

**THE IMPACT OF VIOLENCE ON  
THE LIVES OF CHILDREN IN  
MANDINI**

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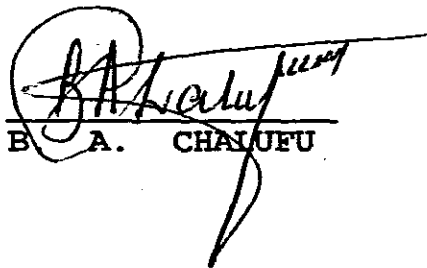
#### **DEDICATION**

This work is dedicated to my sisters Nomsa and Nomasonto, my brothers Daddy and John, my daughter Nomalungelo and the Gwambe Family.

(iii)

**DECLARATION**

I BUSISIWE ABIGAIL CHALUFU declare that "The impact of violence on the lives of the children in Mandini" is my work and that the references were acknowledged.



B. A. CHALUFU

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**ABSTRACT**

The purpose of the study was to investigate the impact of political violence on the lives of children in Mandini. The motivation for the study came from the number of people who came to the social worker's office reporting children who were having problems after being exposed to violence.

The researcher used the exploratory research design. The sample consisted of thirty five (35) children who were affected by political violence in Mandini between 1994 - 1996.

The population consisted of children between nine (9) years and eighteen (18) years. The sample which consisted of children was taken from schools, case files in the welfare office, Psychologist's office and in their homes.

The interviews were conducted between August 1998 and September 1998. The interview schedule was used. The study was limited to the impact of political violence on the lives of children. Future studies could focus on the prevention of violence. There is a need for social workers to use the developmental approach to be able to deal with violence.

The study found that violence had an impact on the lives of children in Mandini. The study found that violence was caused by politics and it affected the children in that they witnessed the fighting and killings. The study found that the children were personally affected by violence in that they were injured and their relatives were injured and some were killed.

The study showed that the children lost their homes during violence. It came to light that children experienced problems during violence in 1994 - 1996. The children suffered long-term disabling effects of violence. The study showed that the children need help to cope with the after effects of violence.

## 1. CHAPTER I

### GENERAL ORIENTATION TO THE STUDY.

#### 1.1 INTRODUCTION

This research is concerned with the impact of violence on the lives of children.

For more than a decade South Africa has experienced violence for most part of this period of its history.

The treatment of children should be a primary concern for all because society depends on its younger members for its perpetuation ( Rocher, 1979 : 1 ).

Growing up under conditions of violence produces a particular set of risks and challenges to children (Dawies, Donald & Phillip, 1994 : 177 ).

A culture of violence dominates South Africa's society especially in Black residential areas. In addition to being victims of violence themselves, many youngsters witness violence (Vogelman, 1991:8).

Mandini was a violent-stricken area between 1994-1996. A lot of people were involved including children. There was a lot of fighting and killings in the area. Houses were burnt and some were destroyed during violence.

In all these events children were affected and some of them were involved in the fighting. The Welfare Office had a number of people who came to report about violence and children who had problems at home because of the impact of violence. They reported that the children had nightmares and fears.

The children who came to the Welfare Office reported that they were afraid of any gun - like noises, and they reported that they had sleepless nights. These children appeared anxious when they were in the office.

In some families the children were gang - raped and they came to the office for counselling.

There were disturbances in schools and the children were forced to join in the marches, where a number of schools were looted.

In 1994 there were meetings in the local school. The principal complained of children who were armed in the school. During the discussions it was discovered that the children who were armed were on the hit list and they were armed for self - defence.

The researcher is concerned about the physical and psychological trauma of violence on the lives of the children in Mandini who have been affected by political violence. The researcher is also concerned about the long-term disabling effect of violence on the children in Mandini.

## 1.2 STATEMENT OF THE PROBLEM

Mandini is a semi - rural area situated in Kwa-Zulu Natal on the North coast. It is + 140 kilometres South of Empangeni and + 180 kilometres North of Durban. The area is made up of four tribal areas namely Ngudwini, Mombeni, Ndulinde and Mathonsi, one township and suburbs. Between 1994 - 1996 it was affected by political violence. Some people were injured and others were killed. Children as young as two years old were injured and some children witnessed the killings. Police records have shown that in 1995 there were 850 cases of violence and in 1996 , 633 cases were reported. These cases included children some of whom are likely to develop disabling longer - term emotional reactions. The children in Mandini have witnessed extreme violence or have been exposed to on -going terror without sufficient support (Dawies et al, 1994:182).

When discussing and investigating the effects of violence there are factors to be considered, i.e. the nature of the trauma, age of the victim, quality of the family and social support systems (Dawies et al, 1994:178).

Concerns about the effects of political violence on the psychological development of South African children grew in the 1980's. The political violence in South Africa has produced a situation in which millions of children have to live in high risk environments.

Ballantyne (1995) studied the effects of political violence on Black township children in South Africa. The findings were that township children exposed to violence experience symptoms of distress which increase in severity with the intensity of exposure. Rudenberg (1995) revealed that helplessness appears to increase adjustment difficulties in children. Mason (1994) showed high levels of exposure to a variety of violence - related trauma.

Dawies et al, (1994:186) assert that the experience of violence during childhood may have sensitising effects in that the child remains sensitive to future stress. The researcher is not aware of studies on delayed effects that have been done in South Africa, i.e. emotional disturbance that appears after a long period during which the individual has coped well. The researcher investigated whether the children in Mandini experienced delayed effects after being exposed to violence.

Many adults and children are highly distressed in the immediate aftermath of trauma for example violence, and may suffer distressing memories and hardships. Those at risk are those who have minimal support during and following violence, those who have lost a parent and did not have support and those who experience multiple or continuous trauma and loss.

Problems may appear many years after the event which one would not readily predict by examining the individual post trauma coping style (Dawies et al, 1994: 187).

The problem for investigation is how the children in Mandini cope after being affected by violence.

Research has reported heightened levels of anxiety and other symptoms in children in repression-related situations (Manganyi, 1990:266).

### 1.3 MOTIVATION FOR UNDERTAKING THE RESEARCH

The researcher was motivated to conduct research on the impact of violence on the lives of the children in Mandini because of the number of people who came to ask for assistance who have children who witnessed the killings and who were injured in violence. Reports from schools about the number of children who had learning problems because of being exposed to violence was also a motivation. This was observed by teachers six months after the incidence of violence. The researcher was also motivated by a course of one week she attended on how to deal with victims of violence. Its focus was on how to help people including children who have been exposed to violence and how to listen to people's stories about violence. The course is relevant to the problem question because it dealt with how the people affected by violence can be helped. The researcher is interested in helping children who have been exposed to violence, and who have long-term disabling effects.

### 1.4 SIGNIFICANCE OF THE STUDY

Social workers help individuals and families under stress. The study will be significant to the social work profession because it will equip social workers with knowledge. It will increase the knowledge base in that it will add information on how to deal with children who experience violence. The social workers will be able to draw welfare programmes on how to deal with children of violence. This will enable social workers to render effective services to the community.

The study will assist social workers in understanding patterns of behaviour in children affected by violence and arrive at the right decision with regard to what should be done.



The study will also help in policy-making concerning the children affected by violence. It highlights the need for co - ordinating services.

Educators will be able to offer supportive treatment for children affected by violence in the light of findings of the study. The study also alerts on the need for crisis intervention in a traumatic situation.

Stake-holders will be able to be involved in view of the recommendations of the study.

Intervention need to be comprehensive and must incorporate integrated multi-disciplinary action. It must be promotive, preventive, curative and rehabilitative.

### 1.5 **OBJECTIVES**

The objectives of the study are :

- (a) To establish the children's concerns about violence
- (b) To assess the effects of violence on the children in Mandini
- (c) To establish how delayed effects of violence can affect the children.
- (d) To establish ways of helping children to cope with their lives after being exposed to violence.

### 1.6 **ASSUMPTIONS**

- a. If the children who experience violence are helped to cope with their feelings they are able to deal with the after - effects of violence.
- b. If emotional support is provided to children they are in a position to cope well after the trauma of violence.
- c. If the effects of violence on the children are determined this helps the children to continue with their lives after being exposed to violence.
- d. Violence has had an impact on the lives of children at Mandini in that it affected them emotionally and physically.
- e. Violence can have long-term disabling effects on the lives of children.

## 1.7 RESEARCH METHOD

The detailed information on the research procedures used in the study is given in CHAPTER III.

### 1.7.1 Research design

The research design is a blue print of a detailed plan of how the study is going to be conducted (Grinnell, 1993). The researcher used the exploratory research design which generates insight into the nature of an issue when little is known about the problem area.

### 1.7.2 Population and sample

The population consists of the children in Mandini who were affected by violence between 1994 - 1996. A survey of the impact of violence on the lives of children in Mandini, who were affected by violence was not possible due to the extensive geographical area. A sample of thirty five (35) children was selected.

A sample is a relatively small subset of a population that is selected to represent or stand in for the population (Heiman, 1995).

### 1.7.3 Method of data collection

The researcher used the literature to collect information. The researcher used the interview schedule to obtain information from the children. The study was done between August 1998 and September 1998. The areas covered in the interview schedule are personal background information which included age range, type of area where respondents resided and their level of schooling.

The family background information was required to establish whether the respondents still had parents, if not which parent they have. This information was to establish whether respondents' parents were killed during violence.

Focus on violence and disturbance at school was to establish whether there was violence in the schools and whether any student was killed in the attack. If a student was killed it was also to establish whether the incident happened inside or outside school premises.

Attention to children's concerns about violence was to establish how the children feel about violence and what they think caused violence between 1994 - 1996.

Questions on the impact of violence which is the gist of the study were to establish whether the respondents were personally affected during violence and whether their families were affected.

This section on the after - effects of violence was to establish the long term disabling effects of violence on children and the problems the children still experience in their lives after violence.

#### 1.7.4 Presentation, analysis and interpretation

The information presented was obtained from interviews. The data was presented in frequency distribution tables and pie-charts. Interpretation was done to show the results of the study including the information obtained from literature.

#### 1.7.5 Limitations

The study included a sample of thirty five (35) children. The total population of children affected by violence is not known.

The findings of the study will not be generalised with only a sample of 35 respondents.

### 1.8 DEFINITION OF TERMS

**A Child :** A young person of either sex below the age of puberty. According to the Child Care Act, Act No.74 of 1983, a child is any person under the age of 18 years. For the purposes of this study a child shall mean a person between age nine (9) and age eighteen (18) years.

**Victim :** A person who is put to death or subjected to torture by another or who suffers severely in body or property. It also means a person who individually or collectively has suffered harm, including physical or mental injury, emotional suffering through acts or omissions that are violation of criminal laws. For this study a victim shall mean a child who has been exposed to violence (Oxford Dictionary).

**Violence :** Involves the use of strong physical force against another person. Destructive harm including not only physical assaults that damage the body but also the many techniques of inflicting harm by mental or emotional means (McKendrick and Hoffmann, 1990:3).

**Political Violence:**

According to de la Rey, Duncan, Shefer and Van Niekerk (1997:135) the term political violence is currently used in South Africa to refer to such things as detention, beatings, etc. Political violence would include any action, reaction or lack of action which fails to recognise the full rights to personhood of the other. Political violence forms part of and is therefore a sub - category of structural violence.

- 1.It is a state oppression organized and perpetuated by means of legislation and Government structures.
- 2.The counter - violence resulting from Black people's attempts to challenge their oppression as well as the subsequent repressive reactions by the state and its agents in the form of torture, murder, vigilante activities and detention without trial.
- 3.Intra-community violence which results largely from factors such as political rivalry processes of destabilisation and conflict surrounding scarce resources.

**Trauma :** a psychic injury especially one caused by emotional shock, the memory of which is repressed and remains unhealed or is any excitations from outside which are powerful enough to break through the protective shields. For the purpose of the study trauma shall mean the experiences the child of violence goes through(Websters Dictionary).

**Aggression :** is an intention to hurt or gain advantage over other people. For the purpose of this study it shall mean aggressive acts committed to children during violence (Websters Dictionary).

**Impact :** to have a pronounced effect on or the force exerted by the influence of new ideas. For the purposes of this study it shall mean the impact of violence on the children (Dawies et al, 1994:189).

For the purpose of the study long - term disabling effect shall mean the effect of violence on the children that took place over a period of time.

### 1.9 AREA UNDER STUDY

Mandini is on the North Coast in KwaZulu Natal. It stretches along the Natal Coast from the mouth of the Tugela river on the South to the Mozambique border on the North bounded by a line drawn from Pomeroy to just North of Pongola in the interior.

Mandini is largely a rural area but includes a township and suburbs. This region is rich in military history and tradition where warfare is familiar.

There are the following infra-structures i.e. Isithebe industrial areas, creches, primary schools, secondary schools, high schools, post office, religious institutions, shopping centres, retail liquor outlets, clinics, various government departments and non-governmental organizations.

The type of houses are informal settlements, traditional houses, township four-roomed houses, flats and economic housing schemes.

The mode of transport includes taxis, buses, ventures and vans. The type of roads are tarred and gravel. The roads are not in good condition and some areas are not reachable.

The political parties are Inkatha Freedom Party, the African National Congress, the National Party and the Democratic Party. The most prominent parties are the Inkatha Freedom Party and the African National Congress. Violence in the area was mostly between these political parties.

### 1.10 PROPOSED SCHEME OF WORK

Chapter I	-	Orientation to the study
Chapter II	-	Literature Review
Chapter III	-	Research Methodology
Chapter IV	-	Presentation, Analysis & Interpretation of Data
Chapter V	-	Conclusion and Recommendations

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In this chapter the researcher reviews literature on the impact of political violence on the lives of children.

The focus will be on the psychological theories of aggression and violence, theoretical explanation of violence, characteristics of violence, causes of aggression and violence. The chapter also focuses on types of violence, the impact of political violence on the lives of children, the after effects of political violence, the healing process, and the adaptive behaviour patterns along with the role of the social worker.

The literature will help in comparing what issues are raised on the impact of violence on the lives of children and the experiences of children under study.

#### 2.2 PSYCHOLOGICAL THEORIES OF AGGRESSION AND VIOLENCE

To be able to understand aggression and violence it is important to discuss theories of aggression and violence. The aim of the discussion is to explain the causes of violence.

##### 2.2.1 Instinct theory

Freud as cited by Hollin and Howells (1989) proposed that human behaviour is driven by two instincts i.e. the life instinct (Eros) which promotes life, and the death force (Thanatos) which seeks to destroy life so as to return the organism to its original lifeless state.

In the conflict between the instincts of life and death, Eros seeks to prevent extinction by displacing the destructive energy to the external world.

If the aggressive behaviour takes the form of non - destructive and socially acceptable acts then the probability of violence is correspondingly reduced. The neutralizing of the aggressive instinct can then go astray so that the aggression becomes internalized thus potentially culminating in violence.

### 2.2.2. Drive theory

The "drive" motivates behaviour including violence. As the level of the drive increases the individual is also motivated to find conditions in which behaviours can be activated which reduces the drive.

The theory proposes that if a goal is blocked and expected rewards are not forthcoming, this produces a state of frustration. The frustration instigates aggression in turn leading to aggressive or violent behaviour (Hollin et al, 1989).

## 2.3 THEORETICAL EXPLANATION OF VIOLENCE

Violence is a result of struggle for political control between those who seek access to political power. It is seen as an expression of resentment by the oppressed against the lack of democratic rights.

Secondly, the theory proposes that the deteriorating economic conditions particularly unemployment have precipitated a struggle for scarce resources and individuals have resorted to violence to have access to resources.

In the South African context Bekker maintained that it is orchestrated by the 'third force' which is an unknown element which has an influence on the people who are in conflict (Bekker 1992).

### 2.3.1 Rival theory

Some philosophers have felt that the most important feature of violence is that it involves violation of a person's dignity or of his rights and have adopted conceptions of violence that give these features a central place.

Other thinkers have limited the concept of violence by confining its application to acts directed towards political change (Harris 1980).

### 2.3.2 Aggression and violence

The psychological aggression model is inconsistent with the versatility of offenders. The frustration - aggression version predicts behaviour that is consistent with the frustration encountered. The learning version predicts behaviour that is consistent with the role model imitated (Apter and Goldstein, 1986).

### 2.3.3 Aggressive instinct

The theory of aggressive instinct holds that animals must compete for food, water, space and mates if they are to survive. This is civilization's only hope to compete according to the theory.

The theory further encourages non-violent ways of releasing aggressive urges. Most scientists agree that animals and human beings have the potential for aggression (as well as the potential for co-operation) but that "such tendencies" are strongly affected by experience and learning.

Genetic differences in aggressiveness can be easily undone. Learning and cultural experiences can alter any genetic or biological tendencies human beings might have toward aggression.

Aggression becomes more likely when people are verbally or physically attacked because they often retaliate. Aggression also becomes more likely when people are frustrated in their attempts to reach goals that are important to them. This becomes likely when the environmental conditions are irritating (Lord, 1997).

## 2.4 CHARACTERISTICS OF VIOLENCE

To be able to understand the impact of violence on the lives of children it is imperative to discuss the characteristics of violence.

### 2.4.1 The non-recognition of violence

Failure to recognize violence results from two main circumstances : the prevalence of violence in society which desensitizes people, its presence and secrecy which surrounds some settings in which violence occurs.

### 2.4.2 Socially acquired violence

People learn to be violent through being victims themselves and witnessing violence. People learn as children to use violence as a means of resolving conflict and imposing their will. In the study the children also witnessed violence where they became victims of violence.



#### 2.4.3 Violence provoking counter - violence

Violence once unleashed provokes counter-violence. Political parties may take revenge on each other. Children may witness violence among their families and communities and may as a result resort to violence. Politics was the main cause of violence in Mandini.

#### 2.4.4 The spread and perpetuation of violence

People tend to repeat behaviours as a result of being exposed to them. Being a victim of one form of violence makes a child vulnerable to another.

#### 2.4.5 Injury and other destructive aspects of violence

Violence can result in human injury and destruction. Temporary or permanent harm may occur and people may even be killed. Some children in the study have lost their family members through violence.

Violence also leads to destruction of property. In this area there was destruction of houses during violence.

#### 2.4.6 The restriction of lifestyles as a result of violence

Violence can result in a restricted lifestyle in that a person may not have freedom to do as he pleases. The high incidence of violence leads to the extensive use of security devices on houses. Fear of interpersonal violence such as rape leads to restricted movement in communities.

#### 2.4.7 Fear resulting from violence

Fear is a general emotional response to violence, where fear of further physical violence or death becomes common. Fear affects even people who have not been victims.

Negative emotional reactions such as nervousness, anxiety, anger, shame or fear accompany trauma of violence.

The cost of psychological damage is difficult to assess but the victim of violence experiences trauma. Widespread violence also leads to fear in a society; this is fear of being a victim of violence.

#### 2.4.8 The damage of relationships from violence

Violence whether interpersonal or intergroup damages relationships, whereas fear of further harm can reinforce a relationship. Caring, trusting and intimate interpersonal relationships are in the first instance fostered in the homes. All family violence negates caring and abuses power which in turn damages trust and interferes with healthy family closeness. Children can be attacked by people who are known to them such as neighbours.

#### 2.4.9 The dehumanisation of violence

War impacts on both people and the physical environment. This is because it always involves some environmental destruction as well as the psychological disruption not only to the victims and perpetrators but also to responsible people in their lives.

#### 2.4.10 Psychological disruption caused by violence

Violence is traumatic whether one is a victim or witness, as violence has an emotional impact on the individual.

The traumatic effects of violent manifestations can surface immediately and may linger for months or years or may present themselves as an aftershock on its victims. As this study is concerned with the long-term disabling effects of violence, the researcher aims to establish this effect.

Victims may suffer mild emotional trauma or psychological damage resulting in aftershock. This appears after the traumatic event in people who have post-traumatic stress disorders.

There are two phases of reaction among victims of violence i.e. an initial acute phase of disorganization and a long - term phase.

Emotional reactions manifested in the acute phase range from fear, humiliation and embarrassment.

Emotional reactions associated with the long-term phase of reorganization include helplessness, nightmares, development of phobias and fear.

Anxiety is a pervasive reaction in all violent manifestations and relates to a feeling of having little or no control over the episode.

Victims of violence feel disempowered and fear for survival in the face of violence (McKendrick et al, 1990).

## **2.5 CAUSES OF AGGRESSION AND VIOLENCE**

Aggression is based in one of human's two basic motives namely Thanatos (the death drive) which forms the basis of destructive and the aggressive human behaviour.

Destructive behaviour of which the death drive is a manifestation, can be directed towards the self or external environment. Destructive instincts are redirected by the life instinct of the individual.

Violence can be caused by political competition between political parties. There are those who argue that the violence in South Africa is a result of political competition between different political groups.

The various political groups compete for support in their communities. Competition between political organizations often leads to violence over the control and allocation of material resources.

Rural KwaZulu is governed by tribal authorities, conflicts over control of territory tend to promote cycles of violence which characterise much of rural conflict in the sub-regions (Bekker, 1992). Mandini has four tribal authorities. There was violence in areas which are under tribal authorities which was caused by political differences between the political parties.

Violence in all its manifestations at family, community, national and international levels is currently a major problem.

To explain the causes of violence fully, it is necessary to discuss the psychological, social and environmental factors that contribute to violence in society.

### 2.5.1 Psychological factors

Theorists have attributed the cause of violence to instinct conceptions of aggression where violence is linked to a human need to be aggressive.

The first major change in the original frustration-aggression hypothesis extended the one side of the "equation" resulting in the hypothesis that, although aggression is always the result of frustration, frustration can be expressed in other forms of behaviour. This hypothesis acknowledged that people are able to exercise cognitive control over their behaviour that they have self-regulatory capabilities.

A further modification in the frustration-aggression hypothesis was the acknowledgement that aggression can be caused by other factors besides frustration e.g. environmental stimuli associated with aggressive behaviour.

The social learning theory hypothesizes that under certain circumstances self-regulatory processes become disengaged from conduct and at times people appear to be swept away by their emotions or by a crowd. During violence people move in crowds and may be influenced by mob spirit.

Disengagement is particularly evident in mob violence. In a crowd the threshold of normally restrained behaviour is lowered. People feel anonymous, less responsible and less inhibited resulting in a process of de-individuation.

Aggressive theorists have examined whether the interaction between victims and perpetrators can stimulate further aggressive behaviour (McKendrick et al, 1990).

### 2.5.2 Socio-psychological factors

Personal standards about human nature can become a built-in justification for violent acts. Violence can be manifested because it reflects a person's or a group's implicit theory of human nature.

Others believe that violence is the only way to achieve social change e.g. the Black South African Youth in the struggle adopted the slogan 'Liberation before education' (McKendrick et al, 1990).

### 2.5.3 Socio-cultural factors

Socio-cultural factors are presumed to contribute to the manifestation of violence by locating the causes of violence within the broader society. Norms are shared expectations about behaviour. People learn to abide by norms in accordance with the groups of which they are part. Children may be taught the norms of using violence in defending themselves (McKendrick et al, 1990).

### 2.5.4 Aggression as learned behaviour

Aggression can be learned in the same way that other behaviours are learned. Children learn through a series of experiences. Aggressive behaviour patterns can be established in the individual through learning principles of imitation and reinforcement.

In the process of learning aggressive behaviour and learning to deal with it, people observe and imitate the behaviour of others. Bergh & Theron (1999) observed that during violence children may imitate adults.

### 2.5.5 Aggression as a response to frustration

Aggressive behaviour or its acquisition can be explained in terms of the frustration-aggression hypothesis. Frustration always leads to some form of aggression (Bergh et al: 1999).

### 2.5.6 Factors influencing aggression

Among environmental factors that influence aggression one can mention crowd violence. Crowd violence is something that is familiar in South Africa e.g. 'necklacing' i.e. murder by burning with a tyre filled with petrol and placed around the neck of the victim.

## 2.6 TYPES OF VIOLENCE

It is important to discuss the types of violence to be able to understand how violence has an impact on children.

### 2.6.1 Illegitimate violence

Wilful acts of violence regarded by society as illegal are punishable under criminal law or are regulated by civil law.

Illegal acts of violence can be directed at persons or at property. Those directed at the persons include acts known as violent crimes which inflict injury on others e.g. assault and murder. Children are assaulted during violence and their family members are murdered. Children also witness killings of their school mates (McKendrick et al, 1990).

### 2.6.2 Intergroup violence

Intergroup violent acts are directed at certain groups of people e.g. political groups.

Violence erupts when the attitudes, beliefs and values of persons in the different groups become incompatible. Force is then used illegitimately to attain divergent objectives.

Violent manifestations of such conflicts are community disturbances, rioting and group confrontations which can kill or inflict injury as well as cause the wilful destruction of property through vandalism and arson (McKendrick et al, 1990).

## 2.7 THE IMPACT OF POLITICAL VIOLENCE ON THE LIVES OF CHILDREN

As the study is on the impact of political violence on the lives of children, it is imperative to look at this aspect from the literature perspective. The price South African children have paid as a result of the high levels of violence particularly political violence is substantial.

Apart from the increasing spiral of violence which has systematically been at the centre of the destruction of the fabric of society over the last few decades, the lack of comprehensive information regarding the effects of political violence on children, emerges most clearly from literature dealing with political violence. This lack of information according to de la Rey et al (1997), has been noted by South African social researchers for example Mason and Killian (1993) and Simpson (1993).

Research studies have been fragmented and incomplete. Some concentrated on quantifying the effects, others focused on providing descriptions.

Studies that have focused on the impact of violence on children include Ballentyne (1995) Dawies, Donald and Phillip (1994), Brassard, German and Hart (1997) de la Rey et al. (1997) and Netshiombo (1994). The political violence in South Africa has produced a situation in which millions of children had to live in high risk environments. Counter - violence impacted on the lives of children and disrupted their schooling and access to health and social services. It led to large numbers leaving the country to undergo military training and it also led to alarming numbers being inducted into self - styled armies (de la Rey et al, 1997).

Even though no comprehensive statistics regarding the effects of counter - violence are available, it is widely acknowledged that the consequences of violence on the lives of children are substantial (de la Rey et al, 1997).

When investigating and discussing the effects of violence there are factors to be considered i.e. the nature of events, factors internal to the child which promote coping, the quality of family and social support systems.

Klassen (1990) as cited by de la Rey et al, (1997), found that child foot soldiers who participated in such violence afterwards frequently showed signs of extreme psychological stress leading to various emotional and behavioural problems.

Dawies et al, (1994), assert that an experience of violence during childhood may have a sensitising effect in that the child remains sensitive to future stress and is rendered more vulnerable. There are differences in forms taken by violence, its effects and the people's response to it. During violence children may experience fear, excitement and some develop longer - term disabling effects. Usually these children have witnessed extreme violence or have been exposed to ongoing terror without sufficient support.

The effects of stressors such as political violence depend on a range of intrinsic and extrinsic factors. The events are given a social and individual meaning and are differential in the effects depending on the developmental level of the child and the degree of physical danger. The outcome for the child is not just a function of the severity of stressors and availability of social protective factors but the individual coping style is important (Dawies et al, 1994).

The fact that South African children have been exposed to inordinately high levels of violence cannot be disputed. As intra - community violence is frequently accompanied by the death or injury of family and friends, the loss of homes and belongings, the disruption of social services and schools, it has impacted on most lives of children exposed to it (de la Rey et al, 1997).

While it is fairly easy to ascertain the immediate physical consequences of intra - community violence, the psychological effects of exposure to such violence remain a contentious topic (de la Rey et al, 1997).



Dawies et al as cited by de la Rey et al (1997), found that while most children exhibit immediate emotional reactions such as fear, anxiety and shock following incidents of political violence, different research studies seem to indicate that in the long - term, political violence is extremely stressful to the child.

Researchers like Allwood as cited by de la Rey et al, (1997) Manganyi et al (1990) and Mason (1994) maintain that being exposed to political violence led to children displaying symptoms such as detachment, mental distress, depression, enuresis, selective amnesia, psychosomatic problems and developmental disorders.

The children may have repeated dreams, post - traumatic effects and the unconscious re - enactment of acts similar to the traumatic event.

Incidents of intra - community political violence are frequently experienced as far more stressful than other forms of violence. This may be the case for at least two reasons. Firstly, the difficulty in finding an explanation for the occurrence of such violence gives it an unfamiliar quality that leads to stress and anxiety. Secondly, the more the child is able to identify with the perpetrators of violence, the more stressful such exposure becomes.

Research indicates that the degree of trauma caused by political violence depends largely on its physical, social and material consequences. Loss of parents due to political violence increases the likelihood of children being traumatized (de la Rey et al, 1997). Those at risk are those who have minimal support during and following violence, those who have lost a parent and those who experience multiple or continuous trauma and loss.

Fair (1995) asserts that children who had witnessed brutal and disturbing scenes including murder of their parents and loss of and separation from their loved ones have traumatic experience. Most were physically, mentally and emotionally affected. Problems may appear many years after the event (Dawies et al, 1994).

Research shows that the low socio - economic status generally correlates positively with post - traumatic stress symptoms in children who have been exposed to political violence. This is thought to be largely a result of the fact that children from lower socio - economic groups are more exposed to various other stressors which tend to exacerbate the impact of political violence (de la Rey et al, 1997).

The manifestation of the impact may be unobtrusive or the effects may severely pervade a person's social functioning, in either the short term or the long term.

All forms of violence are disruptive and detract from the quality of life. The impact of the violence contradicts the community-held values of a person's well being.

#### 2.7.1 Age of the child

Children of different age groups are differently vulnerable to the effects of political violence.

Pre - scholars initially appear withdrawn, subdued or mute. They react with anxious attachment behaviour. As a result they become extremely vulnerable to anxiety.

Children between ages of seven years and thirteen years were more likely to develop anti - social behaviour patterns after exposure to traumatic incidents of violence. School - aged children show greater diversity, inconsistency in behaviour and decline in school performance (de la Rey et al, 1997).

#### 2.7.2. Gender of the child

There is a discernible relationship between the child's gender and reactions to incidents of political violence. Pre - adolescent boys generally present more stress - related symptoms after exposure to political violence than their female counterparts but this situation is reversed during adolescence. Adolescent girls are more likely than their male counterparts to exhibit symptoms such as depression and anxiety in situations characterized by high levels of political violence (de la Rey et al, 1997). This may be caused by the fact that during violence females are more exposed to rape by attackers when they are in military camps.

## 2.8. THE PSYCHO - SOCIAL CONSEQUENCES OF POLITICAL VIOLENCE ON CHILDREN

Violence can have psycho - social effects on children.

Studies that have focused on the psycho - social consequences of political violence on Black Youth include Manganyi, Chabani and Du toit, (1990), Mason (1994) and Ramsden (1994). Psychology literature does not indicate that participating in war or perpetrating violence itself automatically leads either to the development of clinical symptomatology or entrenched anti - social behaviour.

The writers argue that even if exposure to civil strife does not lead to breakdown, it still changes the individual's consciousness. It encourages categorical thinking and sharp division between those considered as friends and those considered as foes.

Many of those who have experienced and lived with violence are psychologically bruised or have come to accept violence as a way of life.

The situation in the townships i.e. being tortured, participating and witnessing violence causes Black youth to have personal histories i.e. something to tell about violence (Manganyi et al, 1990).

In the context of South Africa's crisis a psychologist may sometimes provide appropriate support to communities interested in caring for these children and to the children themselves (Manganyi et al, 1990). In Mandini psychologists provide training to personnel offering counselling to victims of violence including children.

Researchers have reported heightened levels of anxiety and other symptoms in children in repression related situations. Crucial and politically sensitive questions remain :- How and in what ways can we legitimately talk of demonstrable psychological damage of children in South Africa? It is one thing to talk of observed symptoms and misery in children, and another to assert that these children have been scarred for life (Manganyi et al, 1990).

Results of research on psychological effects of violence on children show high levels of exposure to a variety of violence - related trauma. Subjects reported symptoms of depression and/ or post - traumatic stress disorders. These children have forfeited privileges of childhood to participate in the struggle.

Some children seemed to be disturbed by their mothers' prolonged anxiety responses to a particular traumatic event, rather than the event itself. The understandable constrictions that anxious parents placed on their children tended to be associated with an increased tension in the home and in the case of younger children, development of anxiety - related symptoms (Manganyi et al, 1990).

Simpson (1994) and Ramsden (1994) argue that it is not the overt forms of violence which have psychological consequences but the meaning ascribed to the experience which mediates psychological reactions. Experience of violence is seldom isolated but tends to operate as a source of continuous stress.

Children's psychological responses to political violence are varied, while we mistakenly imbue children with lack of political knowledge. This seems clear that their political ideas are fundamental in moulding their psychological reactions to violence (Ramsden, 1994).

Majodina as cited by de la Rey et al (1997) asserts that some of the psychological consequences of involving children in military units include feelings of "transitoriness" guilt and a profound loss of security.

#### 2.8.1. Stress experienced by children of violence

Studies that have focused on stress experienced by children of violence include Moloto (1993) Brassard et al (1987) and Ramsden (1994). They maintain that violence in South Africa can be perceived as a stressor.

Among children who suffered most severe stressors many were able to adapt well within a short time. Critical factors related to adjustment, centered on the nature of the trauma, age of the victim and predisposing personality factors. While political violence affects Black families most, a lot of children in South Africa suffer from trauma because of high anxiety levels within all sections of society. This stress is exacerbated by the large number of homes that have guns and a culture of militarism and violence.

Death and injury are not the only causes of severe trauma in families especially among children. Among the widespread effect of violence is the forcible displacement of families and burning of homes (Ramsden, 1994).

Children who are located in the periphery of violence torn - areas frequently show higher levels of psychological stress than those children who live in areas where violent acts are seldom.

Exposure to successive incidents of violence reduces the resilience of the individual, and this increases the likelihood that these individuals would suffer from stress - related symptoms at a later stage (de la Rey et al, 1997).

During violence children and women face a heightened risk of rape and sexual humiliation. Special needs are neglected e.g. developmental needs. (Machel, 1996).

## 2.9 THE AFTER - EFFECTS OF POLITICAL VIOLENCE

Minaar (1992) reported that 12 000 people have been killed in political violence in South Africa in the 1990's. A drive through rural Natal can be an eerie experience. Row upon row of empty houses are seen.

During the period 1991 to 1994, according to National Research Council National survey (1994), nearly 50 000 children were displaced, 2 000 traumatized and more than 7 000 abandoned as a result of intra - community violence (de la Rey et al, 1997).

By the middle of the 1990's the struggle for political support moved from urban to rural Natal. Violence erupted in the areas to the North of Durban such as Mapumulo, Isithebe, Mtunzini, Eshowe and Empangeni.

Hundreds of dwellings were destroyed or badly damaged. An idea of the scale of damage could be gained from incidents in Enembe, Esikhawini and Nseleni.

An Unrest Monitoring and Action Group inspection found that 105 properties had been destroyed in the fighting in the area of Mankenganeni ward alone. The rural Kwa-Zulu area of Enembe illustrates the problems of violence.

As Enembe, Mankenganeni and Isithebe areas are in Mandini, where there was a lot of violence, the researcher investigated the impact of political violence in the mentioned areas.

Children in this area were affected by violence. They witnessed violence and they were personally affected by violence, which affected their families.

## 2.10 THE HEALING PROCESS

Children need to tell their stories verbally or non- verbally to reduce their confusion, anxiety and feeling of guilt.

Children also need to play and be occupied so as to rebuild their lives. These needs are usually not understood by parents. Numb with emotional trauma themselves, they are unable to give extra attention (Ramsden, 1994). Most children do recover to the extent that they build a shell around a traumatic experience. For children who seem to be coping, problems may surface later in life in the form of learning problems.

There are children who will need extra help to achieve recovery from violence. They may display the following symptoms of post - traumatic stress syndrome: depression, fear, anger, continual regression to earlier inappropriate behaviour patterns, nightmares and memory flashbacks (Ramsden, 1994).

As the researcher attended a course on how to deal with families affected by violence, the knowledge obtained at that course can be used in helping children during the healing process.

The course on working with cultures beyond violence was organized by the South African Council for Child and Family Welfare. The host of the course was the Kensington Consultation Centre (KCC) stationed in London.

On the first day there were introductions which were made in such a way that they were part of the session.

The trainees were divided into groups of two, where each member gave the partner his background information. The information was later shared with other group members. There were guiding questions given to the trainees. The questions were :-

- \* who do you hear calling your name i.e. close relatives to the life of a person
- \* which names do they use to call you e.g. mother, sister, daddy, uncle etc.
- \* which different people call you?
- \* how do you respond?
- \* what sort of voices do you hear?
- \* how are you connected to the people who call you?
- \* what name do you like or do not like?

The learning experience was that a person does not function in isolation, as there are other systems involved. The person's behaviour can be influenced by the voices he hears of the living, the responsible others and the dead people.

People affected by violence need support from their families and others in their lives.

The second day was on the stories people tell and how they influence their behaviour. People create the world they live in by the way they talk and they make new stories to make new lives.

The learning experience is that people have stories to tell which need to be acknowledged.

On the third day the learning was on re-framing i.e. changing the stories people tell into positive ways, looking for different words to describe the situation differently. A person affected by violence needs to be encouraged to express feelings and move away from accusations.

The person needs to look at the past and make incidents connecting the future. If a person is not connected it will be difficult to deal with situations.

The trainees were asked to make drawings which come to mind about a time in one's life when the normal order was disrupted and distress was experienced. The drawings helped them to realize that although there may be good or bad incidents in life, one can identify positive outcomes out of a bad situation.

On the fourth day the trainees learned about trauma and violence. There were role - plays. A situation was created where the trainer was the interviewer, and the trainees concerned, community members.

The trainees were asked to form groups and discuss different groups e.g. family, youth, community.

The trainees were trained in how to shift from talking about problems to talking about concerns. The trainees need to know what people's concerns are.

The trainees learned how to interview people who are involved, concerned and significant in violence. Different groups of people have a way of expressing and interpreting what they see.



On the last day the trainees had to make a contract on what they were going to do after attending the course i.e. networking with others in dealing with violence.

The family is essential to children's care and protection and an important social, economic and cultural factor in child development.

During violence, families may be physically and emotionally affected. The most effective and sustainable approach to recovery is to mobilize existing social care systems.

A number of activities have been identified as supporting healing by fostering in children a sense of purpose, self-esteem and identity.

Experience has shown that with supportive care-givers and secure communities, most children will achieve a sense of healing. Helping affected children to build strengths with trusted care-givers is an important strategy in the process of healing (Machel, 1996). The multi-disciplinary approach to healing is required.

Exploring a child's experience with violence and the meaning it holds in his life is important to the process of healing and recovery.

It is important that those who deal with the healing process have an understanding of and respect for society.

#### 2.10.1 Support networks

Ramsden (1994) maintains that many traumatized children will recover sooner or later if their minimal emotional needs are met through sympathetic adults and friends. Those minimum needs are extra affection and attention so that they will feel secure and less alienated, alone and helpless.

Gibson (1994) reported that one of the most commonly acknowledged mediators of difficult life conditions is some kind of social support.

Families and schools are regarded as particularly important places where children might receive support that will enable them to deal with difficult life conditions.

Violence leads to breakdown in the family support systems essential to a child's development. Families are forced to relocate when their houses are destroyed.

In a community a multi-disciplinary team comprising health professionals, psychologists, social workers, community leaders and other stakeholders provides support to the victims of violence who include children.

#### **2.11 ADAPTIVE BEHAVIOUR PATTERNS**

Netshiombo (1994) maintains that the exposure of children to outrages in the townships has resulted in adaptive behaviour patterns. They learn a different set of survival skills, whilst many young children channel their energies politically. There are also those whose exposures and experiences of brutalization will harm their social, physical, moral, spiritual and mental development for ever.

Children need to learn the skills of negotiation, problem solving and communication that will enable them to resolve conflicts without resorting to violence.

#### **2.12 THE ROLE OF THE SOCIAL WORKER**

The social worker plays an important role in dealing with individuals and families affected by violence. The social worker provides counselling and support and can work in a team with other professionals.

The social worker helps individuals and families under stress. The worker should have empathic understanding of feelings and use various skills and techniques. The integrated approach can be used in helping people affected by violence.

When dealing with young children, the social worker can use play therapy to help the child re-enact experiences that lie either in the past or in the present. With older children the social worker can involve children in groups to be able to talk about their experience.

The social worker should provide children with intellectual and emotional stimulation through structured group activities.

Through training and raising awareness of central caregivers including parents, teachers, communities and health workers a diversity of programmes can enhance community's ability to provide for the children.

Programmes to support healing and re-establish normalcy need to be established (Machel, 1996). The social worker needs to work with other professionals and stakeholders to be able to help the children of violence to cope with their lives after being exposed to violence. The multi-disciplines perform the following duties i.e.

#### 2.12.1 Health and health education

Health professionals provide medical, physical and psychological services to the victims of violence. They attend to injuries.

Teachers identify children with problems at school. They offer life skills programmes and involve children in Arts, Drama and story-telling to help them to talk about their experiences.

#### 2.12.2 Physiotherapists and the occupational therapists

The physiotherapists deals with the victims of violence by providing plaster of paris to those who are injured. They also do exercises with the victims. They provide treatment and rehabilitation of victims of violence.

On the other hand the occupational therapist provides services to the victims of violence i.e. involving victims in programmes on how to deal with the effects of violence e.g. how to re-adjust in life after losing a limb.

### 2.12.3 South African Police Services

They are the first to reach scenes of violence where there are traumatized people. There are also Child Protection services which offers services to children and may refer them to other bodies for assistance.

### 2.12.4 Community Members

The community organizations offer peace education and conflict resolution for the people involved in violence. The conflicting groups are brought together for conflict resolution plans.

### 2.12.5 Mental health

The mental health professionals also offers to the individual, family and group counselling. There are also psychiatrists who offer assessment and medication.

### 2.12.6 Psychologists

They offer counselling to the victims of violence and their families. They offer trauma counselling and management.

### 2.12.7 Social Workers

Social workers offer counselling, and also individual and group work. They also offer trauma counselling, management skills, rehabilitation, and preventive programmes.

The social worker should use the developmental approach to be able to deal with children affected by violence, besides developing preventive and rehabilitative programmes.

### 2.12.8 Models of intervention

The choice of the approach depends on its suitability to the condition and the circumstances of the client in the intervention context.

In working with children affected by violence the social worker may use different models.

#### 2.12.8.1 Life model

The life model approach attempts to develop a conceptual framework that provides a simultaneous focus on people and environment, and a method of practice that integrates practice principles and skills for work with individuals, families and groups.

In human beings the adaptive processes are psychological, social, cultural and biological.

Transactional upsets in the usual or desired person and environment fit generate life stress.

Coping efforts are special adaptations evoked by the experience of stress i.e. adaptation under difficult circumstances and conditions. Coping requires both internal and external resources. (Turner, 1978).

The life model focuses on the person and environment.

The social worker needs to intervene on behalf of the people affected by violence.

The social worker may act as an advocate in a community, to locate resources to help victims of violence. The social worker may also advocate for the community at the national level by negotiating for resources to help the victims of violence.

Problem - solving abilities depend upon adequate training by the family, school and other institutions in the social environment.

The life model can be used with children who have been affected by violence.

#### 2.12.8.2 Family therapy

Family therapy moves from the individual to the level of the family. Intergenerational family therapy focuses on the family system and family process. Family therapy can also be used with victims of violence. The children affected by violence can then be seen with other family members in a family setting.

The family can be helped to cope with the after effects of violence and the long - term effects of violence (Turner, 1978).

#### 2.12.8.3 Crisis intervention

This model can be used during violence and immediately after occurrence of violent acts.

The three indicators that can offer keys to the extent to which crisis intervention can be offered are :- evidence of a hazardous event that has a direct bearing on the client's state of equilibrium, a high level of anxiety or pain and evidence of breakdown in problem solving.

Six components of a client's situation must be evaluated to determine the nature and extent of the crisis i.e. hazardous event, vulnerable state, active crisis, increase in upset, re-intergration and resolution.

The hazardous event is a specific stress - producing occurrence that occurs to an individual or family.

The events can be classified as anticipated or unanticipated.

Anticipated events include normal developmental critical periods e.g. adolescent stage.

Unanticipated events are the unpredictable changes that can occur to anyone at any stage in life. They may happen to one person or family or involve entire communities and populations e.g. civil wars.

The goal of intervention becomes restoration of the entire family. Crisis intervention can be used with groups of children.

The goals in crisis intervention are aimed at offering immediate emotional first-aid and strengthening the person in his coping and integrative struggles through therapy and guidance.

The six goals are: relief of symptoms restoration to the optimal pre-crisis level of functioning, understanding of the relevant precipitating events that contributed to the state of disequilibrium, identification of remedial measures that can be taken by the client and his family, recognition of the connection between the current stress and past life experiences, conflicts and initiation of new models of perceiving, thinking and feeling.

During violence children and the families need crisis intervention which helps during the state of disequilibrium (Turner, 1978)

#### 2.12.8.4 Client - centered approach

The client - centered approach has had a wide impact on the whole area of working with children and families. The approach can also be used with groups where children affected by violence can be involved in groupwork.

Client - centered theory has also had its impact on the field of counselling and clinical psychology. This is offered to children affected by violence (Turner, 1978).

#### 2.12.8.5 Trauma counselling model

The model of trauma counselling is a short term counselling intervention that is used with survivors of violence. The model combines principles of cognitive behaviour therapy and psychodynamic therapy.

The model is designed for use for the treatment of acute stress and post traumatic stress disorders.

There are five steps to the model which can be used interchangeably within the intervention. (Centre for study of violence, Wits).

(a) Telling the story

In this phase the counsellor should focus on getting the client to give a detailed description of what happened, eliciting all the factual details, thoughts, feelings and sensations.

In addition to relating the story verbally, various techniques can be used to get information. This model can be used with children. They can tell their stories through drawings.

(b) Normalising the symptoms

In this phase the counsellor reassures the client that his /her feelings are normal responses to trauma.

It is important not to normalise the reactions of the client too quickly as the clients may feel that this minimises their experience.

(c) Reframing

In this phase the counsellor and client explore feelings of self - blame or survivor guilt. The self - blame represents a wish to retrospectively "undo" the trauma and restore a sense of control. Self - blame impacts negatively on self - esteem and needs to be addressed.

(d) Encouraging mastery

In this phase the counsellor assists the client to carry on with the tasks of daily living and to restore the client to previous levels of coping. It is aimed at counteracting feelings of helplessness.

It is important to let the clients know that they will never forget what happened but it is how they remember it that is important and see themselves as survivors.

Research suggests that the most important factor in coping is adequate support structures (Centre for study of violence, Wits)



(e) Facilitating the creation of meaning

Assisting with establishing meaning requires the counsellor to engage with the client's belief system.

2.12.8.6 Debriefing

This is an emotional first-aid for individuals, families and groups who have been affected by violence. Ideally it should occur between 24 and 72 hours after the event. Debriefing can reduce the effects that are already being felt and prevent them from getting worse.

The process involves allowing people to describe what happened to them and to talk about their thoughts and feelings. The debriefer can provide the victim with information around common responses to trauma and look at simple and realistic ways of coping.

2.12.9 Programmes provided by organizations dealing with violence

Childline offers counselling to children affected by violence and they have a library of resources on working with traumatized children.

Educational psychological services have social workers and psychologists who work with children, many of whom are affected by violence. They offer referral information and service to teachers who help identify children with problems. They run groups of child victims of violence.

IDASA Community Peace Project offers training in trauma counselling for those with a counselling background, and trauma management training for community workers and professionals. They set up violence /stress prevention programmes.

The Meyrick Bennet Child Guidance Clinic offers training, psychological assistance and a multi - disciplinary treatment team which works with groups of children affected by violence.

The National Association of Child Care Workers provides training for child care staff and youth in working with children affected by violence.

The Natal Program for survivors of violence works with school children and teachers in dealing with psychological effects of violence. They use art, drama and story telling. They offer trauma counselling and trauma management.

Children's rights officials offer peace education and workshops for schools and educare workers. They teach children to play using story-telling as a way of dealing with trauma.

The centre for the study of violence has a trauma clinic where they deal offer with trauma counselling.

The Cape Town Trauma Centre is experienced in counselling survivors of violence. Their staff includes psychologists and social workers and the services offered include crisis intervention, debriefing, trauma counselling and ongoing care and support.

The Mandini multi-disciplinary team which includes nurses, social workers, psychologists, community leaders, non-governmental organizations offers services to the families affected by violence.

Apart from these, the University of Natal, Durban, Social Work Department offer violence Prevention Projects initiated in 1995. These aim at preventing occurrence of violence by equipping people with skills to resolve conflict non-violently and to promote peace via education to individuals, groups and communities. The objectives of these projects are to develop conflict resolution, violence prevention programmes for implementation with children, youth and adults. Apart from this they aim at increasing the capacity of individuals, groups and communities to resolve conflicts in a peaceful non-violent manner.

They are also involved in providing training courses, workshops and seminars for professionals and non-professionals including teachers, social workers and community workers. In addition they conduct research into issues relating to violence and violence prevention.

Their project activities include rendering counselling to learners in schools and to their families, conducting training workshops for community groups and organizations.

The various hospitals in Durban e.g. King Edward Hospital, Wentworth usually see victims of violence as they come for specialised surgery. They provide rehabilitation programmes and physiotherapy.

The Child Welfare Associations also offer preventative programmes and counselling with parents and children affected by violence.

### 2.13 CONCLUSION

Social scientists agree that the impact of political violence on children is influenced by the interaction of a number of intra - individual and situational factors.

This chapter focussed on the psycho - social consequences, the impact of violence and the stress experienced by the children of violence.

In this chapter the focus was also on the support systems, healing process and the role of the social worker.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. INTRODUCTION**

This chapter deals with the research design, sampling, data collection and data analysis.

#### **3.2. RESEARCH DESIGN**

The research design is a blue-print of a detailed plan of how the study is going to be conducted (Grinnell, 1993).

Designing a research project involves organising, collection and analysis of data to fulfill the purpose of the research.

##### **3.2.1 Exploratory design**

The researcher used the exploratory research design which generates insight into the nature of an issue when little is known about the problem area. The problem area in this research was the long - term disabling effects of violence on the lives of children. Due to the fact that little is known about this problem area in Mandini, the researcher used this design.

#### **3.3 SAMPLING**

Mc Kendrick (1987) defines sampling as the drawing of a small portion of elements from a larger or total population. The specific list of the members of the population is called a sampling frame (Shaughnessy et al, 1990 :80). The subset of the population actually drawn from the sampling frame is called a sample.

The basic idea behind sampling is that we would like to learn about the characteristics of a larger group of individuals (referred to as a population) by studying a smaller group (referred to as sample, Ray & Ravizza, 1988 :254).

A survey of the impact of violence on the lives of children in Mandini was not possible due to extensive geographical area. In this study the sample consisted of thirty five (35) children who were affected by political violence in Mandini between 1994 and 1996.

### 3.3.1 Population

According to Schweigert (1994) a population consists of all members of a given group. For this study the population comprised children aged between nine (9) years and eighteen (18) years who were involved in violence in Mandini between 1994 - 1996.

These children reside in Enembe and Isithebe which are under Mathonsi Tribal Authority, Mankenganeni which is under Mombeni Tribal Authority and Sundumbuli Township. It is in these areas in Mandini that violence was at its highest.

The reason for selecting this age group was because they fall into the age category that constitutes the core of the politically active youth in South Africa.

### 3.3.2. Sampling method

The researcher used the non - probability sampling method. The researcher used the purposive sampling strategy. It is based on the judgement of the researcher regarding the characteristics of a representative sample.

In purposive sampling the investigator hand-picks the elements to be included in the sample on the basis of expert judgement. The individuals selected may be either those judged to have certain special characteristics or more (commonly) those who are likely to provide the most useful information for the purposes for which the study is done (Shaughnessy et al, 1990 :84). It ensures that the sample includes elements which are directly relevant to the problem being studied.

The names of the children for the study were found in the psychologist's case load. On Mondays a psychologist from the University of Zululand comes to the Sundumbili Poly - Clinic to conduct counselling to the victims of violence. The children were also found in the local schools through contact with the principals and teachers at the schools. The teachers identified the students who were involved in violence between 1994 - 1996. The researcher found the names of some children in the case files in the Welfare Office. These children were reported by parents as having problems after being exposed to violence. Lastly, the children were located in their homes through the local authorities.

Permission to interview the children was sought from parents and confidentiality of the information obtained was explained to them. The children gave their consent to be included in the study.

There were thirty five (35) children and their ages were between nine (9) years and eighteen (18) years.

### 3.4 DATA COLLECTION

The researcher used the interview schedule to collect data. According to Bailey (1987), an interview schedule is defined as a list of questions read by the interviewer to a respondent with the interviewer writing down the respondent's answers on a schedule.

Grinnell (1993) perceives an interview as a valuable method in helping to identify the depth and breadth of the problem areas. It allows probing, thus enabling the researcher to obtain responses in areas where specific questions are difficult to construct.

The interview schedule helped the researcher to ensure that all questions were answered and there was no chance for respondents to ignore other questions. The interviews took place at the schools where children attend their classes. The children who were no longer attending school were found in their homes.

The interview schedule was the appropriate data collection method because of the age of the children. The researcher was able to ask questions and explain those questions which the children were not able to understand.

### 3.4.1 Validity and reliability

Validity has been described by Mc Kendrick (1987) as the degree to which the instrument measures what it is supposed to measure. The researcher tested the instrument for validity and reliability by doing a pilot study. The subjects for the pilot study were children of the same age group as the sample who were affected by violence in Mandini.

The test result was that the children in the pilot study were able to answer questions in the interview schedule, and the answers gave what was needed.

### 3.4.2 Areas covered in the interview schedule

#### SECTION A

##### PERSONAL BACKGROUND INFORMATION

The information on the personal background was requested to obtain the subjects' historical background, the age range, the type of area they reside in and their level of schooling. The information was relevant for the study because the study included children aged (9) nine years to (18) eighteen years.

#### SECTION B

##### FAMILY BACKGROUND INFORMATION

The family background information was required to establish the position regarding the respondents' parents i.e. whether they were still alive or not. The information was needed to find out if any of the parents of the respondents were killed during violence between 1994 and 1996, and also to find out if the respondents had siblings and the position of the respondent in the family.

SECTION CVIOLENCE AND DISTURBANCE AT SCHOOL

This information on the disturbance at school helped to establish if the respondent was disturbed at school during violence and whether or not the school was ever closed because of violence between 1994 - 1996. Questions in this section were also intended to find out if any children were killed at school during violence.

SECTION DCHILDREN'S CONCERNS ABOUT VIOLENCE

This section was about violence, what the respondents thought was the cause of violence generally and how they felt about violence. These questions were for the researcher to know if children were aware of what causes people to involve themselves in violence and how violence affected their lives.

SECTION EIMPACT OF VIOLENCE ON THE CHILDREN

This section was about the impact of violence, to get the views of children on the effects of violence on them, whether the children were personally affected by violence, what they witnessed during violence and the support they received. How their families and homes were affected during violence. The rationale for these questions was to establish the long - term disabling effect of violence on the children after being exposed to violence.

SECTION FAFTER - EFFECTS OF VIOLENCE

This section dealt with the long - term disabling effects of violence i.e. what problems children still have after violence and the assistance they still need in order to cope with the situation.



### 3.5 DATA ANALYSIS

The analysis of data answers the question of how the researcher will arrange and order findings (Grinnell, 1993). Data analysis included tables, frequency distribution percentages and pie charts.

### 3.6 LIMITATIONS

An exploratory study does not depend on a large sample. This is the limitation since generalisation of findings is not possible. The advantage of exploratory study is that it generates insight into the nature of an issue when little is known about the problem area.

### 3.7 CONCLUSION

The researcher interviewed children who were affected by political violence in Mandini between 1994 - 1996, and who showed long - term disabling effects of violence. A sample of thirty five (35) children was selected.

**CHAPTER IV****PRESENTATION, ANALYSIS AND INTREPRETATION OF FINDINGS****4.1 INTRODUCTION**

The information presented in this chapter was obtained from interviews conducted with children affected by political violence. All questions were asked on a one to one basis with children, using the live interview.

The data collected is presented in the form of frequencies, tables and pie charts.

**4.2 PERSONAL BACKGROUND INFORMATION**

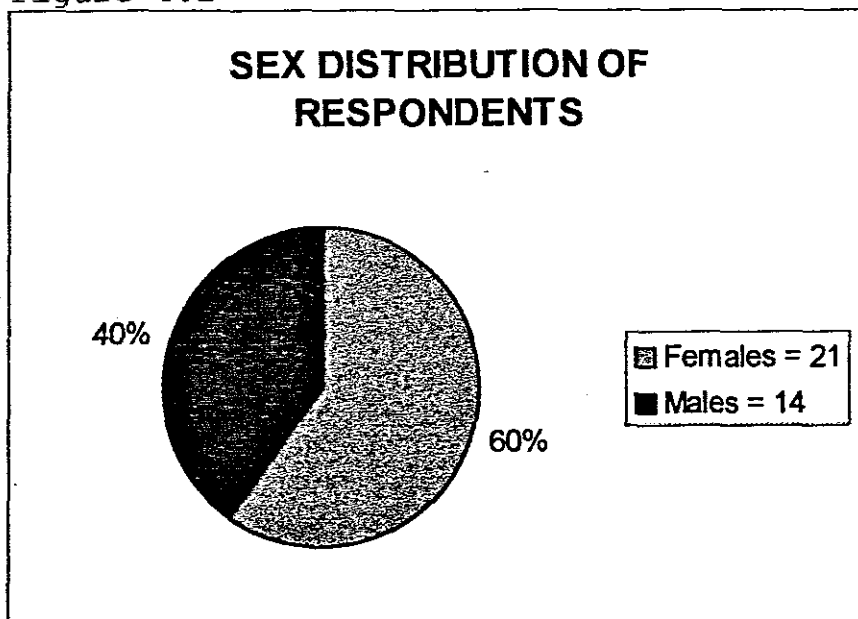
The researcher obtained the personal background information of respondents in order to establish various aspects related to their gender, home language, age range, the type of area where respondents resided and their level of schooling.

**4.2.1 Sex of respondents**

The sample was made up of both males and females. There had been no manipulation as to the numbers of each to be included. It was a chance factor in terms of the sampling.

Figure 4.1 gives the sex distribution of the respondents.

Figure 4.1



Out of thirty five (35) respondents, the majority twenty one (21), 60% were females and fourteen (14) , 40% were males. Although the literature, in particular de la Rey et al, (1997) maintains that adolescent girls are more likely than their male counterparts to exhibit symptoms such as depression and anxiety in situations characterized by high levels of political violence, in this study it happened by chance that the majority of respondents were females.

#### 4.2.2 Home language of respondents

The area where the research was conducted is in KwaZulu-Natal where the majority of people are Zulu speaking, although there are other ethnic groups. All thirty five (35) respondents were therefore Zulu speaking.

#### 4.2.3 Age of respondents

The respondents in this study were children who were affected by political violence. According to the Child Care Act, Act No74 of 1983, a child is any person under the age of 18 years. The respondents were between nine (9) years and eighteen (18) years. Their distribution according to age is shown in Table 4.1 below

TABLE 4.1 AGE OF RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
15 - 18	21	60
12 - 14	9	26
9 - 11	5	14
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents, the majority, twenty one (21), 60% were aged between 15 - 18 years, nine (9) 26% aged between 12 - 14 years and five (5) 14% aged 9 - 11 years. Most children were in the adolescent stage. According to de la Rey et al, (1997) children of different age groups are differently vulnerable to the effect of political violence.

#### 4.2.4 The type of area where respondents resided

Mandini has rural areas which are divided into four tribal authorities i.e. Mathonsi, Ndulinde, Mombeni and Ngudwini. There is one township namely Sundumbili and a suburb. There are semi - urban, rural and informal settlements. Table 4.2 gives the type of areas where respondents resided.

TABLE 4.2 TYPE OF AREA WHERE RESPONDENTS RESIDED

TYPE OF AREA	FREQUENCY	PERCENTAGE
RURAL	15	43
SEMI - URBAN	8	23
TOWNSHIP	6	17
INFORMAL SETTLEMENTS	6	17
<b>TOTAL</b>	<b>35</b>	<b>100</b>

From the above table it is observed that out of thirty five (35) respondents, the majority, fifteen (15), 43% resided in rural areas, eight (8), 23% in semi - urban areas, six (6) 17%, in the township and six (6), 17% in informal settlements. Most children come from rural areas where violence in Mandini was at its highest. Although according to Manganyi et al, (1990) having to flee from townships, being detained and tortured, participating and witnessing violence are all part of most children's personal histories, there were only six (6) children from the township in this study.

Minaar (1992 : 259) had this to say about the KwaZulu Natal rural areas: "A drive through rural Natal can be an eerie experience. Row upon row of empty houses are seen" The rural KwaZulu area of Enembe gives this picture of the after - effects of violence. In Mankenganeni ward in Enembe 105 properties were destroyed in the course of fighting. Enembe area is in Mandini.

#### 4.2.5 Information on school attendance

Education is an important factor in the life of a child. During violence children may leave school, some return after violence and others never return to school. This study found that out of thirty five (35) respondents, the majority, thirty two (32), 91% were still attending school at the time of the study and three (3), 9% had left school. This shows that although there was violence the majority of respondents never left school.

Machel (1996 :24) recommends that all possible efforts should be made to maintain education systems during conflicts. Educational facilities should be protected rather than targeted by those involved in violence.

#### 4.2.6 Level of schooling

The level of schooling was investigated to know the standard the respondents were doing at the time of the study. The fact that the majority of respondents were still attending school was a positive factor.

Schools are not safe from attacks during violence. Fear and disruption make it difficult to create an atmosphere conducive to learning. Younger children may have difficulty in concentrating in school. Older children may be anxious or depressed and may thus feel hopeless about the future and develop aggressive behaviour. These young children may also lose the opportunity to continue schooling and this may have long-term effects on their lives.

Table 4.3 : LEVEL OF SCHOOLING OF RESPONDENTS AT THE TIME OF THE STUDY

LEVEL OF SCHOOLING	FREQUENCY	PERCENTAGE
6 - 10	20	57
1 - 5	12	34
No longer schooling	3	9
<b>TOTAL</b>	<b>35</b>	<b>100</b>

Out of thirty five (35) respondents, the majority, twenty (20), 57% were between standards 6 and 10, twelve (12), 34% between standards 1 and 5 and three (3) 9% were no longer attending school.

#### 4.3 FAMILY BACKGROUND INFORMATION

Family background information was viewed as important in that it would help the researcher to know about the children's background. During violence families were attacked and a number of people were killed.

#### 4.3.1 Information on the existence of parents

The researcher wanted to establish whether the respondents had both parents alive, if not which parent they had. A family is regarded as a source of support in times of need and trouble.

Out of thirty five (35) respondents, the majority, twenty three (23), 66% had both parents alive, eleven (11), 31% had one parent and one (1), 3% did not have parents.

In response to a question directed to the eleven respondents who had one parent each, concerning which parent was alive, nine (9) had a mother each while two of them had each a father.

Violence leads to breakdown in the family support systems essential to a child's development. Children may be separated from their families during violence.

#### 4.3.2 Existence of siblings

This information was required to find out whether the respondents had siblings or not, if so the number of siblings they had. During violence siblings may be affected and some may be killed.

The siblings may take the role of parents during violence. This may affect the children's development, because they will take the role of parents while they are children.

Information in this regard is presented in Table 4.4 below

Table 4.4 NUMBER OF SIBLINGS THAT THE RESPONDENTS HAD

SIBLINGS	FREQUENCY	PERCENTAGE
3 or more	23	66
2	8	23
1	3	9
None	1	3
<b>TOTAL</b>	<b>35</b>	<b>101</b>

According to the above table, out of thirty five (35) respondents, the majority, twenty three (23), 66% had 3 or more siblings, eight (8), 23% had 2 siblings, three (3), 9% had 1 sibling and one (1), 3% had none. According to table 4.2 on page 48, the majority of respondents came from rural areas where a number of people have many children. The findings reveal that the majority of respondents had 3 or more siblings.

### 4.3.3 Information on birth order of respondents

This information was requested to establish the birth order of respondents. During violence first born children may be expected to take the role of parents i.e. if the parents are injured during violence, the child may be expected to look after siblings. Table 4.5 below gives the information on the birth order of respondents.

Table 4.5 BIRTH ORDER OF RESPONDENTS

BIRTH ORDER	FREQUENCY	PERCENTAGE
1st born	9	26
2nd born	11	31
3rd born	4	11
4th born	2	6
5th born	2	6
6th born	2	6
Only child	1	3
Last born	4	11
<b>TOTAL</b>	<b>35</b>	<b>100</b>

As can be seen from the above table, out of thirty five (35) respondents, the majority, eleven (11), 31% were second born, nine (9), 26% first born, four (4), 11% 3rd born, four (4) 11%, last born, two (2), 6% fourth born, two(2) 6% fifth born, two(2) 6% sixth born and one (1), 3% the only child. The majority of respondents were second born. Although the majority of respondents are second born, during violence the first born are expected to take the role of parents and look after the siblings.

### 4.4 VIOLENCE AND DISTURBANCE AT SCHOOL

During violence there can be disturbance in schools. The people who do not attend school may force school children to leave school and join the marches.

#### 4.4.1 Information on whether respondents ever left school

This information was investigated to know whether respondents ever left school during violence. Figure 4.2 gives the responses on the question of whether respondents have ever left school because of violence.

Figure 4.2.

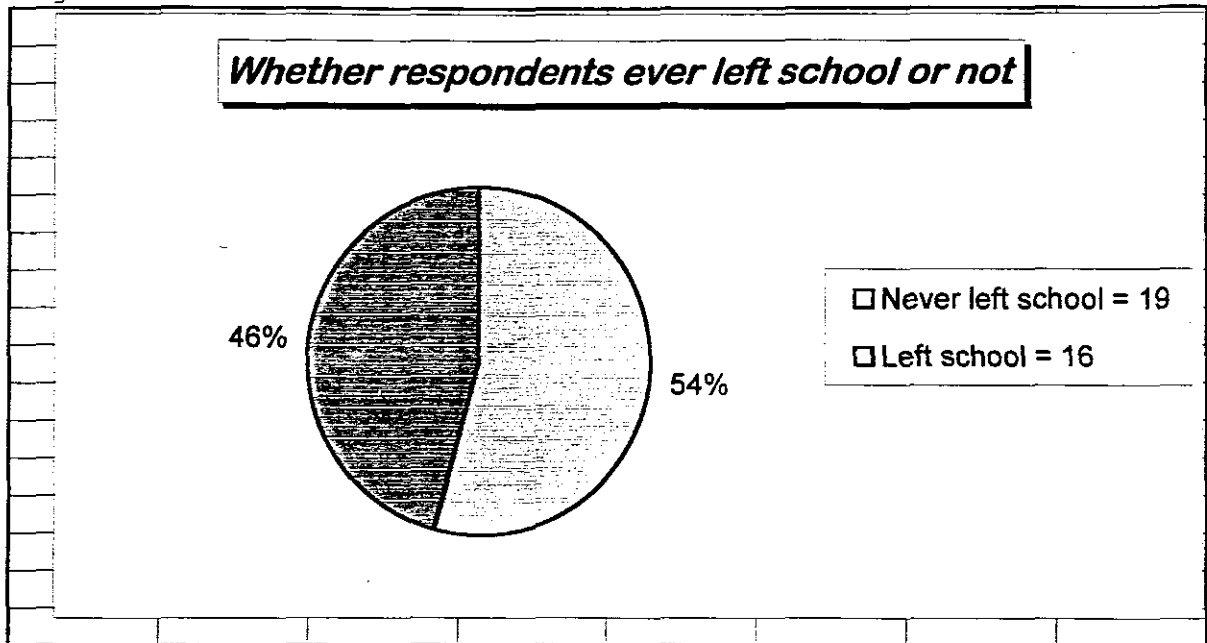


Figure 4.2 above shows that out of thirty five (35) respondents, the majority, nineteen(19), 54% never left school during violence while sixteen (16), 45% left school because of violence, nine(9) in 1994 and seven (7) in 1995. The majority of respondents never left school during violence, although Netshiombo (1994) asserts that political violence in South Africa has produced a situation in which millions of children have to live in high risk environments. He asserts that counter-violence has impacted on the lives of children and disrupted their schooling. According to this study, the majority of children never left school and the majority were still at school at the time of the study.

In response to a question about the closure of the school during violence, the majority, twenty (20), 57% reported that their schools were never closed while fifteen (15), 43% reported that the schools were closed.



Information obtained from the fifteen (15) respondents whose schools were closed reveals that seven (7) reported that their schools were closed for a month, three (3) for a week, two (2) for two weeks, another two (2) for a year and one (1) for two months. The above information shows that although there was a lot of violence in Mandini between 1994 and 1996, the majority of schools remained open.

Education has a crucial preventive and rehabilitative part to play in fulfilling the needs and rights of children in conflict and post-conflict situations (Machel, 1996 :20).

#### 4.4.2 Reason for closure of school

Although there was a lot of violence in Mandini the findings are that a number of schools remained open during violence.

This information was requested to find out the reasons for the closure of schools, whether it was because of violence or other reasons. Responses appear in Table 4.6 below :

Table 4.6 REASON FOR CLOSURE OF SCHOOLS

REASON FOR CLOSURE	FREQUENCY	PERCENTAGE
Not closed	20	57
Violence	12	34
strikes	3	9
<b>TOTAL</b>	<b>35</b>	<b>100</b>

Table 4.6 above shows that out of thirty five(35) respondents, the majority, twenty (20), 57% reported that their schools were never closed during violence, twelve (12), 34% reported violence as the reason for closure and three (3) 9% reported strikes which had nothing to do with violence.

#### 4.4.3 Disturbance in the schools during violence

During violence there are various factors which may cause disturbance in schools. People may disturb children in schools and force them to join the marches.

Manipulated by adults children have been drawn into violence that they are too young to resist.

Figure 4.3 gives the responses obtained on the question of disturbance in the schools.

FIGURE 4.3 :DISTURBANCE IN THE SCHOOLS DURING VIOLENCE

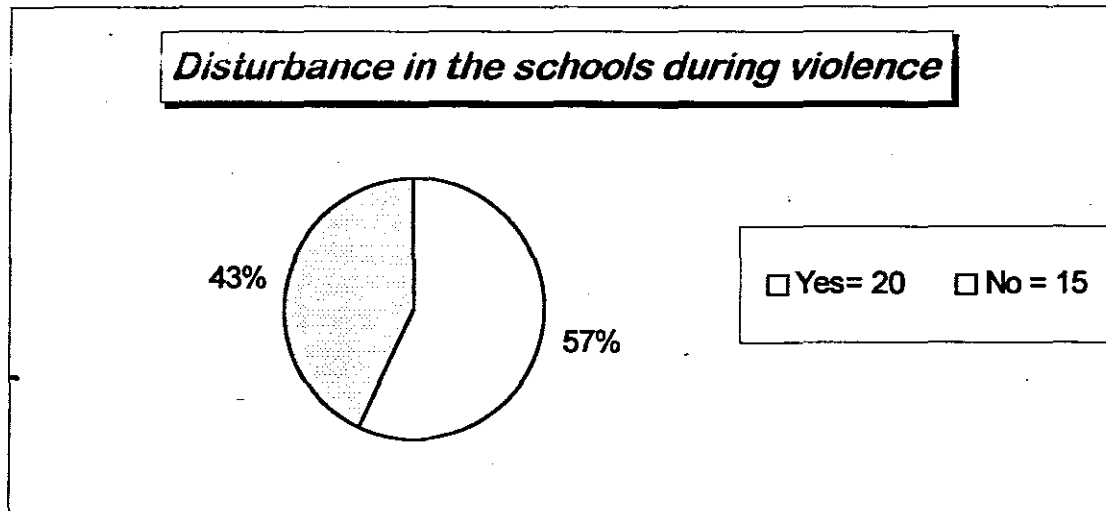


Figure 4.3 above shows that out of thirty five (35) respondents, the majority, twenty (20), 57% reported that there were disturbances in their schools during violence and fifteen (15), 43% reported that there were no disturbances. de la Rey et al (1997) assert that intra - community violence is frequently accompanied by the disruption of schools. In this study the majority reported disturbances in schools during violence. The disturbances included vandalism and forcing children to join marches.

It is worth noting that although the majority of respondents reported that there were disturbances in their schools during violence, the majority of respondents never left school (refer to Figure 4.2 ) and the majority of schools never closed (Table 4.6).

#### 4.4.4 Death of students during violence

This information on the death of students during violence is important in order to get an idea of whether or not there were any students killed during violence, and if so, whether they were killed inside or outside school premises.

If there were students killed inside school premises the children might have witnessed the killings. Even if the killings were outside the school premises it might still be traumatic to children.

According to Dawies et al, (1994) during violence children may experience fear, excitement and some may develop longer - term disabling effects of violence. Usually children of violence may have witnessed extreme violence or may have been exposed to on - going terror. Figure 4.4 below gives the responses obtained in this regard.

Figure 4.4 : DEATH OF STUDENTS DURING VIOLENCE

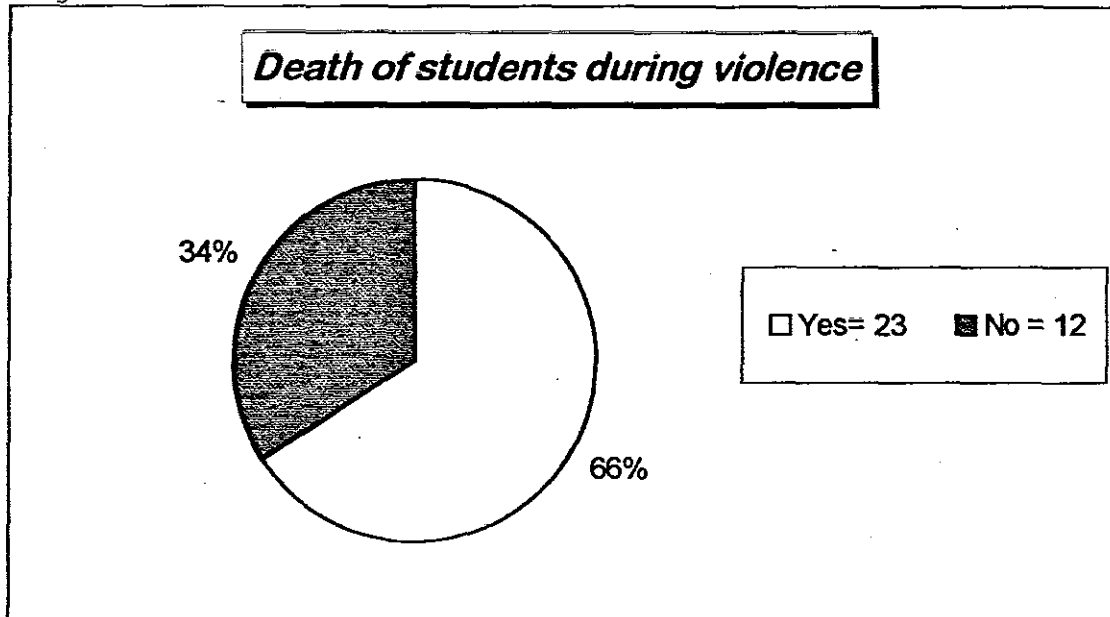


Figure 4.4 above shows that out of thirty five (35) respondents, the majority, twenty three (23), 66% reported that a student was killed during violence and twelve (12), 34% reported no such incident.

In response to the question of whether any students were killed inside or outside school premises, eighteen (18) respondents reported that some students were killed outside the school premises and five (5) reported that the death occurred inside the premises. The finding in this study shows that the majority of respondents saw students being killed during violence. This is what Volgeman (1991) means when he says in addition to being victims of violence themselves many youngsters actually witness violence.

Loss, grief and fear a child experiences during violence need to be considered. The death of a student during violence will have a long-term effect on the children.

#### 4.5 CHILDREN'S CONCERNS ABOUT VIOLENCE

Children may be affected in times of violence, some may lose their parents and relatives and may have their homes burnt. The affected children may move from their homes and have to re - adjust.

In the following section attention is given to the views of the respondents about the causes and consequences of violence.

##### 4.5.1 Respondents' views about the causes of violence

This information was requested in order to find out how the children felt about violence i.e. what they thought caused violence between 1994 - 1996 and how they felt about violence. Views of respondents on the causes of violence are given in Table 4.7 below

Table 4.7 : VIEWS OF RESPONDENTS ABOUT CAUSES OF VIOLENCE

VIEWS OF RESPONDENTS	FREQUENCY	PERCENTAGE
Politics	28	80
Elections	5	14
Hatred	1	3
Neighbours	1	3
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents, the majority, twenty eight (28), 80% reported that violence was caused by politics, five (5), 14% mentioned elections, one (1), 3% blamed it out on people's hatred of each other and one (1), 3% blamed it on neighbours who are jealous of other people's property and who are thugs. As this study is on the impact of political violence on the lives of children, the majority of respondents reported politics as the cause of violence in 1994 - 1996.

Inter-group politically motivated violent acts, prevalent in South African society over decades had reached endemic proportions.

One of the objectives of the study was to establish the children's concerns about violence.

#### 4.5.2 Children's views about the effects of violence

This information is important in order to know what children viewed as the effects of violence on their lives.

The responses on this question are given in Table 4.8 below

Table 4.8: VIEWS OF CHILDREN ABOUT THE EFFECTS OF VIOLENCE

VIEWS OF CHILDREN	FREQUENCY	PERCENTAGE
School disturbance	15	43
It is abusive	5	14
Traumatises children	5	14
Causes mental disturbance	3	9
Kills children	3	9
Loss of parents	2	6
Causes injuries	2	6
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents fifteen (15), 43% reported that violence causes disturbance in school, five (5), 14% reported that it is abusive to children, another five (5), 14% reported that it traumatises children, three (3), 9% said it causes mental disturbance, another three (3), 9% reported that it kills children, two (2), 6% said it causes loss of parents, another two (2), 6% said it causes injuries to children. All the children's views about violence point out that violence is not good for the children.

This experience makes children more likely to commit acts of violence themselves. This may have long-term effects on them.

#### 4.6 IMPACT OF VIOLENCE ON THE LIVES OF CHILDREN

This information is important because the purpose of the study is to investigate the impact of violence on the lives of children. Children and their families may be affected during violence.

Dawies et al, (1994) assert that the experience of violence during childhood may have a sensitising effect in that the child remains sensitive to future stress and is rendered more vulnerable. There are differences in forms taken by violence, its effects and the people's responses to it.

##### 4.6.1 Whether or not respondents were personally affected by violence

Information on whether or not respondents were personally affected by violence is given in Figure 4.5 below

Figure 4.5: INFORMATION ON WHETHER OR NOT RESPONDENTS WERE PERSONALLY AFFECTED

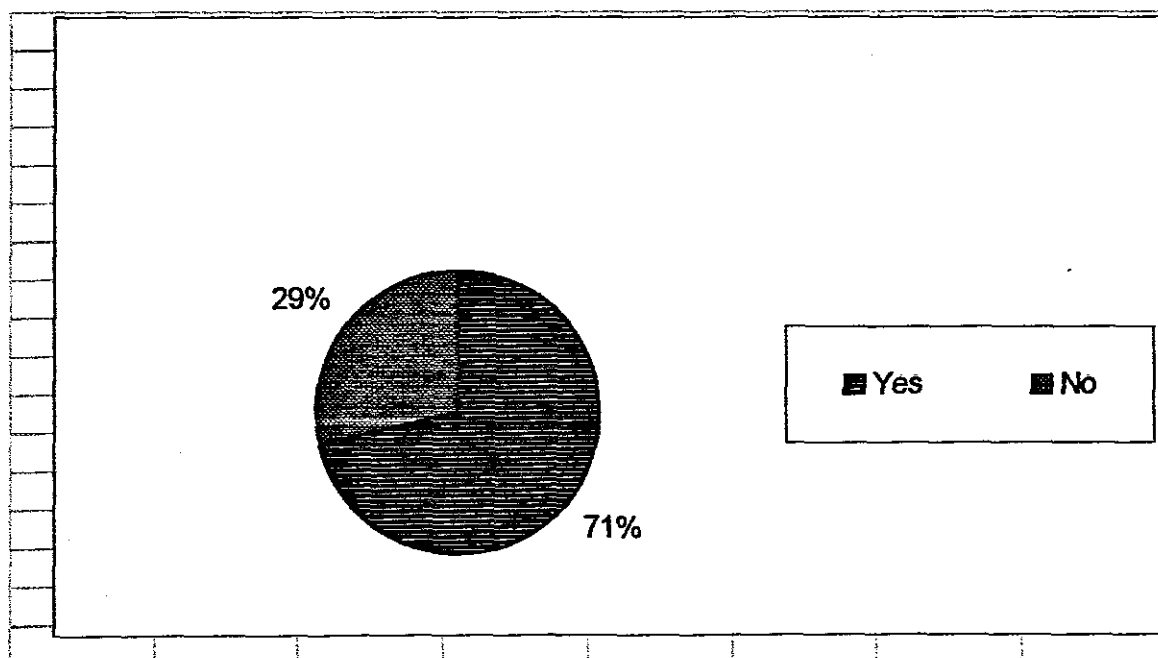


Figure 4.5 shows that out of thirty five (35) respondents, the majority, twenty five (25), 71% reported that they were personally affected by violence while ten (10), 29% reported that they were not.

Manganyi et al (1990) maintain that the appalling level of violence against Black children in South Africa has become a subject of concern especially as children become victims of violence. In this study the majority of children were personally affected by violence.

#### 4.6.2 How respondents were personally affected by violence

This information is important in knowing how children were personally affected during violence. Table 4.9 gives their responses.

Table 4.9: INFORMATION ON HOW RESPONDENTS WERE PERSONALLY AFFECTED BY VIOLENCE

PERSONALLY AFFECTED	FREQUENCY	PERCENTAGE
Not personally affected	10	29
Prevented from going to school	8	23
Assaulted	7	20
Forced to attend meetings	5	14
Moved from home	2	6
Burnt	2	6
Attempted rape	1	3
<b>TOTAL</b>	<b>35</b>	<b>101</b>

The above table shows that out of thirty five (35) respondents ten (10), 29% reported that they were not personally affected eight (8) 23% were prevented from going to school, seven (7), 20% were assaulted, five (5) 14% were forced to attend meetings, two (2), 6% moved away from home, another two(2), 6% were burnt and one(1), 3% reported attempted rape. The majority of children namely, twenty five (25) were personally affected by violence.

Children who have experienced and lived with violence are psychologically bruised or have to come to accept violence as a way of life (Manganyi et al, 1990). In this study seven children were assaulted, two burnt and one was nearly raped.

During violence children and women face a heightened risk of rape and sexual humiliation.

Special needs of children are usually neglected during violence thus resulting in long-term effects on the children's lives.

#### 4.6.3 What children witnessed during violence

The question was on what children witnessed in their areas during violence. Incidents of intra - community political violence are frequently experienced as far more stressful than other forms of violence. This may be the case for at least two reasons. Firstly, the difficulty in finding an explanation for the occurrence of such violence gives it an unfamiliar quality that leads to stress and anxiety. Secondly, the more the child is able to identify with perpetrators of violence, the more stressful such exposures become (de la Rey et al, 1997). Table 4.10 gives information on what respondents witnessed.

Table 4.10 : INFORMATION ON WHAT CHILDREN WITNESSED DURING VIOLENCE

WHAT CHILDREN WITNESSED	FREQUENCY	PERCENTAGE
Killings	17	49
Arson	15	43
Traumatized people	2	6
Stone throwing	1	3
<b>TOTAL</b>	<b>35</b>	<b>101</b>

The above table shows that out of thirty five (35) respondents, the majority, seventeen (17), 49% reported that they witnessed killings during violence, fifteen (15), 43% saw arson, two(2), 6% reported seeing people who were traumatized and one (1), 3% reported watching the throwing of stones.

The above findings support the view expressed by de la Rey et al, (1997) when they point out that the fact that South African children have been exposed to inordinately high levels of violence cannot be disputed. As intra - community violence is frequently accompanied by the death or injury of family and friends, the loss of homes and belongings, the disruption of social services and schools, it has impacted on most lives of children exposed to it. In this study it has been found that the majority of children witnessed killings. This is likely to have a long - term effect on the children.



#### 4.6.4 Participation of children in violence

This information was requested to establish if the children were involved in violence i.e. whether they participated in violence.

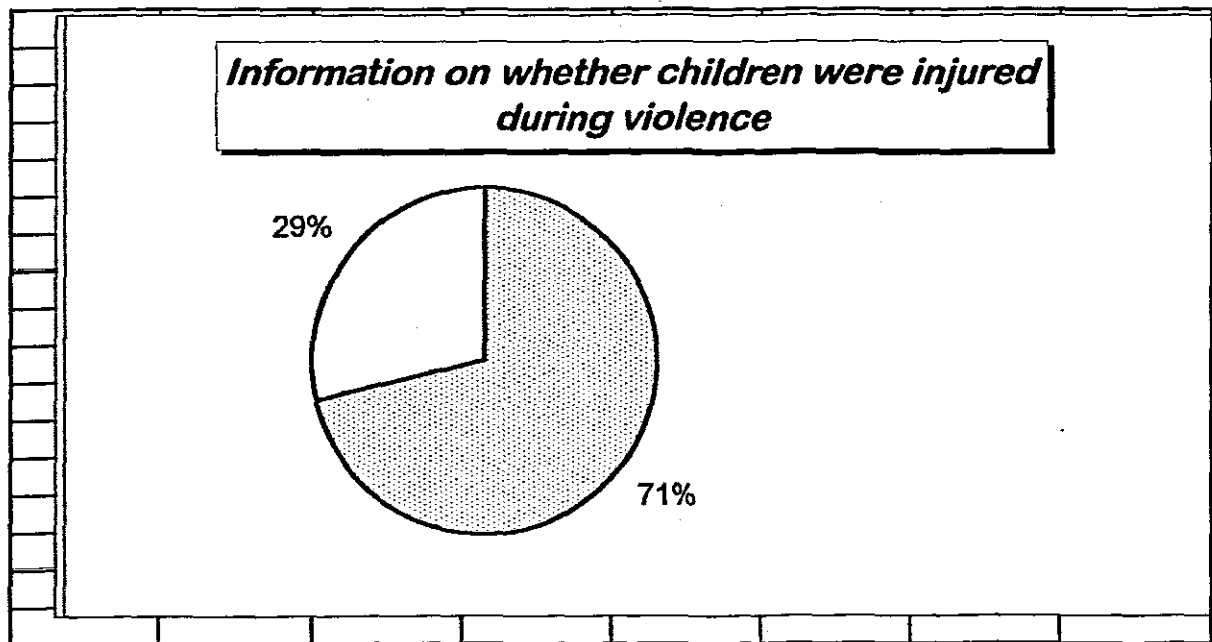
All thirty five (35) respondents reported that they did not participate in violence.

#### 4.6.5 Information on whether children were injured or not during violence

This information was needed to find out if the children were injured during violence, and if so what injuries they sustained.

Figure 4.6 below gives this information.

Figure 4.6 INFORMATION ON WHETHER CHILDREN WERE INJURED DURING VIOLENCE



The above figure shows that out of thirty five (35) respondents, the majority, twenty five (25), 71% reported that they were not injured during violence and ten (10), 29% reported that they were injured. Those who received some injuries were asked to state these injuries. Table 4.11 gives their responses.

Table 4.11 Information on how children were injured

INJURY	FREQUENCY	PERCENTAGE
Not injured	25	71
Assaulted	5	14
Stabbed	2	6
Burnt	2	6
Shot	1	3
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents, the majority twenty five 25, 71% reported that they were not injured, five (5), 14% were assaulted, two(2), 6% were stabbed, another two (2), 6% were burnt and one (1), 3% was shot.

The children sustained injuries and some still have scars to show the effects of violence in their lives.

The price South African children have paid as a result of high levels of violence particularly political violence is substantial.

Research indicates that the degree of trauma caused by political violence depends largely on its physical, social and material consequences (de la Rey et al, 1997). In this study it has been found that the children were physically affected.

During violence families may be physically and emotionally affected. The children injured during violence experience trauma and suffer increased anxiety. This will have a long-term effect on their lives. Violence is traumatic whether one is a victim or witness, as it makes an emotional impact on the individual.

#### 4.6.6 Problems experienced by children after exposure to violence

The question was to find out whether or not children experienced any problems after being exposed to violence. Table 4.12 below gives their responses on problems they experienced.

Table 4.12 INFORMATION ON PROBLEMS EXPERIENCED BY CHILDREN AFTER THE EVENT

PROBLEMS	FREQUENCY	PERCENTAGE
Fear	19	54
Learning problems	6	17
Sleeplessness	6	17
Bad dreams	4	11
<b>TOTAL</b>	<b>35</b>	<b>99</b>

The above table shows that out of thirty five (35) respondents, the majority, nineteen (19) 54%, reported that they experienced fear, six (6) 17%, learning problems, another six (6) 17% sleeplessness and four (4) 11% bad dreams. In this study most children reported having experienced fear after the events of violence. This supports Dawies et al (1994) who maintain that while most children exhibit immediate emotional reactions such as fear, anxiety and shock following incidents of political violence, in the long term violence remains stressful to children.

#### 4.6.7 Support received by the children during the violence

This information was requested to find out if children received any support during and after the violence, if yes, from whom? The rationale for asking this question was to find out whether or not violence had an impact on the children and how they coped. de la Rey et al (1997) maintain that while it is fairly easy to ascertain the immediate physical consequences of intra - community violence, the psychological effects of exposure to such violence remain a contentious topic.

The children's response to the question on what support they received is shown in Table 4.13 below. Respondents were allowed to mention more than one source of support.

Table 4.13 INFORMATION ON SUPPORT RECEIVED BY CHILDREN

SOURCE OF SUPPORT	FREQUENCY	PERCENTAGE
Relatives	16	37.2
Parents	12	27.9
Teachers	5	11.6
Community members	4	9.3
No support	4	9.3
Friends	2	4.7
<b>TOTAL</b>	<b>43</b>	<b>100</b>

**NB:** The total exceed (35) because respondents were allowed to mention more than one type of support.

Out of thirty five (35) respondents, the majority, sixteen (16), 37.2%, reported that they received support from relatives, twelve(12), 27.9%, from parents, five (5), 11.6% from teachers, four (4), 9.3% from the community members, another four (4), 9.3% did not receive support, and two(2), 4.7% from friends.

Ramsden (1994) maintains that many traumatized children will recover sooner or later if their minimal emotional needs are met through symphathetic adults and friends. In this study the majority of respondents reported that they received support from relatives. This may be caused by the fact that during violence parents may be affected by violence and relatives may render their support to family members. The friends were also mentioned as having given support to the children.

In times of violence children need extra affection and attention as they feel secure and less alienated, alone and helpless.

Gibson (1994) reported that one of the most commonly acknowledged mediators of difficult life conditions is some kind of social support.

Families and schools are regarded as particularly important places where children might receive support that will enable them to deal with difficult life conditions. In this study some teachers were mentioned by some respondents as having also provided support to the children.

Families, schools and the community members are regarded as important places where children might receive support.

#### 4.6.8 Type of support children received

This question was to find out what form the support took. During violence people may flee from their homes and be accommodated by relatives and neighbours. The houses may be burnt. Teachers can also help children they see in their school as needy. Table 4.14 gives the respondents' replies.

Table 4.14 : INFORMATION ON WHAT SUPPORT CHILDREN RECEIVED

SUPPORT	FREQUENCY	PERCENTAGE
Accommodation	16	46
Emotional support	8	23
Material assistance	4	11
No support	4	11
Financial assistance	3	9
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The table reveals that out of thirty five (35) respondents, the majority, sixteen (16), 46% reported that they received accommodation, eight (8), 23%, emotional support, four (4), 11% material assistance, another four (4), 11% did not receive support and three (3), 9% received financial assistance.

The above finding shows that the majority of respondents received support in the form of accommodation. This could have been due to the fact that a lot of houses were burnt during violence and families looked for accommodation elsewhere.

When the respondents were asked as to whether they still received assistance at the time of the study the majority, twenty two (22), 63% reported that they did not get assistance at that moment, nine (9), 26% reported that they still received assistance and four (4), 11% had reported that they never received any assistance.

Violence leads to breakdown in the family support systems essential to a child's development. Other forms of protection e.g. government and community support also fall away.

#### 4.6.9 Information on whether family members were affected by violence

This question was asked because a child comes from a family which plays an important role in its life.

Majodina as cited by de la Rey et al (1997) maintains that the uncertainty of children's lifestyle as well as the loss of contact with familiar and significant others contributes to heightened levels of anxiety, depression and interpersonal problems.

Responses to the above question revealed that out of thirty five (35) respondents the majority, twenty two (22), 63% reported that their family members were affected by violence and thirteen (13) 37% reported that the family members were not affected.

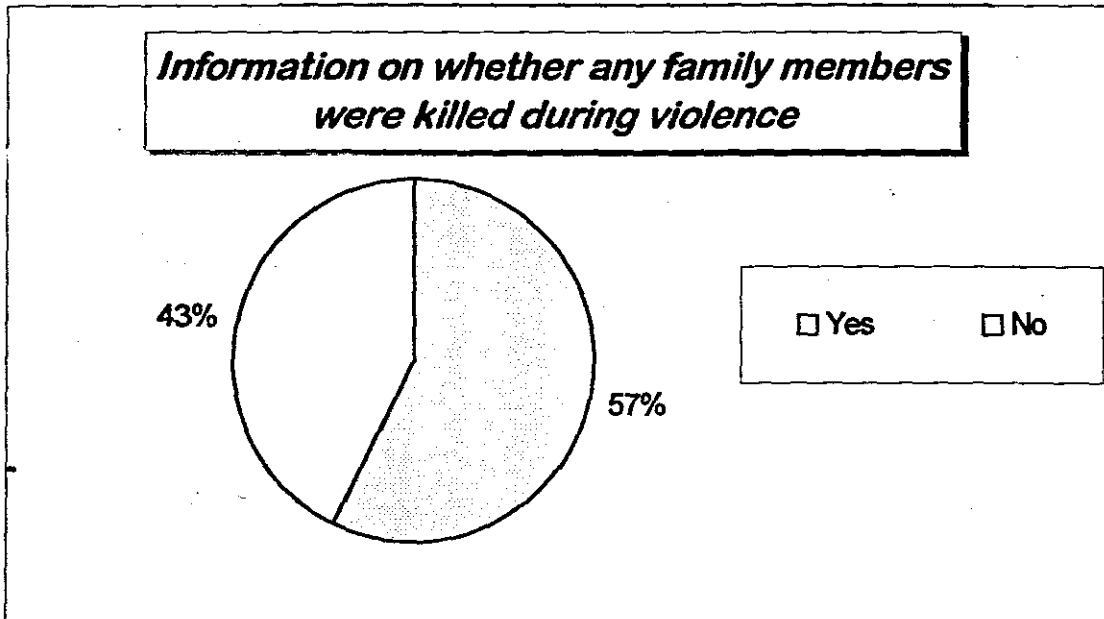
Most of the children who reported that their families were affected by violence, may have witnessed the attacks on their families. Loss of parents due to political violence increased the likelihood of children being traumatized.

During violence the families concerned are affected. The trauma of watching their parents being tortured leads children to suffer long-term effects in their lives.

#### 4.6.10 Information on whether any family members of respondents were killed during violence

During violence there is a lot of fighting and people are injured or killed. The question was asked to establish whether or not any family members of the respondents were killed during violence. Figure 4.7 below provides the data on this question.

Figure 4.7: INFORMATION ON WHETHER ANY FAMILY MEMBERS WERE KILLED DURING VIOLENCE



The above figure reveals that out of thirty five (35) respondents, the majority, twenty (20), 57% reported that no family members were killed during violence and fifteen (15), 43% reported that a family member was killed during violence.

Fair (1995) asserts that children who have witnessed brutal and disturbing scenes including murder, loss and separation from their loved ones had traumatic experience, and that they are psychologically, mentally and emotionally affected.

Minaar (1992) reported that a number of 12 000 people have been killed in political violence in South Africa. Disruption of food supplies, displacement of populations, disintegration of families and communities take a heavy toll on children (Machel, 1996).

Changes in family circumstances such as death can leave children without guidance and role models and this will result in long-term effects on the children's lives.

#### 4.6.11 Information on whether respondents' homes were affected during violence

This information was requested to establish if the respondents' homes were affected during violence, if so, how they were affected. Figure 4.8 below gives their responses.

Figure 4.8 INFORMATION ON WHETHER THE RESPONDENTS' HOMES WERE AFFECTED DURING VIOLENCE

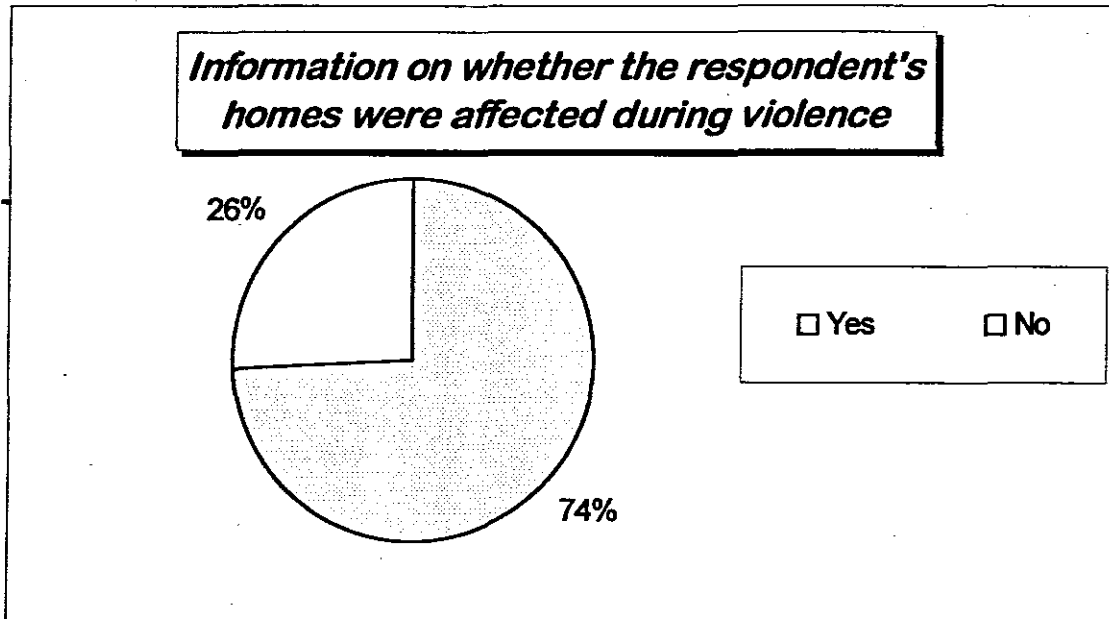


Figure 4.8 shows that out of thirty five (35) respondents, the majority, twenty six (26), 74% reported that their homes were affected during violence and nine (9), 26% reported that their homes were not affected during violence. In this study the majority of homes were reported to be affected. de la Rey et al (1994) reported that intra - community violence leads to loss of homes and belongings.

Displacement has a physical, emotional and developmental impact on children and increases vulnerability (Machel, 1996).

Children are exposed to dangers during flight from their homes and the loss of homes has long-term effects in that the family will have to relocate.



#### 4.6.12 How the respondents' homes were affected during violence

During violence people's houses were burnt and some had to leave their homes because of attacks. The information in this section was requested to find out how the respondents' homes were affected. Table 4.15 below gives the children's responses.

**Table 4.15: INFORMATION ON HOW THE RESPONDENTS' HOMES WERE AFFECTED**

HOW HOMES WERE AFFECTED	FREQUENCY	PERCENTAGE
Burnt down	17	49
Not affected	9	26
Attacked	8	23
Damaged	1	3
<b>TOTAL</b>	<b>35</b>	<b>101</b>

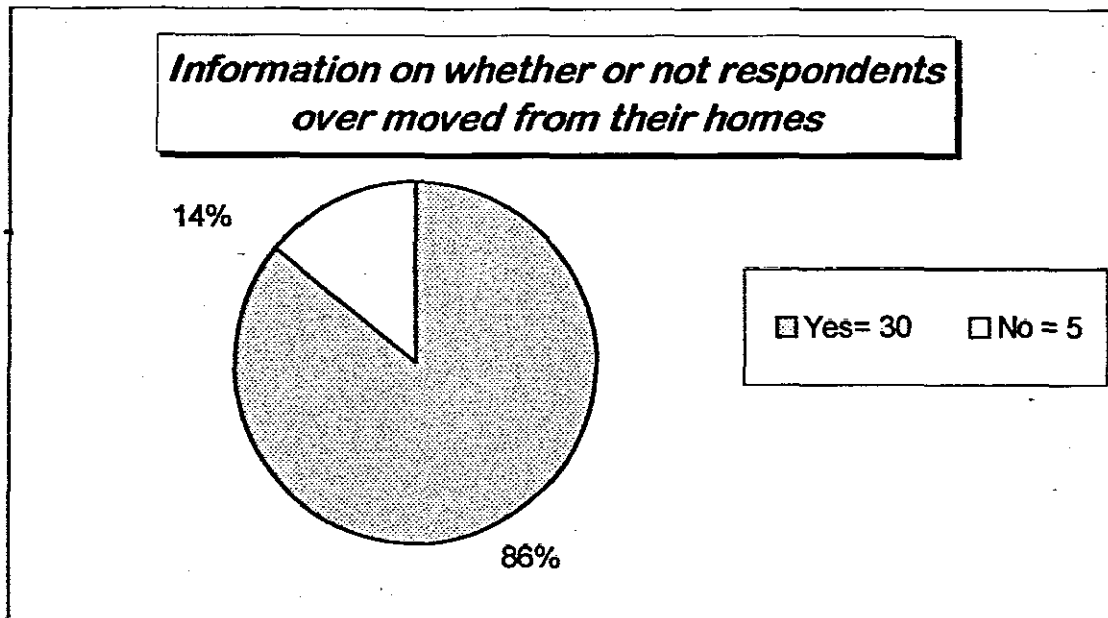
The table shows that out of thirty five (35) respondents, the majority, seventeen (17), 49% reported that the houses were burnt down, nine (9), 26%, reported that their homes were not affected, eight (8), 23% said the houses were attacked and one (1), 3% reported that the house was damaged i.e. the whole house was destroyed although it was not burnt. The majority of respondents had reported in Figure 4.8 that their houses were affected during violence. In Table 4.14 the respondents had reported that they received support in the form of accommodation during violence.

During violence homes are destroyed, families separated and there is disruption of services. The long-term effects on the children will be that they will not have a place to stay. The family may have to look for other accommodation and move from the area where their children have people who are familiar to them.

#### 4.6.13 Movement of respondents from their homes

This information was requested to establish if the respondents ever moved from their homes because of violence. Figure 4.9 gives their responses

Figure 4.9 INFORMATION ON WHETHER OR NOT  
RESPONDENTS EVER MOVED FROM THEIR HOMES



It can be observed from the figure that out of thirty five (35) respondents, the majority, thirty (30), 86% reported that they moved from their homes because of violence, while five (5), 14% reported that they never moved from home.

It should be remembered that according to earlier findings the majority of respondents had reported in Table 4.15 that their homes were burnt during violence. The children moved from their homes because they were affected during violence. The respondents also reported in Table 4.13 that their relatives gave them support as a result of their homes being burnt down.

Victims of violence feel disempowered and fear for survival in the face of violence.

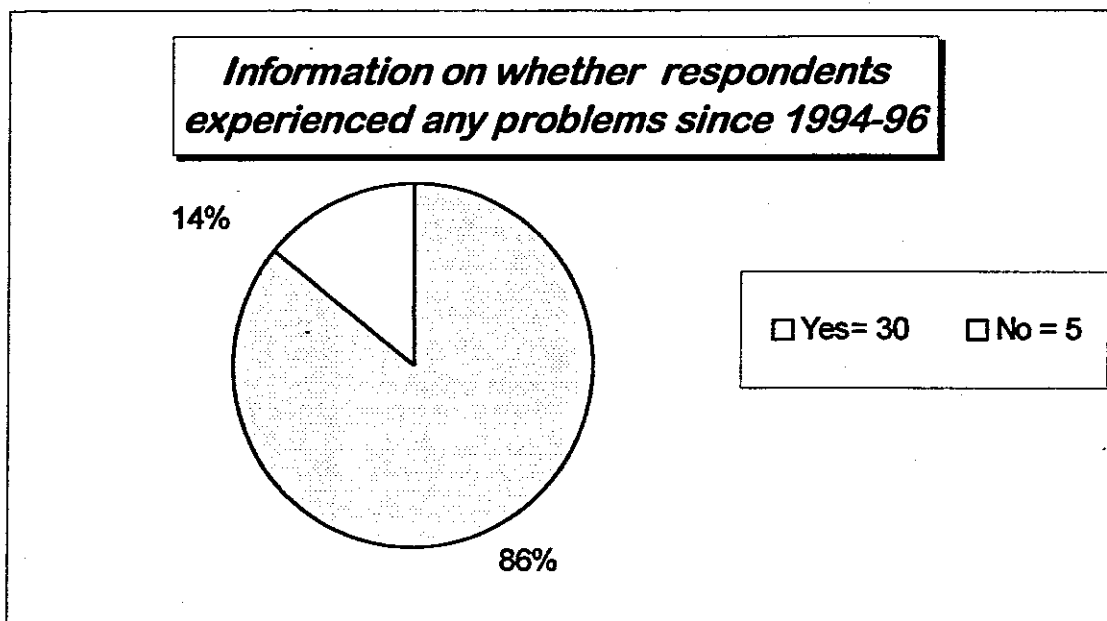
#### 4.7 AFTER - AFFECTS OF VIOLENCE

This study is on the long - term disabling effects of violence on the lives of children. Violence has an impact on the lives of children. Children experience problems long after the event of violence and experience learning problems and sleep disturbances.

##### 4.7.1 Problems in respondents' lives since violence in 1994 - 1996

This information was sought to find out if respondents had any problems since violence in 1994 - 1996. The focus of the study is the long - term disabling effects of violence on the lives of children. Figure 4.10 gives information received from respondents.

Figure 4.10 INFORMATION ON WHETHER RESPONDENTS EXPERIENCED ANY PROBLEM SINCE 1994 - 1996



The above figure shows that out of thirty five (35) respondents, the majority, thirty (30) 86% reported that they experienced problems since 1994 - 1996 and five (5) 14% reported that they did not experience problems.

Emotional reactions include helplessness, nightmares development of phobias and fear.

#### 4.7.2 Nature of problems experienced by respondents since violence in 1994 - 1996

This information was requested to find out what problems were experienced by respondents since the times of violence between 1994 and 1996. Table 4.16 below gives their responses.

Table 4.16 INFORMATION ON PROBLEMS EXPERIENCED BY RESPONDENTS SINCE VIOLENCE IN 1994 - 1996

PROBLEMS EXPERIENCED	FREQUENCY	PERCENTAGE
No problem	10	29
Homelessness	7	20
Resettlement	5	14
Fear	4	11
Disturbance in school	3	9
Painful burn wounds	2	6
Attacked	2	6
Sleeplessness	2	6
<b>TOTAL</b>	<b>35</b>	<b>101</b>

Table 4.16 shows that out of thirty five (35) respondents, ten (10), 29% reported that they did not experience any problems, seven (7), 20%, reported that they were homeless, five (5), 14% reported that they had to re - settle, four (4), 11% reported fear, three (3), 9% disturbance at school, two (2), 6% suffered painful burn wounds, another two(2), 6% were attacked, another two(2), 6% suffered sleeplessness.

When the respondents were asked whether they still needed assistance, the majority twenty two (22), 63% reported that they needed assistance and thirteen (13), 37% did not need assistance.

The researcher wanted to know if the children who were affected by violence needed help in coping with problems of violence. The problems caused by violence appear many years after the event.

Violence is a traumatic experience whether one is a victim or witness. As an event outside of the ordinary realm of experience the traumatic effects of violent manifestations can surface immediately and may linger for months or years or may present themselves as an aftershock. Table 4.17 below gives their responses.

Table 4.17: INFORMATION ON WHAT HELP RESPONDENTS STILL NEEDED

HELP NEEDED	FREQUENCY	PERCENTAGE
Do not need help	13	37
Restoration of homes	10	29
To forget about violence	4	11
Clothing	4	11
Help with sleeplessness	2	6
Welfare Assistance	1	3
End of "no go" areas	1	3
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents, thirteen (13), 37% did not need help, ten (10), 29% restoration of homes, four (4), 11% needed help in forgetting about violence, another four (4), 11% clothing, two(2), 6% help with sleeplessness, one (1), 3% Welfare assistance, another one (1), 3% an end to "no go" areas. These are areas in the community where members of a political party are prevented from going to an area where another political party has control.

Violence in Mandini may have happened four years ago but it still has a long-term effect on the lives of children.

Intervention needs to be comprehensive and must incorporate intergrated multi-disciplinary action. It must be preventive, curative and rehabilitative.

In Mandini the Transitional Local Council (TLC) is collecting information on the children who were orphaned because of violence.

The civic organizations collected information from the victims of violence.

The 'Sunday Independent' dated 8/8/99 reported about the Peace Fund which was intended for the victims of violence. The Auditor - General of KwaZulu - Natal was asked to investigate the R200 million which was intended for the problem of the homeless as a result of violence. The funds were provided by the central government in 1995 - 1996.

The money was allocated from RDP funds to help the victims of political violence.

The money allocated has not been utilised to address the problems of the victims of violence, people who are homeless, traumatised and children who are orphaned.

In Mandini which was also affected by political violence between 1994 - 1996 no funds for the victims of violence were received.

#### 4.7.3 How respondents thought children affected by violence could be assisted

This information was required in order to get to know how the children thought those affected by violence could be assisted. Table 4.18 below gives their responses.

Table 4.18: HOW THE CHILDREN THOUGHT THOSE AFFECTED BY VIOLENCE COULD BE ASSISTED

SUGGESTIONS	FREQUENCY	PERCENTAGE
Material assistance	10	29
Referral to agencies	8	22
Government compensation	5	14
Counselling	5	14
Political organization's compensation	2	6
Help to forget about violence	1	3
Protection	1	3
Children to be visited when injured	1	3
Involvement in sports	1	3
Emotional support	1	3
<b>TOTAL</b>	<b>35</b>	<b>100</b>

The above table shows that out of thirty five (35) respondents, the majority ten (10), 29% reported that children should be assisted with material assistance, eight (8), 22% referral to agencies which should help them in dealing with the psychological effects of violence in their lives. Five (5), 14%, said the Government should provide compensation for the loss experienced by families during violence, another five (5), 14% mentioned counselling, two (2), 6% suggested compensation from political organizations, one (1), 3% help to forget about violence, another one (1), 3% protection, another one (1), 3% suggested visiting children in hospitals when injured during violence. Another one (1), 3% involvement in sports and one (1), 3% for emotional support from parents.

Preventive interventive strategies to incorporate large-scale mediation between conflicting people and groups need to be initiated.

#### 4.8 CONCLUSION

In this chapter the researcher, presented, interpreted and analyzed data collected from thirty five (35) respondents who were affected by political violence. Throughout the chapter the objectives of the study were realised. This was supported by the data interpreted and analysed by the researcher. The data collected show that the children were affected by political violence which had an impact on their lives.

CHAPTER V5. CONCLUSIONS AND RECOMMENDATIONS5.1 INTRODUCTION

In this chapter, it is important to recapitulate and give an overview of the study, with a view to formulate conclusions and make recommendations which may serve as a guideline for further scientific enquiry into the subject investigated. This chapter consists of a re - statement of the objectives of the study, the research process, general as well as specific conclusions and recommendations.

5.2 RE-STATEMENT OF THE OBJECTIVES OF THE STUDY

The major purpose of the investigation was to study the impact of violence on the lives of children in Mandini to achieve the following objectives.

- to establish the children's concerns about violence.
- to assess the effects of violence on the children in Mandini.
- to establish how delayed effects of violence can affect the children.
- to establish ways of helping children to cope with their lives after being exposed to violence.

5.3 RE-STATEMENT OF THE ASSUMPTIONS OF THE STUDY

- (a) If the children of violence are helped to cope with their feelings they are able to deal with the after-effects of violence.
- (b) If emotional support is provided to children they are in a position to cope well after the trauma of violence.
- (c) If the effects of violence on the children are determined this would help the children to continue with their lives after being exposed to violence.
- (d) Violence has had an impact on the lives of children in Mandini in that it affected them emotionally and physically.



#### 5.4 THE RESEARCH PROCESS

The research was conducted in Mandini Area. A sample of thirty five (35) respondents was drawn from the children affected by political violence in Mandini. The information about the children was obtained from office files, teachers, the local leadership and parents. The data collected from the interviews was presented, analyzed and interpreted, in tables and figures.

#### 5.5 A SUMMARY OF MAJOR FINDINGS OF THE STUDY

The study was on the impact of political violence on the lives of children in Mandini, with emphasis on the longer-term disabling effects of violence.

Fifteen (43%) of respondents were from rural areas. Mandini is divided into four tribal authorities, where violence mostly reigned in the rural areas.

Twenty (57%) reported that there was disturbance in the schools during violence. Although there was disturbance 15(43%) had reported that they never left school, and the majority of schools never closed.

Twenty three (66%) reported that a student was killed during violence. The children witnessed these killings which took place inside the school premises while other killings took place outside the premises.

Twenty eight (80%) reported that politics was the cause of violence. As the study is on the impact of political violence on the lives of children, the majority of respondents confirmed this.

Twenty five (71%) reported that they were personally affected by violence, witnessed the killings, and some were injured during violence. This confirms that violence has an effect on the lives of children.

Sixteen (46%) reported that they were supported by relatives during violence. Seventeen(49%) reported that their homes were burnt during violence.

Twenty five (71%) reported that they have experienced problems since violence in 1994-96. They needed assistance to be able to cope with the after -effects of violence.

## 5.6 GENERAL CONCLUSIONS

Chapter two provided a review of literature which formed the background to the study and analyzed the impact of violence on the lives of children.

The literature dealt with the impact of violence on the lives of children where millions of them live in high risk environments because of violence. These children also as a result develop longer - term disabling effects and witness extreme violence stemming from their experiences.

Intra-community violence is accompanied by death or injury of family and friends. Another impact on the children is that they exhibit emotional reactions such as fear, anxiety and shock.

The results of the research show high levels of exposure to a variety of violence - related trauma.

Violence has a devastating effect on the lives of children. One of them is that the children's schooling is disturbed and some leave school because of violence which can have an impact on their lives in that they leave school before they finish their studies.

Children witness killings and burning of homes during violence. Families usually leave their homes and have to re-settle and the children have to re-adjust in the new environment. Besides the re-adjustment the families also lose their belongings and have to start afresh.

These children are thus personally affected by violence in that they are traumatised.

### 5.7 SPECIFIC CONCLUSIONS

The researcher wishes to re-state the specific conclusions relating to the analysis of data.

The children reported of disturbances in the schools during violence, where a number of them were killed during violence.

Also the families, on whom the children were dependent for their livelihood and accomodation, lost their homes through fire and attacks..

One of the gruesome experiences is that children witnessed killings, arson and other occurences during violence which is stressful to them.

The family members of these children were personally affected as some were killed during violence.

Individual children themselves were personally affected during violence and some still have scars to show the after-effects of violence.

A related matter is the children's experience of fears, learning problems and sleepless nights, among other things.

Twenty two (64%) reported that they still need assistance to be able to cope with the after effects of violence. Violence had thus a long-term effect on the lives of these children.

### 5.8 RECOMMENDATIONS

In the light of the findings the following recommendations are made :-

#### A PREVENTATIVE MEASURES

- \* The Department of Social Welfare should organize workshops and seminars together with relevant stakeholders for families and children on how to cope with the after-effects after being exposed to violence.

- \* The Social Welfare Department should empower teachers to cope with the needs of the children through training in life skills e.g. problem solving. Violence prevention programmes can be implemented at schools by Social Workers working with teachers.
- \* Preventive interventive strategies need to be implemented to incorporate large scale mediation between conflicting groups. This needs to be done by the local leadership and political parties.
- \* The Department of Education together with non-Governmental organizations can implement educational programmes aimed at teaching people conflict resolution, management and self-assertiveness skills. Peace committees can further initiate peace education in the area.
- \* The Youth Desk in conjunction with the Community Policing Forum should re-educate youth and school children to get rid of thoughts of violence through groupwork.
- \* Violence is a public issue in South African society and solutions for its manifestations whether occurring within families, the community or society require collective action of multi-dimensional approach to prevent it.
- \* Specialists from outside the school environment could come to the schools to implement peace education programmes. These could include Social Workers, Psychologists, Legal Advisors, representatives of religious organizations, volunteers and community workers.

#### B CURATIVE MEASURES

- \* Children affected by violence should be involved in group discussions where they should be able to tell their stories, share their experiences and receive therapeutic help.

Groups should be formed by the Social Workers, Psychologists, Education Department and Non-Governmental Organizations. Families affected by violence should form part of the therapeutic groups.

- \* Schools could be utilized by the Department of Social Welfare for identification of children affected by violence and refer them to the Welfare Department. Teachers can be equipped with skills to identify children affected by violence. They can work with children to change their attitudes about conflict and conflict resolution and to improve their means of problem solving.
- \* The different role players in the community can be equipped with skills of crisis intervention to implement immediately after episodes of violence.
- \* The Social Welfare Department and Psychologists can provide workshops on trauma counselling management and de-briefing.

#### C REHABILITATIVE MEASURES

- \* The Health Department can provide counselling, physiotherapy and medical attention to the people affected by violence.
- \* The families whose houses were affected during violence can be helped to restore their houses through the Peace Funds.
- \* The Social Welfare Department together with the Department of Education can utilize existing structures e.g. Amakhosi, Izinduna, non - Governmental Organizations, Community Policing Forums, Transitional Local Council to reach out to the people at grass-root level, to establish support groups for families affected by violence.
- \* Children involved in violence whether as victims or instigators are both primarily victims of people with hidden agendas, for them to return to their normal lives they need extensive counselling and group-work sessions. Some may need to adjust to the changed circumstances e.g. a life without parents or without a limb. There is a need to upgrade the social environment and physical environment with a view of offering options to children previously affected by violence.

- \* Future research should have more sample.
- \* Future research should involve longitudinal study which focuses on the respondents later life experiences, after being exposed to violence.

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Private Bag X6026

MANDINI

4490

TO WHOM IT MAY CONCERN

Dear Sir /Madam

REQUEST FOR PERMISSION TO INTERVIEW CHILDREN

I am a student at the University of Zululand following my studies in the Master of Arts degree in Social Work.

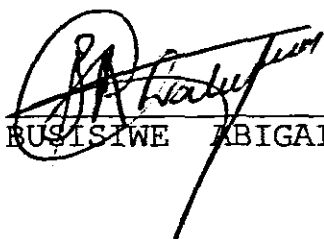
I am conducting research on the long - term effects of violence on the lives of children in Mandini.

The information gathered during the interview will be kept confidential. As the interview schedule will not include names, no - one will know who gave the information.

The subjects in the study are children who will participate voluntarily.

The interviews will take place between August 1998 and September 1998.

Yours faithfully



RUSISIWE ABIGAIL CHALUFU (MISS)

INTERVIEW SCHEDULE

Interview schedule on the impact of violence on the lives of children in Mandini.

SECTION APERSONAL BACKGROUND INFORMATION

1. Gender

MALE	FEMALE

2. Home Language

ZULU	XHOSA	SOTHO	OTHER SPECIFY

3. Age range

9 -- 11	12-- 14	15-- 18

4. Where do you stay?

URBAN	
SEMI-URBAN	
RURAL	
INFORMAL SETTLEMENT	

5. Do you attend school?

YES	NO

6. Level of schooling?

--

SECTION BFAMILY BACKGROUND INFORMATION

7. Do you have both parents

YES	NO

8. If not which do you have?

MOTHER	FATHER

9. Do you have siblings?

YES	NO

10. If yes how many?

1	2	3 OR MORE

11. Your position in the family.

--

SECTION CVIOLENCE AND DISTURBANCE AT SCHOOL

12. Have you ever dropped out of school?

YES	NO

13. If yes when?

14. What was the reason?

VIOLENCE	SICKNESS	TRUANCY	LACK OF FUNDS

15. Was your school ever closed between 1994 and 1996 for reasons other than school holidays?

YES	NO

16. If so for how long?

17. What caused your school to be closed? Explain briefly.....  
 .....  
 .....

18. Has your school been affected by violence?

YES	NO

19. If yes, what happened at your school during violence? .....  
 .....  
 .....

20. Is there any student who died in your school because of violence?

YES	NO

21. Was the student killed at your school or outside the premises?

--

#### SECTION D

#### CHILDREN'S CONCERNS ABOUT VIOLENCE

22. What do you think caused violence between 1994 - 1996?
23. What do you feel about violence on the lives of children?

SECTION EIMPACT OF VIOLENCE ON THE CHILDREN

24. Have you been personally affected by violence?

YES	NO

25. If yes how? Explain briefly  
 .....  
 .....  
 .....

26. What did you witness during violence? Please explain .....  
 .....  
 .....

27. Did you participate in violence?

YES	NO

28. If so how? .....  
 .....  
 .....

29. Did you get hurt?

YES	NO

30. If so how? .....  
 .....  
 .....

31. Did you experience any problems after the event?

BAD DREAMS	SLEEPLESSNESS	FEAR	LEARNING PROBLEMS



32. Did you receive any support from the following?

TEACHERS	
PARENTS	
RELATIVES	
FRIENDS	
COMMUNITY MEMBERS	
SOCIAL WORKERS	
OTHER SPECIFY	

33. If so what from did the support take? .....  
 .....  
 .....

34. Do you still receive assistance? .....  
 .....  
 .....

35. Have any of your family members been affected by violence?

YES	NO

36. Have any of your family members been injured?

YES	NO

37. Have any of your family members been killed in violence?

YES	NO

38. Was your home affected during violence?

YES	NO

39. If so how?

BURNT DOWN	ATTACKED	DAMAGED

40. Have you ever moved from your home because of violence?

YES	NO

## SECTION F

### AFTER - EFFECTS OF VIOLENCE

- 41 Do you have any problems in your life since violence in 1994 -1996 ?

YES	NO

42. If yes what problems? .....
- .....
- .....

43. Do you need assistance ?

YES	NO

44. What kind of help do you think you need? .....
- .....
- .....

45. How do you think children affected by violence should be assisted?.....
- .....
- .....

46. Is there any other thing you would like to say about the affects of violence we might not have talked about .....
- .....
- .....

Thank you for your time and co - operation.

UHLU LWEMIBUZO

UHLU LWEMIBUZO NGEMIPHUMELA YODLAME EZIMPILWENI  
ZABANTWANA.

ISIGABA A

IMINININGWANE YOMUNTU LUQOBO

1. Ubulili

OWESILISA	OWESIFAZANE

2. Ulimi olukhulunywayo ekhaya

ISIZULU	ISIXHOSA	ISISUTHU	OLUNYE CHAZA

3. Ubudala

9 -- 11	12 -- 14	15 -- 18

4. Uhlalaphi

EDOLOBHENI	
EMAPHETHELWENI ADOLOBHA	
EMAKHAYA	
ENDAWENI ENGAHLELIWE	

5. Uyafunda?

YEBO	QHA

6. Ufunde wagcina kuliphi ibanga? -----

**ISIGABA B****IMINININGWANE YEKHAYA**

7. Basekhona bobabili abazali bakho?

YEBO	QHA

8. Uma impendulo ithi qha, yimuphi osekona?

UBABA	UMAMA

9. Unabo abafowenu nodadewenu.

YEBO	QHA

10. Uma kunjalo bangaki?

1	2	3 NOMA NGAPHEZULU

11. Ungongakanani ekhaya?

--

**ISIGABA C**

Udlame nokuphazamiseka esikoleni

12. Sewake wasiyeka isikole?

YEBO	QHA

13. Uma kunjalo nini?

--

14. Kwakungasizathu sini?

UDLAME	
UKUGULA	
UKUBALEKELA ISIKOLE	
UKWESWELA IMALI	

15. Sake savalwa isikole ofunda  
kuso phakathi kweminyaka u1994  
kuyaku 1996 ngezinye izizathu  
ngaphadle kokuba kungamaholide?

YEBO	QHA

16. Uma kunjalo kwaba isikhathi esingakanani ?

17. Yini eyabangela ukuba sivalwe isikole?

Chaza kafushane .....  
.....  
.....

18. Sesake saphazanyiswa wudlame isikole  
ofunda kuso?

YEBO	QHA

19. Uma impendulo ithi yebo kwenzekani  
esikoleni ofunda kuso ngesikhathi kunodlame? ....

.....  
.....  
.....

20. Ngabe ukhona yini umfundi owafa ngenxa  
yodlame esikoleni?

YEBO	QHA

21. Ngabe umfundi wabulawelwa ngaphakathi  
noma ngaphandle kwamagceke esikole ?

**ISIGABA D****OKUKHATHAZA ABANTWANA NGODLAME**

22. Ucabanga ukuthi lwabangelwa yini udlame  
ngo 1994 kuya ku 1996?.....  
.....  
.....

23. Ucabangani ngodlame ezimpilweni zabantwana?.....  
.....  
.....

**ISIGABA E****UMONAKALO WODLAME EZINGANENI**

24. Ngabe lwakhlukumeza wena lugobo udlame ?

YEBO	QHA

25. Uma impendulo ithi yebo kanjani? Chaza  
kafushane .....  
.....

26. Wabonani ngesikhathi kunodlame? .....  
.....  
.....

27. Zikhona yini izenzo zodlame owazenza?

YEBO	QHA

28. Uma kunjalo yini owayenza? .....  
.....  
.....

29. Walimala na?

YEBO	QHA

30. Uma kunjalo kanjani? .....

.....

.....

31. Ngabe zikhona izinkinga  
owahlangabezana nazo emva  
kwalesigameko?

AMAPHUPHO AMABI	
UKUPHELELWA UBUTHONGO	
UKWESABA	
IZINKINGA EKUFUNDENI	

32. Kukhona usizo owaluthola komunye  
walaba abalandelayo?

KOTHISHA	
KUBAZALI	
EZIHLOTSHENI	
KUBANGANE	
EMPHAKATHINI	
EZISEBENZINI	
ZEZENHLALAKAHLE	

33. Uma waluthola kwaba lusizo luni?

.....

.....

.....

34. Ngabe usaluthola usizo lapho?

YEBO	QHA

35. Ukhona kwabomndeni wakini owahlukunyezwa wudlame?

YEBO	QHA

36. Ukhona kwabomndeni wakini owalimala?

YEBO	QHA

37. Kukhona kwabomndeni wakini owabulawa odlameni?

YEBO	QHA

38. Ngabe wathinteka umuzi wakini ngenkathi kunodlame?

YEBO	QHA

39. Uma kunjalo kanjani?

WASHISWA	WAHLASELWA	WACEKELWA PHANSI

40. Sewake wahamba ekhaya ngenxa yodlame?

YEBO	QHA

## ISIGABA F

### IMIPHUMELA YODLAME

41. Zikhona yini izinkinga onazo kusukela ngodlame lwango 1994 kuya ku 1996?

YEBO	QHA

42. Uma zikhona zinkinga zini?

.....  
 .....  
 .....

43. Ngabe uyaludinga usizo?

YEBO	QHA



44. Ucabanga ukuthi udinga lusizo luni?

.....  
 .....  
 .....

45. Ucabanga ukuthi bangasizwa kanjani abantwana  
 abahlukunyezwa ludlame?

.....  
 .....  
 .....  
 .....

46. Kukhona yini okunye ofisa ukukusho obungakaze  
 ukusho ngemiphumela yodlame ?

.....  
 .....  
 .....

Ngiyabonga ngokubambisana.

