fact, violence and crime in schools in all forms has become a massive problem. Despite efforts, the incidence of school violence is rising (Fredericks, 2011), posing detrimental risks to society. The implications are already evident; with exploding youth crime, unemployment and a massive gang culture (Ward, 2010) (among others) within society and especially within the school environment.

A proposed adapted model has been offered as a way forward (see diagram and table). Thus the CSM as a model to reduce violence has potential; this potential could be greater to incorporate as a peace building strategy. Finally the researcher intends to pursue the practical implication of such a model through further dialogue, research and practice interventions.

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APPENDICES

Appendix A-Letter of Permission-Adults

January 26, 2012

Indemnity Forms for Research Study-Key Informants/Institutions

Dear Prospective Participant,

My name is Monique Barling and I am a University of Cape Town Masters student currently studying Social Development. I am conducting a research project on how communities can be involved in reducing school violence. I would love your input as a valued member of the school community or contributing to the Nyanga community! The information discussed will be confidential and will be conducted at school, after school hours on Wednesdays and/or Friday's, for no more than an hour (dates to be confirmed).

Please sign below if you would like to participate:

Name:

Signature:

Thank you,

Monique Barling

(071 529-8049)

moniquebarling@gmail.com

Appendix B-Letter of Permission-Children/Youth

January 26, 2012

Indemnity Forms for Research Study-Students

Dear Parent/Guardian,

My name is Monique Barling and I am a University of Cape Town Masters student currently studying Social Development. I am conducting a research project on how communities can be involved in reducing school violence. I would love the input of your child, as a valued member of the school community! The information discussed will be confidential and will be conducted at school, after school hours on Wednesdays and/or Friday's, for no more than an hour (dates to be confirmed).

Cut/tear to and hand in to the school

Please sign below if you would like your child to participate

I, _____, parent/guardian of _____ will allow my child to participate in a UCT research study.

Signature of parent/guardian:

Thank you,

Monique Barling

(071 529-8049)

moniquebarling@gmail.com

Appendix C: Permission to Conduct Academic Research/Confidentiality

Dear Sir/Madam:

My name is Monique Barling. I am studying for a Masters Degree in Social Development at the University of Cape Town, South Africa. This research study is part of the requirement for the Masters program. The topic of my thesis is “Exploring the Potential of the Community-Schools approach to reduce school violence”.

I would like to conduct an interview with you concerning the issues linked to community and school violence in schools in Cape Town, South Africa, more specifically here in Nyanga.

The information received will be used for academic purposes. The interviews will be approximately 30-60 minutes. Confidentiality and anonymity will be respected as well as your names. The information you will provide will be strictly confidential. As a researcher, I am bound to comply with the University’s Code of Ethics.

My supervisor is Dr. Connie O’Brien of the University of Cape Town. I look forward to your participation in this research. Feel free to contact me anytime via email at moniquebarling@gmail.com or by phone 071 529-8049 or contact my supervisor at constance.obrien@uct.ac.za or 021 650-3480.

Thank you,

Miss Monique Barling

Appendix D- APPROVAL LETTER-WCED



WESTERN CAPE Education Department **RESEARCH**

Provincial Government of the Western Cape

Audrey.wyngaard2@pgwc.gov.za

tel: +27 021 476 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20111115-0013

ENQUIRIES:

Dr A T Wyngaard

Ms Moniquo Barling
Faculty of Humanities
UCT
Rondebosch

Dear Ms Moniquo Barling

RESEARCH PROPOSAL: EXPLORING THE POTENTIAL FOR A COMMUNITY-SCHOOLS APPROACH TO REDUCE VIOLENCE IN DELFT SOUTH PRIMARY

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

Principals, educators and learners are under no obligation to assist you in your investigation.

Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.

You make all the arrangements concerning your investigation.

Educators' programmes are not to be interrupted.

The Study is to be conducted from **16 January 2012 till 26 February 2012**

No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).

Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number.

A photocopy of this letter is submitted to the principal where the intended research is to be conducted.

Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.

A brief summary of the content, findings and recommendations is provided to the Director: Research Services.

The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research. Kind regards.

Signed: Audrey T Wyngaard

for: **HEAD: EDUCATION**

DATE: 15 November 2011

Appendix E-Interview Schedule

Interview Schedule for Educators/SGB member:

Name of School/Alias:

Name/Type of Informant:

Part One: Introduction

I would like permission to speak to educators working in Nyanga and various other key informants in the community, as well as learners from the same school.

My name is Monique Barling, I am studying for a Master's Degree in Social Development at the University of Cape Town, South Africa. I am undertaking this research project to explore the potential of an approach called the community-schools model to address the issue of violence in schools.

I am requesting your participation as a staff/community member/representative of organisation or institution to gain your insights about the research topic. I believe your input is valuable and can contribute a great deal to this research.

I would like you to know that you have been selected to be part of this research. You have been specifically chosen in order to gain more information about this research. I need your permission to use a Dictaphone so that the information is accurately captured. The interview will be approximately one hour long. Your name will not be used at anytime during this research.

Please feel free to say as much as you would like and ask any questions or comments at any time.

Thank you

Monique Barling

Part Two: Demographic Details:

- What is your position at the school?
- How long have you been at this school?
- What are your basic qualifications?
- What grade do you teach?
- What subjects do you teach?
- What other duties do you have at the school aside from teaching?
- Are you involved in any extra-murals?
 - If so, which ones?
 - If not, would you like to be?

Part Three: Community Profile and Community Violence

- Do you live in the community?
- If yes, describe this community
- What are the crucial challenges in this community?
 - Explore (nature and types)
- Give details about the safety and security issues in your community?
- What type of relationship does your school have with the community?
- Are there any community leaders directly involved with the school?

Part Four: School Profile and School Violence

- Do you think the problems you mentioned in the community, manifest with the children at school?
 - If so which ones?
- Please indicate nature and types of the problems faced?
- How involved are the parents or guardians?

- If not, what are the reasons for the lack of involvement?
- What types of problems do your students face?
 - Explore range and types
- Are there any safety issues at the school OR what are the greatest safety challenges at the school?
 - If so where do they occur?
 - In the playground?
 - In the classroom
 - Hallways?
 - Other?
 - If so, what types?
- What types of conflicts arise at the school?
 - How are they dealt with? In playground and in class? Does it differ?
- How is discipline managed in your school?
 - Who deals with discipline?
 - What are the discipline procedures?
- Is there a discipline committee
 - If so, what is there role?
- What do you think makes for greater safety at the school?
- How do you experience life at this school?
 - Does it foster a culture of non-violence?
- How is this culture of non-violence/violence being fostered?
- What are the rules and regulations concerning student behavior? And the safety of student behavior?
-

Part Five: Institutional Arrangements

- What is the school's code of conduct?
- Are staff and students aware of this?
- Is there one model of discipline or classroom management followed?
- How effective are the models of discipline in relation to the violence in your school?

- Does this school engage with any type of non-violence program (peer-mediation, etc..)
- What protocols are in place to deal with violence at the school?
- Are there any policies for violence in schools?
- Does the schools institutional arrangements help with fostering a good climate?

Part Six: Community-School Partnerships

Have you heard about the community-schools model/approach?

Community-School Model brief description:

Would you like me to read it to you, or would you like to read it yourself?

A community-schools model recognizes the link that problems within a school often mirror community problems. Therefore, it may use the school’s building as a way to bring together the key community persons and begins to find solutions to the school and community problems together. Therefore, the school may act like a community center. What makes a community school distinctive is the way it taps into human and social capital using the existing school infrastructure. A community-school approach brings together different stakeholders such as, key NGO’s, police officers, health/welfare and so on. An external facilitator, such as a community development worker could support the process both in the school and community.

- What do you think about such an approach?
- Although this is brief description, do you think this idea is possible/realistic?
- Do you think it would make schools safer?
 - Explore how?
- What benefits do you think it would have for the school-community?
- What disadvantages do you think it would have for the school community?
 - i.e. what challenges could you anticipate with such a model?
- How can participation happen in such a process?
- a

Part Seven: Community-School Partnerships to enhance school safety

- Is the school involved in community projects?
 - If so, which ones?

- If not, what ones would be of interest to you/school?
- In which way could the school become more involved in the community?
- Are there any programs/services in the community that could enhance school safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the school from the outside community to make schools safer?
- What types of partnerships would you like for the school?
 - i.e dept of community safety/police relations
- What could the school do to make the community a safer place?
- What could the school and its services offer?
- What could make for some difficulties to undertake such a process?
- What could assist with such a process?
-

Part Eight: Community-School Partnerships to enhance community safety

- Is the community involved in school projects?
 - If so, which ones?
 - If not, what ones would be of interest to you/school?
- In which way could the community become more involved in the school?
 - i.e. what services/organizations/groups of civil society (i.e. police)
- Are there any programs/services in the school that could enhance community safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the community from the school to make community safer?
 - In which ways can the community become more involved in the school?
- What types of partnerships would you like for the community?
- What could the community do to make the school a safer place?
- What could make for some difficulties to undertake such a process?
- What could assist with such a process?
-

Part Nine: Other/Miscellaneous:

Thank you so much for all your help! To close, I would like to ask you if you have any questions, comments or concerns?

Also, I would like to know if you would be interested in joining/attending a community-school forum to discuss this idea further?

And what would you like to see come out of this research?

Finally, I will show you the findings and the final document once completed, your input is greatly appreciated and will benefit the creation of this model.

Interview Guide for Focus Group:

Name of School:

Name/Type of Informant:

Part One: Introduction

I would like permission to speak to educators working in Nyanga and various other key informants in the community, as well as learners from the same school.

My name is Monique Barling, I am studying for a Master's Degree in Social Development at the University of Cape Town, South Africa. I am undertaking this research project to explore the potential of an approach called the community-schools model to address the issue of violence in schools.

I am requesting your participation as a staff/community member/representative of organisation or institution to gain your insights about the research topic. I believe your input is valuable and can contribute a great deal to this research.

I would like you to know that you have been selected to be part of this research. You have been specifically chosen in order to gain more information about this research. I need your permission to use a Dictaphone so that the information is accurately captured.

The interview will be approximately one hour long. Your name will not be used at anytime during this research.

Please feel free to say as much as you would like and ask any questions or comments at any time.

Thank you

Monique Barling

Part Two: Demographic Details: (each student to answer)

- How old are you?
- What grade are you in?
- How many years have you been going to this school?
- How do you get to school?
- Are you involved with any extra-mural activities?

Part Three: Community Profile and Community Violence

Do you live in the community?

If not, where do you live?

If so, Do you like living in the community?

Why or why not?

What types of challenges are there in your community?

Do you feel safe in your community?

Why or why not?

Who would you go to for support in the community or at home?

What types of safety issues are there in your community?

Have you or anyone you know ever been attacked?

If so, who helped you/them through it? How was it dealt with?

What type of relationship does your school have with the community?

Are there any community leaders directly involved with the school?

Would you feel safe or comfortable to ask the police for help?

If not, who would you feel comfortable going to instead?

Part Four: School Profile and School Violence

Culture of school exercise:

Culture of School- Map it out and write it out as they discuss the questions listed in the last goal of this session. Ask the following questions in order to understand the culture of their school.

- What types of conflict do you often see at your school?
 - How is it dealt with?
- Are there any spaces in the school where conflict happens more?
- What is the rules/discipline model at your school?
- Do you feel safe at your school?
- What is the culture of your school (friendly, safe, scary...)
- What extra-murals take place at your school?
- Do you think the problems you mentioned in the community, happen at school?
- If so which ones?
- What types of problems do you face at school?
- Are there any safety issues at the school/greatest safety challenges at the school?
 - In the playground?
 - In classroom?
 - Hallways?
 - Anywhere else?
- If so, what types?
- Do you think you be involved in the fight at school or a victim of a fight?
- What types of conflicts arise at the school?
 - How are they dealt with? In playground and in class? Does it differ?
- Are learners parents/guardians involved in the school?
 - If not, what are the reasons for the lack of involvement?
- Who deals with discipline at your school?
- What do you think makes for greater safety at the school?

- Who would you go to for help at school?
- Is there a counselor or social worker at your school

Part Five: Institutional Arrangements

- What is the school's code of conduct?
- Are all staff and students aware of this?
- Is there one model of discipline followed?
- What are your class rules and consequences?
- What are schools rules and consequences
 - Are they the same?
- Do you find the rules and consequences work?
- Does this school engage with any type of non-violence program (peer-mediation, etc..)
- What systems are in place to deal with violence at the school?
- Are there any policies for violence in schools that you know of?

Part Six: Community-School Partnerships

Have you heard about the community-schools model/approach?

- If yes, what have you heard about it?
- If NOT, here is a brief description:

Community-School Model brief description:

Would you like me to read it to you, or would you like to read it yourself?

A community-schools model recognizes the link that problems within a school often mirror community problems. Therefore, it may use the school's building as a way to bring together the key community persons and begins to find solutions to the school and community problems together. Therefore, the school may act like a community center. What makes a community school distinctive is the way it taps into human and social capital using the existing school infrastructure. A community-school approach brings together different stakeholders such as, key NGO's, police officers, health/welfare and so

on. An external facilitator, such as a community development worker could support the process both in the school and community.

- Although this is abbreviated description, do you think this idea is possible?
- Do you think it could make schools safer?
- What benefits do you think it would have for the school-community?
- What disadvantages do you think it would have for the school-community?
- Do you think it is a good way to enhance participation?
- What would you like to have in your school that you do not have?
- Is there anything you would take away from your school that you do have?

Part Seven: Community-School Partnerships to enhance school safety

- Is the school involved in community projects?
- If so, which ones?
- If not, what ones would make for a safer school?
- In which way could the school become more involved in the community?
- Are there any programs/services in the community that could enhance school safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the school from the outside community to make schools safer?
- In which ways can the school become more involved in the community?
- What types of partnerships would you like for the school?
- What could the school do to make the community a safer place?
- What could the school and its services offer?

Part Eight: Community-School Partnerships to enhance community safety

- Is the community involved in school projects?
- If so, which ones?
- If not, what ones would make for a safer community?
- In which way could the community become more involved in the school?
i.e. what services/organizations/groups of civil society (i.e. police)

- Are there any programs/services in the school that could enhance community safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the community from the school to make community safer?
- In which ways can the community become more involved in the school?
- What types of partnerships would you like for the community?
- What could the community do to make the school a safer place?
- What could the community and its services offer?

Part Nine: Other/Miscellaneous:

Thank you so much for all your help! To close, I would like to ask you if you have any questions, comments or concerns?

Also, I would like to know if you would be interested in joining/attending a community-school forum to discuss this idea further?

Finally, I will show you the findings and the final document once completed, your input is greatly appreciated and will benefit the creation of this model.

What would you like to see come out of this research?

Interview Schedule for Key Informants/Institutions

Name of Key informant:

Organisation:

Part One: Introduction

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I am requesting your participation as a staff/community member/representative of organisation or institution to gain your insights about the research topic. I believe your input is valuable and can contribute a great deal to this research.

I would like you to know that you have been selected to be part of this research. You have been specifically chosen in order to gain more information about this research. I need your permission to use a Dictatphone so that the information is accurately captured. The interview will be approximately one hour long. Your name will not be used at anytime during this research.

Please feel free to say as much as you would like and ask any questions or comments at any time.

Thank you

Monique Barling

Part Two: Demographic Details:

- What is your position?
- How long have you been working here?
- What are your basic qualifications?
- What other duties do you have in this position?
- How did you go about getting this position?
i.e did you choose it and apply, was it the only job available?

Part Three: Community Profile and Community Violence

- Do you live in the community?
- If yes, describe this community
- What are the crucial challenges in this community?

- Explore
- Type and range
- Give details about the safety and security issues in this community?
- What type of relationship organisations/schools/other/Police have with the community?
- Are there any community leaders involved?
- How involved are community members in making change?
 - If not, what are the reasons for the lack of involvement?
- Are there any safety issues in the community?
 - Anywhere else?
 - If so, what types?
- What types of conflicts arise in the community?
 - How are they dealt with?
- What do you think makes for greater safety in the community?
- How do you experience life in this community?
 - Does it foster a culture of non-violence?
- How is this culture of non-violence/violence being fostered?
- Do the community help with fostering a good climate?
- Do you think the problems you mentioned in the community, manifest with the children at school?
- Are you involved in the school in anyway?

Your Organisation:

- What role does your organisation play in impacting the lives of the poor?
- Goals and objectives? What role does your organisation play in reducing violence in this community?
- What programs and services are in place?
- What challenges does your organisation face in reducing violence in the community?
- Does your organisation have any partnerships with other organisations/community groups/schools?

For Police:

- What role does SAPS in this area play in reducing violence in this community?
- What programs and services are in place?
- What challenges do you face as Police in reducing violence in the community?
- Do you have any partnerships with other organisations/community groups/schools?

For WCED/DOCS:

- What role does the DOCS/WCED-safe school division play in reducing violence in this community?
- What programs and services are in place?
- What challenges does the DOCS/WCED face in reducing violence in schools?
- Does the DOCS/WCED have any partnerships with other organisations/community groups/schools?

Part Six: Community-School Partnerships

Have you heard about the community-schools model/approach?

Community-School Model brief description:

Would you like me to read it to you, or would you like to read it yourself?

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- What do you think about such an approach?
- Although this is brief description, do you think this idea is possible?
- Do you think it would make schools safer?

- Explore how?
- What benefits do you think it would have for the school-community?
- What disadvantages do you think it would have for the school-community?
- How can participation happen in such a process?

Part Seven: Community-School Partnerships to enhance school safety

- Is the school involved in community projects?
 - If so, which ones?
 - If not, what ones would be of interest to you/school?
- In which way could the school become more involved in the community?
- Are there any programs/services in the community that could enhance school safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the school from the outside community to make schools safer?
- What types of partnerships would you like for the school?
- What could the school do to make the community a safer place?
- What could the school and its services offer?
- What could make for some difficulties to undertake such a process?
- What could assist with such a process?

Part Eight: Community-School Partnerships to enhance community safety

- Is the community involved in school projects?
 - If so, which ones?
 - If not, what ones would be of interest to you/school?
- In which way could the community become more involved in the school?
i.e. what services/organizations/groups of civil society (i.e. police)
- Are there any programs/services in the school that could enhance community safety?
 - If so, what are they?
 - If not, what services/programs do you think could benefit the community from the school to make community safer?
- In which ways can the community become more involved in the school?

- What types of partnerships would you like for the community?
- What could the community do to make the school a safer place?
- What could make for some difficulties to undertake such a process?
- What could assist with such a process?

Part Nine: Other/Miscellaneous:

Thank you so much for all your help! To close, I would like to ask you if you have any questions, comments or concerns?

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