

REPORT ON THE PROGRESS OF THE CRIME REDUCTION IN SCHOOLS PROJECT (CRISP)

PHASE ONE: STAGE 2

Third Evaluation Report: July – December 1999

This third evaluation reports on the progress of CRISP for the period July – December 1999. Major achievements during this stage have been:

1. The establishment of Family Resource Centres in the two target schools.
2. The implementation of intervention programmes including the development of the Schools Trauma Action Group (STAG).
3. The continuation of research projects.
4. Networking with other projects working in the general field of crime prevention among youth.
5. New initiatives including the policy research and the Moral Education Programme.
6. Planning to move in to three new schools in 2000.

1. FAMILY RESOURCE CENTRES

A major aim of CRISP is the development of Family Resource Centres (FRCs) as a vehicle for sustaining our interventions for crime prevention in schools. Other models of >family strengths projects have been explored including the Family Action Centre at the University of Newcastle¹ in New South Wales, Australia and the Asset-Based Community Development (ABCD) Institute² in Boston, USA where John McKnight and John Kretzmann of North Western University spent several years documenting the success stories of communities devastated for various reasons. From their research, they developed the >asset-based approach, the basis of which was the idea that all individuals, families and communities have strengths and that it is on these that they rebuild themselves.

Family Resource Centres are centres which capitalise on the resources which people collectively can muster. They are places where community members come together to share their strengths and to find ways of recognising and expanding on opportunities. As outlined in our original proposal, in the long term, it was envisaged that the services to children and families developed through CRISP would be sustained through school-based Family Resource Centres. To this end, CRISP is campaigning against parental apathy and indifference, conducting research and offering programmes within schools with large numbers

1 [Http://www.newcastle.edu.au/fac](http://www.newcastle.edu.au/fac)

2 [Http://www.nwu.edu/IPR/abcd.html](http://www.nwu.edu/IPR/abcd.html) The project has acquired valuable resources from this source following a visit to Durban by John Kretzmann.

of at-risk children, such as individual, family and group counselling; health screenings and health education; referral services; parental support and education; mentoring and tutoring for children; professional development for school personnel; conflict management and diversity training workshops; and classes on positive communication including conflict resolution, drug awareness, AIDS awareness, pregnancy prevention, citizenship, community building, and career development. Its overall mission is to increase the number of urban youth who graduate from high school and pursue post-secondary education by creating a system that embraces children from pre-school to grade twelve; and to promote the value of education and citizenship for youth and families. Thus Family Resource Centers are becoming the vehicle through which CRISP's intervention and research projects are being conducted. In other words, the locus for the programme is shifting from the University into the schools themselves.

Local businesses have been involved in developing the physical structures for the FRCs: Plascon has donated paint and Telkom has provided telephone lines. Computers and printers have been bought for Stellawood and Carrington, and budgets for each FRC have been compiled.

2. PROGRESS OF SCHOOL-BASED INTERVENTIONS

EDUCATION

Releboh Moletsane has completed her data collection on *educational and curricular needs analysis at the schools*. Thereafter she (and Nithi Muthukrishna) intend to work with one or two schools to develop interventions (curricula). From their preliminary analysis of the data, it would appear that they will work with Rosburgh and possibly Carrington Heights. The major issues seem to be language (second, i.e. English); parental involvement; diversity; and violence (rape, physical abuse, and HIV/AIDS). The first phase of data collection was completed at the end of September and data analysis is underway.

NURSING

Both students are still doing their projects. Ravani Chetty is about to collect her data for her research. Five women have planted a garden at a crèche and are still making monthly deposits into a banking account. New students will be required to take over this project next year.

PSYCHOLOGY

The new interns have started in the three schools, and submit monthly reports to Joanne Hardman. Facilities at Rosburgh are a problem due to continual interruption and venue status. Carrington is experiencing problems with language as counselling should be done in the learners' first language.

SOCIAL WORK

A new saying has emerged at Rosburgh: "Dope's down, hope's up". Students are working with the teachers and the emphasis is now on research. Their caseload is to be restricted to short term cases only.

3. THE SCHOOLS TRAUMA ACTION GROUP (STAG)

A new unit has been established within CRISP to render crisis intervention in schools when traumatic incidents are experienced. A trauma debriefing course will be held in early 2000 to train project participants (including staff and students) who wish to be involved in STAG (see Appendix). The KZN Education Department was contacted regarding the legal implications and procedures of STAG, and general work with learners (e.g. consent issues). Feedback is still awaited.

4. NETWORKING

CRISP has developed a link with the CDMA which is planning a number of initiatives focused primarily on the economic upliftment of Cato Manor, an area which adjoins the University. They are aimed at:

5. Addressing unemployment by providing assistance to entrepreneurs already engaged in informal trading.
6. Providing infrastructure (such as building roads which, in itself, creates job opportunities) and developing informal trading into more formal trading by providing premises for traders to work from.

This kind of initiative envisages developing informal trading to such a level that a central business district will be developed in Cato Manor. For a development of this nature to succeed, crime must be reduced. Hence CRISP's involvement. Plans are afoot to develop Administration Centre to serve as a resource or asset base for the community. It is possible that a Family Resource Centre such as those developed in the schools, could be the locus from which interventions within the community might be undertaken. The type of multi-disciplinary initiative envisaged for the empowerment of this community, which includes the development of a structured model of intervention, replicable in other communities, could benefit directly from the CRISP experience.

We are continuing our association with the Field Band Foundation. Colin Collett van Rooyen attended the National Finals of the Field Band Competition held in Johannesburg on 9 September 1999. The positive impact of the project on the band members, who range in age from about 8 to 18, became abundantly clear as five bands (from Cape Town, the Eastern Cape, Durban and two from Gauteng) competed. They were all spectacular. The discipline, pride, dignity

and creativity displayed by each band and its members were a tribute to their hard work, and this after only two years.

Foundation for Tolerance Education

Colin Collett van Rooyen has established contact with the founder and Chairman of the Foundation for Tolerance Education, Kim Feinberg, and their Head of Education, Tali Nates. Both were very excited about our project and would like to be involved. They are interested in attending a Steering Committee meeting to present their work to us. Opportunities exist for student development, school staff development and our own development. Plans are afoot to have them attend a Steering Committee meeting in early 2000.

BPR Initiative (Department of Education, KZN)

The BPR Initiative is a project focusing on cluster school development with three high schools, viz, Brettonwood, Phambili and Rosburgh High Schools. Our links with the BPR Initiative arose from CRISP's work with Rosburgh High School. In addition, the BPR Facilitator, Mr Patric Schultz of the KZN Department of Education, is also a member of the CRISP Steering Committee.

The Initiative seeks to identify areas for joint school development, drawing on the strengths of each school and developing capacity in this way among both learners and educators. In addition, the Initiative has on board a number of NGO and allied partners, including the Independent Projects Trust (IPT), and the SAPS. The three main thrusts of the BPR Initiatives are Crime and Security, Academic Development and Cultural Development across the three schools.

KwaZulu Natal Department of Education – Legal Section

In the process of setting up the STAG project, contact was made with the Legal Section of the KZN Education Department. This has been a valuable experience as it facilitates direct contact with the authorities on legal issues.

5. NEW INITIATIVES

Policy Research

An important research area contained in our original proposal concerned policy research. This research is underway and should be completed by mid 2000, in order to compile information on the following policy areas relevant to CRISP:

1. Youth policy and the progress of the national Youth Commission.
2. Higher education policy as it relates to our project, particularly Curriculum 2000 and the introduction of life skills into the school curriculum.
3. The progress of the National Crime Prevention Strategy, particularly the sections pertaining to youth and juvenile crime.
4. Progress with the recommendations of the Inter-ministerial Committee for Youth at Risk (IMC), especially those pertaining to probation.

5. Follow-up on the proposed commission within the Ministry of Safety and Security to look at school violence.
6. Any other policy developments relating to youth and crime prevention. For example, the Australian government has released several reports relating to crime prevention among youth and these resources will be consulted.

Moral Education / Moral development

Crime prevention is fundamentally a moral issue in that its goal is to encourage people to engage in moral behaviour and be law-abiding citizens. As such it is based on the central moral principle of respect for other people and their property. Respect for others implies the moral principles of non-maleficence (not harming each other), beneficence (helping each other), justice (fair treatment of one another), and non-deception (not lying to one another and keeping to promises and commitments). By implication then, CRISP is driven by the moral motivation not only to prevent crime but also to aid in the development of responsible citizens. Therefore, all CRISP's programmes are contributing collectively to this overall moral goal.

Moral education seeks to build character which results from engaging in patterns of behaviour which create dispositions in children to be beneficent, just and truthful. Thus it is hoped that the end product of this process is the creation of morally responsible citizens.

In CRISP, crime prevention in schools has been defined as a 'smorgasbord of programmes which help children and young people become morally healthy and socially responsible citizens'. The 'smorgasbord of programmes' form the Moral Development Programme shown in Figure 1.

Figure 1: The Moral Education Programme

The Moral Education Programme targets all aspects of human experience within the school context and includes a character-building programme for the school children, a programme for the teachers and a social responsibility programme as follows:

Building self esteem

Knowing and liking yourself is part of self esteem which is about respecting and protecting oneself by not engaging in behaviour which might harm oneself. For example, when we take drugs, we are harming ourselves and, in so doing, are showing a lack of respect for ourselves and our bodies. Self esteem also enables you to respect others because it enables you to recognise in others those things which you respect in yourself. As people are not isolated entities but are social beings self esteem goes hand in hand with our interaction with others.

Accepting self and others

We learn about ourselves through our interactions with others. Successful and morally fruitful interaction involves that we accept ourselves and others 'warts and all' with whatever strengths and weaknesses we have. Acceptance of weaknesses means living with those weaknesses which cannot be eliminated.

Celebrating diversity

An important part of our social and moral interaction in the multicultural society in which we live involves acceptance and celebration of cultural diversity. Learning about and developing understanding of other cultures is, therefore, part of respecting ourselves and others.

Understanding gender roles

There is a difference between the biological or sexual side of human beings (the part which makes them male or female) and gender roles which are culturally determined. The differences between the sexes should not be confused with culturally determined gender roles which are phenomena that should also be

examined from a moral point of view. For example, the belief that girls need to be hit by their boyfriends and acceptance of this by girls as a sign of love is a gender-related idea which could be debated morally.

Sexuality and AIDS

Understanding sexuality should include distinguishing between sexual and gender roles. The reluctance of many males to use condoms is also a gender-related issue. Protecting oneself from AIDS, therefore, can only happen if we respect ourselves and if we relate condom use to this. Conversely, the refusal to do this would be open to charges of disrespect for the other. It is clear that dealing with AIDS and human sexuality also involves moral values.

Communicating and building trusting relationships

Good communication is based on mutual trust between the communicating partners and acceptance and respect are essential to this. Good communication implies openness and the willingness to listen to others in all matters including sexual and gender matters.

Dealing with conflict

We know that there is a relationship between crime and violence and aggression and that aggressive behaviour usually arises in conflict situations. Conflict resolution programmes attempt to teach us how to deal with conflict constructively. This involves building trusting relationships and communication skills, such as listening to and acceptance and tolerance of others.

Problem-solving

Dealing with conflict is a problem-solving process which involves cognitive as well as emotional elements. Our emotions often cloud our reasoning abilities especially in conflict situations and in discussions of moral issues. Emotions have traditionally been seen as the enemy of reason. However, the issue is not merely to get rid of negative emotions but to foster positive emotions, such as compassion and caring for others, which contribute to the cognitive process of problem-solving. Stereotypes also undermine our ability to think clearly about problem situations.

Teachers programme

Teachers are helped to identify moral issues in the subject matter they teach for discussion in class, for example, in history, geography, English, biology, and other subjects. At the same time, the teachers are informed about the character-building programme and support and further its goals in their own classes. Teachers should also be involved in organising extra-mural moral activities which form part of the social responsibility programme.

Social responsibility programme

This involves children in character building activities, such as keeping the school grounds and its environs clean, emptying the dust bins, and off campus activities, such as visiting elderly people and helping them with small tasks like shopping, getting involved in ecological activities – looking after plants, animals and the environment. Schools need to create opportunities for character building activities. It is important that the parents and other family and community members be involved in these activities too. Parents should be briefed about the character education that the school is encouraging so that they support the children in these activities.

PLANNING FOR PHASE 2: THE YEAR 2000

SCHOOLS FOR 2000

The following schools were considered for Phase 2:

Brettonwood High School

Phambili High School
Wiggins Primary and Secondary Schools
Carrington Senior Primary

Wiggins Primary and Secondary Schools

Ted Leggett (a University Consortium Member), together with Sbu Xulu from the Cato Manor Development Association investigated this option on 22 October 1999. Wiggins is a new school situated in Cato Manor informal settlement. Approximately 700 secondary students and 800 primary students attend the

school. The site also houses the area's community centre and library. The school has, in the past, experienced crime and violence within the school grounds. Incidents/issues of note have included:

1. Dagga smoking on school property by both learners and 'outsiders'.
2. Retaliation actions which have included serious assault, stabbing and threats by means of firearms (including an AK47 in one incident)
3. The carrying of weapons (knives and other sharp objects).
4. Home area gang identification/divisions.

Brettonwood High School has also been considered as a school for 2000. There is great logic in involving this school as it is part of a related project, the BPR Initiative (see above). The school has already identified areas of potential cooperation with CRISP, including the STAG project and interventions around security, crime and life skills development. The school has employed a project facilitator/educator on a part time basis who will become the direct link between CRISP and the school community. The school's links via the BPR project, its enthusiasm around the work of CRISP and its permeable boundaries and willingness to accept input from outside of the traditional school domain make it an ideal partner for the year ahead.

Phambili High School

As with Brettonwood High School, Phambili's links to CRISP evolved through links with the BPR Initiative. Phambili is a school with a history that is relatively well known in the Durban area, originally being a privately funded school that arose out of a need for quality education for Black learners during the apartheid times. It was labeled as a highly politicized school and its history includes management conflict, funding problems, and regular physical relocation. The school, together with the other BPR partners recognized the need to take concerted action to address a range of issues including crime and violence. As with Brettonwood, it is a school open to relationships with 'non-traditional' partners and has expressed interest in CRISP. The school is situated within close proximity of Rosburgh High School and thus of the University, and serves learners from the various township areas.

CONCLUSION

The second *in vivo* assessment was held on 3rd December 1999. Project participants presented brief overviews of their year on the project. An audio-visual presentation on CRISP was made and the assessors were taken on a visit to the school Family Resource Centres.

To date we have not received feedback on our first two evaluation reports. All indications are that the assessors are impressed with the progress made on CRISP and ongoing positive feedback is received from all role-players and stake-holders working on or with the Project.