

PROGRESS REPORT ON MINISTERIAL SAFE AND CARING SCHOOLS

April 2008



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

PROGRESS REPORT ON MINISTERIAL SAFE AND CARING SCHOOLS

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1. INTRODUCTION

This report deals with progress made in the following areas of work in the Ministerial Safe and Caring Schools Project:

- Physical infrastructure
- Management support
- Learner support
- Partnerships
- Curriculum support

The Department of Education has undertaken a number of visits to the nine schools identified as experiencing high levels of crime and violence.

From the initial visits, it was clear that the schools had similar challenges and these could be grouped in the following manner:

1.1 Physical Infrastructure and Equipment

In almost all of the schools, there was neglect of infrastructure. The majority of schools were extremely vandalized (broken windows, doors removed from frames, security steel gates vandalized and broken from wall fixtures, electricity cables stolen, light fittings damaged or stolen, taps removed, copper equipment or fittings stolen, graffiti on walls etc. Vandals mostly targeted computer centres. In the majority of cases toilets are inadequate for the number of learners and totally vandalized.

Furthermore, almost all of the schools had underdeveloped or no sports facilities. None of the schools had libraries and laboratories. In some of the schools chemicals are stored on open shelves. This poses a danger for learners.

Many of the school grounds were filthy and extremely neglected.

1.2 Safety and security

- All of the schools, as would be expected, have high levels of crime. Gangsterism and the use/abuse of drugs in schools is a major challenge at Mountview Secondary School (Western Cape). The principal and staff are not equipped to deal with these challenges.
- The availability of drugs and alcohol from nearby taverns and hostels poses a major threat to the safety of learners and indirectly to the safety of teachers. Thotagauta and Senaoane Secondary Schools are clear examples where learners disappear from school during school hours to visit these places.
- Lack of proper access control at the majority of schools. In many cases members from the community roam the school grounds unannounced and learners are confronted on a daily basis by community members on school grounds.

1.3 Management and governance

All of the school managers expressed a need for training of principals and teachers to manage incidents of crime and violence. Most of the school managers did not know any legislation governing safety. This includes knowledge of Regulations for Safety Measures in all Public Schools, Policy Framework for the Prevention and Management of Drug Use/Abuse by learners in all Public Schools, Codes of Conduct for Learners, etc.

In some schools, there was a lack of control over broken furniture. Broken pieces of desks and chairs were found all over the school grounds. There seems to be no system in place to take control of broken furniture.

There is evidence of a total lack of discipline within schools. This is an indication of poor leadership. Some principals and teachers have acknowledged that discipline at the schools has collapsed. Reports have been received that in some cases teachers are victimized and their lives are threatened. Physical fights among learners happen regularly

Although School Governing Body members attended most of the meetings held at the identified schools, very little input was gained from them.

1.4 Partnerships

In all schools the involvement of school communities is a major challenge. With the exception of Mountview Secondary School (Western Cape), none of the schools had functional school safety teams. In the majority of cases principals take sole responsibility for incidents of crime and violence. Schools reported that incidents of crime and violence are referred and reported to local police services and in the majority of cases very little to no feedback is received from the police.

In most of the schools, there was no evidence of partnerships with SAPS, local departments of social development or any other organisation.

1.5 Concluding remarks

It is clear from the above that all of the schools face a multitude of challenges, which impact on learning and teaching. It is therefore clear that the interventions proposed should provide a comprehensive package that is aimed at getting these schools back to functionality.

Recent research and experience of school safety illustrates the importance of strategic partnerships in ensuring Safe and Caring schools. These include relationships that exist between schools and the community, government and NGOs. Such partnerships have been found to contribute to increased capacity at schools to deal with crime.

2. PROGRESS REPORT FOR 2007/8

2.1 Physical Infrastructure

In late 2006, the Minister of Education allocated R10, 8 million to the improvement of infrastructure in these schools. The following infrastructure has already been provided to all of the schools:

- the installation of security fences and gates;
- provisioning of hand held metal detectors;
- installation of Apollo lights on the school premises; and
- the appointment of security officers.

In addition, the Department was able to secure funding from the Dutch for the installation of CCTVs in the nine schools. These CCTVs will be linked to security companies and would minimize the vandalism that is currently being experienced. The installation of the CCTV systems at Mountview High (Western Cape), Thotagauta Secondary School (Free State and SC Kearns High School (Northern Cape) has been completed and the systems are functional. The installation of CCTV systems at Makgofe High School (Limpopo) and Khumbula Secondary School (Mpumalanga) will commence in May 2008 after which installation will commence at Senaoane Secondary School (Gauteng) and Eminyezaneni Secondary School (KZN). The Department will not currently attend to the installation of CCTV systems at Kei Road Combined School (Eastern Cape) and Retshugile Secondary School (North West) due to the current state of the school buildings.

All schools have reported a reduction in the number of incidents as a result of the Ministerial intervention project. However, ongoing problems are still being experienced with the quality of the service that was provided by the service providers. These problems are continuously being addressed. Ongoing efforts will be made to ensure that the infrastructure needs of these schools are addressed.

2.2 Management Support

The Department arranged two training programmes aimed at supporting managers to deal with issues of crime and violence. These are reported on below.

a. Programme on Exploring Humanitarian law

EHL is a youth development curriculum programme developed by the International Committee of the Red Cross (ICRC). It is targeted at young people between the ages of 13 and 18 years of age. It is currently implemented in 86 countries across the world. It has been proven to reduce levels of violence amongst learners on the playground. There are currently nine schools in the Eastern Cape that are implementing EHL as part of the Life Orientation learning area. These schools have been piloting EHL since 2005. The nine Ministerial Safe Schools were trained in April 2007 to implement EHL as part of the Grade 9 Life Orientation curriculum.

The objective of the programme is to introduce adolescents to the basic rules of international humanitarian law (IHL), which aims to protect life and human dignity. The EHL resource pack comprises five core modules and didactical tools for teachers and learners:

- The teaching materials that can be integrated into secondary curricula as an after-school programme, or as parts of a number of existing subject areas. The after-school programme can be delivered as an optional after-school activity or taught in out-of-school settings such as youth development programmes or learner camps.
- The EHL seeks to help young people embrace the principles of humanity in their daily lives; in particular, the EHL fosters:
 - An understanding of the need to respect human dignity.
 - An understanding of humanitarian issues and of the various aspects of IHL as well as the complexities of its application.

- Interest in international current events and humanitarian action and the ability to analyse them knowledgably.
 - Capacity to view conflict situations at home and abroad from a humanitarian perspective; and
 - Active involvement in community service or other forms of engagement for the most vulnerable members of society.
- More generally, EHL contributes to developing social awareness in young people and sharpens their sense of civic responsibility. It emphasizes the importance of protecting life and human dignity, thus making a unique contribution to citizenship education at every level – local, national and global.

Schools were expected to commence with implementation at the beginning of the third term (2007) and are currently at different stages of implementation. At Kei Road (Eastern Cape) the programme was introduced as an after-school programme for Grade 9s. In this school, the Grade 9 classes remain after school for one hour each week to do EHL.

At Eminyezaneni the programme has also been initiated. The school has decided to offer modules 1 and 2 to Grade 8, Module 3 to Grade 9, Module 4 to Grade 10 and Module 5 to Grade 11. At SC Kearns EHL has been introduced into HSS and LO in Grades 9 and 10. At Makgofe the trained teacher indicated that he could not implement the programme as the school's video machine was not working. The remaining four schools have not yet started the implementation process, but reported that preparations were underway for implementation in 2008.

All the schools are continuously supported to ensure implementation.

b. *Hlayiseka: Training on Early Warning System*

The Department, together with the CJCP, held training workshop for all the nine schools on a programme that will enable schools to:

- Understand and identify security issues and threats
- Guide schools to respond effectively to security issues and threats
- Report and manage reported incidents appropriately
- Monitor the school's progress over time

Four participants per school (Principal, SMT member, SGB member, LRC representative) and a district official responsible for school safety attended the workshop. All the schools were provided with materials to support implementation. It is anticipated that full implementation in the schools will start at the beginning of 2008 since the training was conducted in September 2007.

Training on the Hlayiseka Early Warning System has been implemented in the province as follows:

PROVINCE	TYPE OF TRAINING AND NUMBER OF OFFICIALS AND SCHOOLS
KwaZulu-Natal	Train the Trainer for 18 officials
Limpopo	35 School Governance officers have been trained, as Master Trainers. Training for 120 schools will commence in May 2008.
Mpumalanga	60 Community Based Facilitators have been trained as Master Trainers
Western Cape	35 School Safety Coordinators have been trained as Master Trainers
North West	18 Officials from the various district offices have been trained as Master Trainers
Gauteng	138 Schools have been trained. Another 20 schools will be trained as from 21 April 2008
Northern Cape	50 schools have been trained (10 schools per district)
Eastern Cape	No official training has been conducted in the Eastern Cape.
Free State	Training has been postponed until the end of April 2008. It is envisaged that 50 School Safety Coordinators will be trained as Master Trainers.

c. Support with development of School Codes of Conduct

Whilst some of the schools have Codes of Conduct for learners, many of them did not, and some of those that did, did not implement or use them. As a result the Department has developed a sample Code of Conduct for Learners to assist schools with the drafting of their own specific codes of conduct for learners. The Hlayiseka training also placed a lot of emphasis on the development and use of Codes of Conduct.

2.3 Learner Support

a. Youth Camps

The Department, in partnership with Valued Citizens, in September and December (2007) ran camps aimed at instilling positive values in learners. This intervention brings together ten (10) achieving (academic, positive behaviour, etc) learners and ten (10) learners with behavioural challenges (excluding those with drug problems or gang-links) and two (2) educators per school in each province from the nine (9) Ministerial schools with the highest levels of crime and violence per province (*Full report attached as Annexure 1*).

The programme focuses on developing youth leaders with the aim of strengthening learner agency in the identified schools. It also places strong emphasis on the rights and responsibilities of young people in schools. Other key programme elements include conflict resolution, self-discipline, respect and leadership development.

b. Extra-mural Activities

In partnership with UNICEF the Department is working to transform vulnerable school communities through Sports for Development. Service providers have been appointed to work with the 9 priority school communities and the surrounding schools in the community to implement the programme that consists of:

- Training young people in sporting codes and assisting in the development of play programmes in schools.
- Infusing life skills education in the sporting/play programmes presented at the schools.
- Assisting the communities in hosting sports/play festivals around critical development issues such as child protection, HIV and AIDS, career development, etc.
- Assisting in strengthening partnerships with local care organizations and the local police services for increased safety and security.
- Training of educators and out-of-school youth to sustain play and sport programmes in schools.
- Developing a best practice model of cost effective sustainable sports and play programmes in school communities.

Super Sport's Let's Play a Million Campaign is the official development partner to the programme and is currently amassing one million soccer balls for use by children in the Sports for Development activities.

A national launch of the Sports for Development programme took place in conjunction with the Ministerial Launch of Safe and Caring Schools on 2 February 2008 at Mountview Secondary School in Western Cape. The launch took the format of a mini soccer tournament for boys and girls. At the launch Super Sport handed soccer balls over to Mountview Secondary School and other schools in the immediate community.

The implementation of the above-mentioned programmes should contribute to the enhancement of access, retention and a sense of belonging of learners and educators in an environment where the values of dignity, mutual respect and responsibility are acknowledged and become part of everyone's life. School management will be supported with creative approaches intended for conflict management and resolution, victim empowerment, youth development programmes, organisational development programmes,

team building innovations, and school enrichment programmes including sport, recreation, arts and culture.

It is envisaged that these approaches could bring back a sense of *hope* to the schools; should be presented with respect and dignity; should be simple to apply; and should involve all role players. The life skills programme, as an integral part of the curriculum, should be strengthened to address issues such as sexual abuse, conflict management, bullying, gender-based violence, decision-making skills, etc.

2.4 Partnerships

Ongoing communication is taking place with different partners to mobilize support and to integrate activities. Meetings aimed at having joint programmes have already been held with SAPS, Business Against Crime, Centre for the Study of Violence, Soul City, UNODC, Girls and Boys Town and Valued Citizens among others.

2.5 Curriculum Support

The Department conducts regular monitoring and support visits to the nine schools. The visits are aimed at ensuring that the schools implement the programmes, but also to address challenges. As indicated in the introduction, a number of these schools also experience problems with academic support. The visits are therefore used to refer any curriculum related problem to the respective branches and to follow up on the school's behalf. As a result, mathematics textbooks have already been provided to all these schools.

Ministerial interventions from the Department, which currently focus on the 9 schools with regard to infrastructural measures and developmental programmes, will be rolled out and implemented in all 585 high priority schools (65 schools per province) in collaboration with provinces, depending on provincial budgets.

3. PLANS FOR 2008/9

The Department, in conjunction with provinces, will intensify and extend programmes already being implemented at the 585 schools, based on baseline audit.

However, it is clear from our work in Ministerial schools and HRC report that teachers are struggling with disciplining children. In this regard, the Department's major area of focus for 2008 will include **support to teachers to deal with discipline in schools**. Whilst schools have copies of the Alternatives to Corporal Punishment booklets, they have indicated the need for skills development to implement. The Department will partner with organizations like the Girls' and Boys' Town to assist teachers with the development of skills aimed at classroom management.

Other programmes to be implemented include:

- Implementation of the Guidelines for the Prevention of Sexual Violence and Harassment in Schools
- Training of educators and managers on Prevention of Drug and Substance Use and Abuse in Schools

Provincial initiatives in terms of programmes to curb crime and violence in schools include, but are not limited to the following:

- Conflict resolution
- Mediation
- Diversity
- Anti-bullying
- Alternatives to corporal punishment
- Prevention and Management through establishment of reporting and data capturing systems
- Establishment of School Safety Committees

- Implementation of Policy Framework and Guidelines on the Prevention and Management of drug Use/Abuse.
- Victim Empowerment
- Creating of partnerships

Provincial budgets allocated to School Safety for 2008/9 are approximately R75 m (collectively).

4. CONCLUSION

Interventions in the nine Ministerial schools have progressed well. There is clearly a need for intensification of programmes and the Department will continue to advocate for more funding to deal with the problem of crime in schools.

ANNEXURE 1

YOUTH CAMP REPORT: APRIL 2008

A. INTRODUCTION

As part of the Ministerial Safe and Caring Schools Initiative, the Youth Camp Initiative aims to assist learners from 585 schools in all 9 provinces to assume greater responsibility for their own education. The camp aims to develop learner agency in reducing crime and violence in their schools.

B. OVERALL OBJECTIVES

The main objectives are to:

- Create a new mindset with citizenship values to foster positive change in schools
- Develop self-esteem and accountability towards self and others
- Prevent crime and violence in our environment
- Develop educators' skills to work with learners with behavioral problems
- Build consciousness and teach values in the schools that are consistent with our objectives of creating a non-racial, non-sexist and democratic society
- Empower people to take control of their lives
- Improve the productive capacity of our learning institutions by highlighting ethics for schools with teachers who understand the moral purpose for teaching
- Contribute to safer citizens and communities with a significant reduction in crime
- Foster social cohesion to build sustainable communities.

C. OPERATIONS

Youth Camps took place in all the nine provinces, as follows:

- Two camps were hosted in September 2007:
 1. Free State – University of Free State; and
 2. Gauteng – Konka Camps near Rustenburg.

- An additional seven camps took place in December 2007:
 1. KwaZulu-Natal – University of Zululand
 2. North West – Konka Camps near Rustenburg
 3. Northern Cape – Uitzip Oord Camps near Upington
 4. Mpumalanga – Ikley Game Lodge near Hoedspruit
 5. Limpopo – Settlers Agricultural School near Bela Bela
 6. Western Cape – University of Stellenbosch
 7. Eastern Cape – Teen Ranch Maclardin’s Farm Izingolweni near Port Edward.

The report reflects on achievements and challenges of the Youth Camps.

D. QUANTITATIVE

Eastern Cape

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Port Elizabeth, King Williams Town and Fort Beaufort	18	2 (Grade 5 to 7)	182	41
Schools Attending:				
Tywulwazi High School, Fontein Primary School, Ntomanani High School, Mzontsundu High School, Khwezilesizwe High School, Lovedale College, Motherwell High School, Siyaphambili High School, Kenroad Combined School, Healdtown High School, Bayview Primary School, Eyabantu High School, Helenvale Primary School, Habelgaan High School, Tinis Public School, Enkwenkwezini High School, Eqonce Junior Secondary School, Inyiba High School, Eyobantu High School, David Livingstone High School				

Free State

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Lejweleputswa, Thabomofutsanyane, Fezile, Motheo and Xhariep	14	1	145	23
Schools Attending:				
Bodibeng High School, JC Motumi High School, Legae High School, Leratong High School, Letsete High School, Rekgonne Primary School, Reikaeletse High School, Paki High School, Sediba Thuto High School, Sediti High School, Taiwe High School, Thabo Tokoza High School, Thotagauto High School, Trompsburg High School, Wongalethu High School				

Gauteng

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Ekurileni and Johannesburg Mega Districts	15	0	140	14
Schools Attending:				
Anchor Combined School, Davey Secondary School, Doornkop High School, Fontanus Comprehensive High School, Geluksdal Secondary School, Ingqayizivele High School, Kelokitso High School, Masisebenze High School, Meyerton High School, Mezodo LSEN High School, Ngunhunyani Secondary School, PJ Simelani High School, Seanamadena High School, Senaoane High School, Tembisa High School				

KwaZulu-Natal

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Othukela, Amajuba, Umgungundlovu and Greystown	13	2 (Grade 2 to Grade 7 learners)	127	18
Schools Attending:				
Amazizi High School, Simero High School, Wembezi High School, Heather High School, Ncandu Combined, Ntendeka Combined, Sahlumbe High School, Endendale Technical				

School, Thinthwa High School, Ntobeko Junior Primary, Buhlebuyeza High School, Fundulwazi High School, Sebenzakusakhanya High School and Candabuthule High School.

Limpopo

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Vhembe, Mopani, Capricorn and Modimolle.	14	0	135	24

Schools Attending:

Makgofe High School, Thihavhe High School, Adolfmu High School, Matimu High School, Tshikundamalema High School, Nkgonyeletse High School, Lepato M High School, Tseke Marishane High School, Khesethwane High School, Vasasele High School, Seshoatlha High School, EDL Kampola High School and Kgalatlou High School.

Mpumalanga

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Bushbuckridge, Emerlo, Nelspruit, Komatipoort and Malelane	19	0	176	32

Schools Attending:

Matshidiso, national representative has attendance register with list of attending schools

Northern Cape

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Kgalagadi and Siyanda	17	0	142	28

Schools Attending:

Kegomoditswe High School, Lesedi High School, Mokgolokwe High School, Langberg High School, Gamagara High School, Akanyang Combined School, Saul Damon High School, SC Kearns High School, Blinkklip High School, Kenhardt High School, Ratang Thuto High

School, Kuilsville High School, AJ Farreira High School, Paballo High School, Kakamas High School, Groblershoop High School and Carlton van Heerden High School.

North West Province

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
Bojanala, Bophirima, Vryburg Central, Greater Taung and Taledi.	14	1 (Grade 4 learners)	134	24

Schools Attending:

Sejakabo High School, Danville High School, Rethusegile High School, Thethe High School, Batswana High School, Michael Modisakeng High School, Sejankabo High School, Sizani High School, Huhudi High School, Thuto Lesedi High School, Rebone Sediba High School, Bopaganang High School, Alabama High School, Metebong High School and Monakalo Primary School.

Western Cape

Districts	High Schools	Primary Schools	Number of Learners	Number of Educators
	7	2 (Grade 4 to grade 7)	71	2

Schools Attending:

Hoofweg Primary School, Delf South Primary School, Leiden High School, Perseverance High School, Mfulani High School, Simunye High School, West Bank High School, Elswood High School and Simela High School.

E. QUALITATIVE

Methodology

Eastern Cape: Co-facilitation was used due to weather and space limitations, as only one hall was available for sessions. Games were also played inside the hall. During the games they broke into small groups to compete.

KwaZulu-Natal: The total group was divided into three groups led by three facilitators. One facilitator took care of foundation phase with 15 learners from grade 2-7 and their educators.

Limpopo: Learners and educators were randomly allocated to the four facilitators and divided into four groups each with a minimum of six educators. Learners spent the day with their facilitators and only met as a group in the morning for debriefing sessions and during evening activities.

Mpumalanga: Learners were split selectively into two groups while coordinators shared the content of the programme with the educators. Groups met during games, physical activities and evening activities as well as debriefing sessions.

Northern Cape: Learners were divided into four equal teams including educators. They were grouped according to their school and each group was composed of four schools. They only met as groups during debriefing sessions, evening activities and outdoor activities when learners competed against each other in their groups.

North West: Learners were divided into two manageable groups and facilitators also split into two pairs. One facilitator was given extra duties and put in charge of primary school learners as there was one primary school attending. The groups met with each other during outdoor activities, evening activities and debriefing sessions.

Western Cape: A co-facilitation style was utilized due to the number of learners. Three facilitators shared responsibilities and presentation of the modules. The coordinator only assisted with maintaining the discipline of learners. Learners participated collectively during the activities rather than competitively.

The methodology of breaking learners in groups is a good practice as it allows for the following:

- Bonding with learners and educators was quick and easier.
- Groups were easily controlled and monitored because they were small.
- Team and learning spirit was always enhanced.

- Dynamics of learners were always monitored and responded to accordingly.
- Learners took responsibility for their own learning.
- Enables facilitators to check the feelings of all learners every day.

Good Practices

Within the first day during the first lesson (Acceptance and Love for Me and Myself) facilitators managed to gain the trust of learners who were open and cooperative in sharing their feelings and fears with their counterparts and facilitators.

Support from national DoE representatives was overwhelming and they were out in numbers to ensure that the programme was a great success.

Most of the learners, and unfortunately only a few educators, showed determination and enthusiasm from the outset. After sharing expectations with defensive or negative educators they eventually agreed to participate fully in the programme. Many of the educators expected that they would enjoy leisure time rather than having to do any work.

Approximately 80% of learners from all seven provinces rated the programme content and activities as relevant and informative and allocated high scores of between 70% and 100%. Some even indicated that this programme was beyond their expectations. 50% of the educators rated the programme the same as their learners, while others complained that the programme was held during the December school holiday.

The evening activities allowed learners (even the shy ones) to tell their stories. They managed to face their fears and in telling their life stories learners showed empathy and tolerance. It came to our attention that some of the factors, which trigger disruptive behavior in learners, are domestic violence/family issues, peer pressure that resulted in rejection from parent's side, anger and abuse.

In the Northern Cape one Grade 9 boy learner confessed to drug abuse citing that his parents were constantly drunk and as such he had no proper parental supervision. At the outset of the Youth Camp programme the boy isolated himself from the rest of the group, but later started to participate and surprised everyone when he took the stage to perform with other learners.

During the facilitation on “Acceptance and Love for me and myself”, a girl learner from Limpopo confessed to being raised in a violent environment. Her father works in Johannesburg and on his return would often beat her mother in front of her and then banish the mother from the house. The girl cried which allowed her to release her emotions.

In KwaZulu-Natal teenage mothers (learners) shared their experiences with their counterparts and encouraged other learners to focus on their studies. They shared that they regretted their choices, but have learnt from their mistakes.

After facilitation, a boy learner from Mpumalanga confessed to a facilitator that he stabbed and murdered another boy in self-defense. (The charges were dropped.) Every year when the anniversary of his action comes around he leaves the school as he is still haunted by the event. The fact that the learner managed to talk about that event shows he is no longer a victim but a victor. The facilitator suggested that on the anniversary of the event the learner should remember the day he confessed.

Another boy learner in Mpumalanga mentioned to a facilitator that his father committed murder and was sent to prison for ten years. The learner then confessed that each time when in a disagreement with peers he would resort to violence and beat other learners. Our facilitator discussed with him the issue of taking responsibility for one's own life and ways in which he could make a change in his life, as his anger towards his father did not need to be taken out on others. At the end of the day the learner decided that he would accept the task of programme director for the evening activities.

During the facilitation of the programme one teacher from KwaZulu-Natal shared with the group about his hurt. He felt that he caused the death of one of his learners; he found that his car was badly scratched by a learner. Even though he made a case against the learner he could not control his anger. A week later the very same learner passed away so he felt that he had caused the death of the learner and could not live with this in mind. He found it difficult to forgive someone who was no longer alive. Our facilitator asked him to pretend that he (the facilitator) was the learner involved and to ask him for forgiveness. At first he found it unbearable, but the facilitator encouraged him and he eventually confessed and experienced relief.

The principal of Bergville in KwaZulu-Natal also shared his difficulties. Two years ago, he registered 1600 high school learners. In two years the attendance has dropped to 120 learners and five educators. The reason for this was that one educator started praying for learners and another educator informed everyone that the praying teacher used witchcraft on the learners. The praying educator left school for fear of her life, while she was a committed educator. Later, realising that she was indeed a good teacher, parents started to withdraw the children from the school. The teacher, who started the rumor, is now a problem to the whole staff of five. After the principal spent time with our facilitator he felt the courage to pursue the matter.

These are just some of the experiences of learners during the Youth Camps. It was evident that these learners had developed an “I do not care” attitude. They had lost the trust of their parents and educators and don’t trust themselves in the process. Educators came to realise that they have to manage this with a positive attitude by not becoming a rescuer of the Victim Triangle, but assisting children to take appropriate decisions about their lives.

See Annexures A and B for general and open comments respectively as made by educators and learners about the camps.

F. RECOMMENDATIONS:

We recommend that:

- Educators be given special training to deal with situations such as those mooted by learners. Moreover the school needs to develop a network of NGOs, service providers such as social workers and psychologists to support the schools and educators and where necessary refer learners to relevant institutions.
- Two educators per school have to accompany their learners and must be a male and a female respectively for gender issues to be addressed.
- Only grade 5 to grade 11 learners should be invited on camps.
- One or two Peer Support Volunteer (former Valued Citizens Learners from primary and high schools) should be invited to take part in the youth camps to share their experiences relating to values, to initiate a dialogue on challenges affecting our youth.

- Monitoring of the Youth Camps take place by Valued Citizens Youth Camps Coordinator and Support Officer visiting camp sites to ensure effectiveness of the programme in the nine provinces.

G. CONCLUSION

The seven youth camps were successful in spite of logistical problems encountered. 85% of learners and educators were empowered with knowledge and skills and their self-esteem and self-confidence was boosted.

Annexure A: General Comments

1. GENERAL COMMENTS FROM EDUCATORS

*“I have learnt a lot as an educator. I as an educator will go and implement what was taught and I will also give support to my learners in which ever way” **Makgofe High School, Limpopo***

*“The Valued Citizens Initiative Camp played an important role in my life it changed me and teach me how to help my learners to deal with unsolved issues, it is really good” **Kgalatlou High School, Limpopo***

*“I have been empowered me with strategies of dealing with learners with difficult behavior, to assist them to open up and also to identify learners with problems” **Makgonyeletse High School, NorthWest***

*“The Valued Citizens Initiative Camp has developed some values within me and that will help me to make other people valued citizens” **Khesethwane High School, NorthWest***

*“I am going to address unethical behavior and low moral by developing a good relationship with mischievous learners so as to win their trust so that they open up to disclose their experiences” **Makgofe High School, Limpopo***

*“Personally the camp revived me, healed me emotionally, spiritually and physically I would call it a multicultural healing programme, you witness a naughty learner improving daily and at the end of the workshop it is possible for the learner to change” **Ratang Thuto High School, Northern Cape***

*“This workshop allowed me to reflect on my weaknesses and to accept responsibility for my wrong doings” **SC Kearns High School, Northern Cape***

*“The camp inspired me to be more closer to my learners who have serious problems” **Hoërskool Kakams, Northern Cape***

*“I have learnt to open up and face my fears to be a better person and not always shout at my learners” **Paballo High School, Northern Cape***

2. GENERAL COMMENTS FROM LEARNERS

*“I didn’t know what is it to be a valued citizen but now I know and know my values, I am a valued citizen” **Makgofe High School, Limpopo***

*“The Valued Citizens Initiative programme empowered me to be respected person, seeing the world in a different eye and setting up goals for myself”, **NorthWest***

*“The Valued Citizens Initiative programme increased my self confidence and to have positive concept about myself and I have learnt about my values and to make the right choices”
Thetho High School, NorthWest*

*“Valued Citizens Initiative programme made me realized that I can not run away from my fears because they will always prevent me from achieving my goals” **Batswana CS School, NorthWest.***

*“Valued Citizens Initiative programme made me realize that I can survive on my own without my friends” **Batswana CS School, NorthWest.***

*“I was living a horrible life and now I have opened my eyes and realized that I was in the wrong path now I have changed” **Northern Cape***

*“I can be a person whom they thought was gone (Hopeless and Useless) and this camp gave me chance to know that I can always make positive decisions” **Makgofe High School, Limpopo***

*“Valued Citizens Initiative programme made me to think about my future and responsibilities” **Paballo High School, Northern Cape***

*“I now know my values and norms and I think I can be a valued citizen and I know how to respect others” **Kuilsrivier High School, Northern Cape***

*“I did not know how to put a trust in person but now I know that trust begins with you” **SC Kearns High School, Northern Cape***

*“Valued Citizens Initiative programme camp has positive impact in me because I have learnt a lot and it made me to realize that in life you have to make choices even if you made bad choices before but you need to find way of making good ones, because there’s a saying that worry looks around, regret looks back and faith looks up” **Hoërskool Kakamas, Northern Cape***

*“The Valued Citizens Workshop was very educational and it has made me a better person than before. I now know who I am in a positive way. It has showed me a lot of opportunities. Thank you very much you have played a big role in my life” **Pamela Zate, Eastern Cape***

Annexure B: Open Comments

1. OPEN COMMENTS FROM EDUCATORS

Limpopo Matimu High: “The workshop was a success, extend this workshops to our circuit office and schools. There is a great need of more information to be supplied to schools”

Limpopo EDL Rampola High: “I recommend that the camp be continuous to cover all the learners. Learners with problems should attend in large numbers to be motivated, change their behavior, especially those who are involved in substance abuse”

Northern Cape Hoërskool Blinklip: “Suggest that we have camp for learners together with their parents. Parents are mostly the ones that need guidance of how to handle the youth”

North West Thethe High School: “The programme must be progressive and not a once off thing in order to build consistency”

2. OPEN COMMENTS FROM LEARNERS

North West Alabama Secondary School: “I recommend that valued citizens may expand and help many other learners like they helped me”

Limpopo Lepato High School: “The programme was outstanding and I suggest that we involve educators more”

Northern Cape “This camp was so special to me it really works now I know what to focus on for in case to achieve my goals. Thank you”

Western Cape – a learner sent an sms to a facilitator to be assisted to remain strong on his decision relating to a 25 year old girlfriend who is interested to engage with sex

