



**Examining substance abuse prevention strategies to combat school violence in Inanda,
KZN, South Africa**

By

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Declaration

I declare that “Examining substance abuse prevention strategies to combat school violence in Inanda, KZN, South Africa” is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources used or quoted have been appropriately acknowledged and referenced.

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Date:

Dedication

This dissertation is dedicated to the many parents that have lost children as a result of violence in schools. There have been a number of incidents in schools in KwaZulu Natal and across the country where learners have been stabbed, beaten or involved in other forms of altercations that have had deadly consequences. I cannot begin to imagine the pain and the trauma of sending your child to school in the hopes of getting a better education, only for your child to return in a body bag.

I hope that this dissertation can provide some comfort and reassurance that the Department of Education, the Department of Social Development and the country's legal structure is working to ensure that schools are again a safe place for the future leaders of the country. Above and beyond, I can only hope that this dissertation will contribute to mitigating violent incidents in schools, particularly those linked to substance abuse and acts of aggression among learners.

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I would like to take this opportunity to thank the Almighty for his guidance and blessings throughout my life. My parents, siblings, my partner and children for their continuous love and support during my studies. My family has had to tolerate my absence from family gatherings and events and never did they once complain; instead they stood firm by my side ready to assist in any way possible. My supervisor Adv. V.A Balogun-Fatokun as well as Caroline Goodier for assisting me during my Masters dissertation – both have been patient and kind enough to take their time in helping me mould the dissertation to what it is today. Most importantly, I would like to thank the Law School for being so responsive and assisting me with conducting the research in a manner that maintains ethical standards. My supervisors at the Department of Social Development (DSD) Inanda office – the conversations we have had about this dissertation have been enlightening. Lastly, to anyone taking the initiative to read my dissertation, thank you for your interest in my work.

Acronyms and Abbreviations

Centre for Justice and Crime Prevention (CJCP)

Department of Basic Education (DoBE)

Department of Social Development (DSD)

Early Childhood Programmes (ECP)

Life Orientation (LO)

National School Violence Study (NSVS)

Prevention and Early Intervention Programmes (PEIP)

Programmes of Primary Prevention through Stories (POPPETS)

South African National Council on Alcohol and Drug Dependence (SANCA)

School Governing Body (SGB)

School Management Teams (SMT)

Teenagers Against Drug Abuse (TADA)

United Nations (UN)

United Nations Convention on the Rights of the Child (CRC).

World Health Organisation (WHO)

Key Words

Learner, Educator, School violence, Substance abuse

Summary

Violence in South African schools is a cause for concern for schools, law enforcement and communities. Violence takes various forms including bullying, theft of property, robberies and vandalism, sexual violence, harassment and rape, gang-related violence, violence related to drug use and alcohol abuse, physical violence, shooting, stabbing and murder, violence through student protests and racially motivated violence. Regardless of the form of violence, there are devastating effects on the school system such as physical and psychological trauma, educational damage and societal breakdown. The main aim of this dissertation is to work towards the creation of safer schools, which uphold the values of the South African Constitution. This thesis finds that there is very little evidence to stop the abuse of substances among pupils in schools in the Inanda township, north of Durban in KwaZulu-Natal. The thesis, therefore, proposes recommendations that will be relevant to a township context, such as Inanda. There are numerous services currently in place to support abused victims and perpetrators, including, school-level support plans and specialised support services; however, the problem persists. This research proposes alternatives to dealing with the prevalence of substance abuse in schools and the consequent violence associated with the abuse of illicit substances.

Isifinyezo

Udlame ezikoleni zaseNingizimu Afrika luyimbangela yokukhathazeka ngezikole, ezomthetho kanye nomphakathi. Udlame luthatha izindlela ezahlukahlukeni kufaka phakathi ukuxhashazwa, ukwebiwa kwempahla, ukuphanga kanye nokucekelwa phansi, udlame olubhekiswe ocansini, ukuhlukunyezwa kanye nokudlwengulwa, udlame oluhlobene neqembu, udlame oluhlobene nokusetshenziswa kwezidakamizwa kanye nokusebenzisa kabi utshwala, udlame emzimbeni, ukudubula, ukugwaza nokubulala, udlame ngokubhikisha kwabafundi kanye udlame olushukunyiswa ubuhlanga. Noma ngabe uluhlobo luni lodlame, kunemiphumela emibi ohlelweni lwezikole ezifana nemiphumela engokomzimba nengokwengqondo, ukulimala kwemfundo nokuwohloka komphakathi. Inhloso enkulu

yalokhu kusebenzela ukusebenzela ukudala izikole eziphephe kakhulu, ezixhasa amagugu oMthethosisekelo waseNingizimu Afrika. I-thesis ithola ukuthi kunobufakazi obuncane kakhulu bomsebenzi owenziwayo wokumisa ukuhlukunyezwa kwezidakamizwa zabafundi ezikoleni elokishini lase-Inanda, enyakatho neTheku KwaZulu-Natali. Ngakho-ke, lo mbhalo uphakamisa izincomo ezizoba zilungele ilokishi umongo, njenge Inanda. Kunezinsizakalo eziningi ezikhona njengamanje zokuxhasa abahlukunyezwa kanye nabenzi bokubi, kufaka phakathi, amacebo okusekela esikoleni kanye nezinsizakalo ezikhethekile zokusekela, kepha inkinga iqhubeka. i-dissertation iphakamisa ezinye izindlela zokubhekana nokwanda kokusetshenziswa kwezidakamizwa ezikoleni, kubandakanya nokubhekana nodlame oluhambisana nokuhlukunyezwa kwezinto ezingekho emthethweni.

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1 CHAPTER ONE

Overview of the study

1.1 Background

Violence in schools is a global phenomenon, with South Africa being no exception. Each year, around the world, more than 200 million children are affected by school violence.¹ Crime and violence have become standard features of the schooling system in South Africa, and the social media has exposed the extent and the frequency of such violent incidents. In 2018, a report goes as far as suggesting that social media is also often used as a means to “affirm roles and social identities”.² And while these incidents are often a topic of discussion when videos surface on social media, the writer observes that there is often less discussion(s) on the underlying causes of the violence or the solutions needed to curb similar incidents in public schools. Furthermore, the implications of such phenomena are far-reaching.

According to Nesor,³ schools and researchers in the past used a narrow definition of violence to describe ‘school violence’, which was not inclusive enough. Nesor states that today, some researchers believe that the traditional definition of violence lacks an understanding of the pervasiveness of violence in the school context. Fredick *et al*⁴ provide a broad definition of school violence by describing it as an array of behaviours, which include verbal taunts and physical altercations. These acts are often overt, aggressive acts that result in physical or psychological pain, injury, or death.⁵ Basically, it is intentional as any verbal or physical act producing pain in the recipient of that action while the recipient is under the supervision of the

¹ P Nthate School Violence: How can we make the classroom a safe haven for learning? Available at: <https://www.dailymaverick.co.za/article/2017-08-28-school-violence-how-can-we-make-the-classroom-a-safe-haven-for-learning/> Accessed: 12 April 2019.

² G Buoncompagni “Social Media as Violent Environments to Expose and Impose Themselves: The Case of Cyber Gangs” (2018) Vol.6, Issue 2 *Sociology and Criminology* pp2-5.

³ J Nesor “An Exploration of Learners’ Views on Certain Aspects of School Safety”. Vol. 18, Issue 3. *Acta Criminologica* pp61-81.

⁴ Fredick *et al* ‘Identification of Various Levels of School Violence. In Dealing with Adolescents Violence: What Schools and Communities Need to Know’ in Duhon-Sells & R Bloomington (Eds) National Education Service (1995).

⁵ N Van der Merwe “A quantitative study on the culture of violence amongst learners in South African schools” (Unpublished MA thesis, University of South Africa, 2009). 254.

school.⁶

For the purpose of this study, school violence refers to any type of violent act, abuse, destructive, and criminal behaviour manifesting within the school environment. According to the World Health Organisation (WHO),⁷ violent acts are described as the deliberate “use of physical force, or power, threatened or actual” act that “results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation”. It occurs in different forms and intersects with violence occurring in a learner’s home and their broader community. In South Africa, two of the primary risk factors for school violence are easy access to weapons and drugs,⁸ and the high rates of violence in the surrounding neighbourhoods such as gangsterism.⁹

Steyn & Naicker¹⁰ emphasises the severity of school violence by stating that hardly a day passes in which the media does not report on crime and violence in South African schools and these claims are substantiated by research findings that indicate that crime and violence are widespread amongst South African adolescents (individuals aged between 10 and 19).¹¹ For example, some of the cases reported in the local newspapers: These articles highlight the severity of the issue but they still do not fully expose the extent of violent activities in many South African schools.

A report in Times Live¹² detailed an incident of assault at Siyathuthuka Secondary School in Inanda where one learner was brutally attacked by another in full view of other learners.¹³

⁶ *Ibid.*

⁷ Basic Education Rights Handbook – Education Rights in South Africa – Chapter 17: School Violence

⁸ N Ngqela & A Lewis “Exploring adolescent learners’ experiences of school violence in a township high school.” *Child Abuse Research: A South African Journal*, 13(1), 87–97. 212.

⁹ LB Cluver et al Risk and protective factors for bullying victimization among AIDS-affected and vulnerable children in South Africa. *Child Abuse & Neglect*, 34(10), 793–803. 2010.

¹⁰ J Steyn & MK Naiker “Learner, Educator and Community Views on School Safety at Strelitzia Secondary School” (2007) Vol. 20, Issue 3 *Acta Criminologica* pp1-20.

¹¹ C De Wet “Eastern Cape Educators’ Perceptions of the Causes and the Scope of School Violence” (2003) Vol. 16, Issue 3 *Acta Criminologica* pp89-106.

¹² N Olifant Education department visits ‘assault video’ school principal Available at <https://www.timeslive.co.za/news/south-africa/2017-08-11-education-department-visits-assault-video-school-principal/> Accessed on 14 March 2019.

¹³ The incident was broadcast on social media which prompted an investigation by various authorities, including police, the South African Human Rights Commission (SAHRC) and the provincial Department of Education. This particular incident, which is not isolated, lends itself to prove both the prevalence of school violence but also the role of social media in exposing it.

Another report¹⁴ that left the country reeling is that of a 17-year old learner from Ramotshere Technical High School outside Zeerust in North West who allegedly killed a teacher also in full view of other learners who were busy writing their exam paper.¹⁵

These two cases do not yet show any particular pattern or trends in school violence in South Africa but simply serve as testimony. Perhaps to deal more specifically with what the researcher hopes to establish (whether or not the prevalence of substance abuse among adolescents in schools is an aggravating factor to school violence), let's consider *a report by News24¹⁶ which speculated that drugs and gangs are believed to be behind the brutal murder of Thoriso Themane, allegedly at the hands of six Limpopo schoolboys.¹⁷*

Again, these cases are important in that they are proof that the issue of school violence is prevalent across the country and not restricted to learners of any particular age, race, gender, class. What is also evident in the above cases is that the reports did not seek mention or investigate the underlying causes of the violence, nor did they actively find solutions (outside of the condemnation of the behavior of the schoolchildren). This is obviously problematic, because the issue of school violence and substance abuse has been identified but not addressed adequately.¹⁸

In a study conducted by the Centre for Justice and Crime Prevention (CJCP), a non-profit organisation, CJCP found many reports of violence across the country.¹⁹ The National School Violence Study (NSVS) involved 12,794 learners from different primary and secondary schools,

¹⁴ N Daniels North West teacher stabbed to death by angry learner Available at: <https://www.jacarandafm.com/news/news/north-west-teacher-stabbed-death-angry-learner/> Accessed on 19 March 2019.

¹⁵ The various media reports alleged that the male teacher was stabbed by the learner for reprimanding him for skipping a queue in which the learner had been in to collect food from the school's feeding scheme.

¹⁶ M Fengu Gangs, drugs may be behind brutal killing of Thoriso Themane Available at: <https://citypress.news24.com/News/gangs-drugs-may-be-behind-brutal-killing-of-thoriso-themane-20190303> Accessed on 19 March 2019.

¹⁷ Police minister Bheki Cele urged parents to look after their teen boys and be observant when their behavior changed because that could be a sign that they were using drugs. This media report and the commentary from the minister is the crux of this dissertation in that it makes the direct link between drug use and violent behaviors, although this dissertation is not restricted to drug use alone but the broader spectrum of illicit substances.

¹⁸ S Duma Dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools (Unpublished MEd, University of KwaZulu Natal, 2013).

¹⁹ Centre for Justice & Crime Prevention School violence in South Africa Available at <http://www.cjcp.org.za/school-violence-in-south-africa.html> Accessed on 13 April 2019.

264 school principals and 521 educators.²⁰ The study found that 15.3% of children at primary and secondary schools have experienced some form of violence while at school with the most common threats of violence being assaults and robbery.²¹ Learners have corroborated principals' testimonies where more than four out of every five (4/5) learners have reported incidents of physical violence perpetrated by fellow learners in their school in the preceding year.²² The study found that more than half of the secondary school principals reported incidents involving the use of weapons on schools premises. Three quarters reported incidents involving drug or alcohol use by learners with one in three secondary school learners saying they know classmates who have been drunk at school, while more than half know learners who smoke dagga or related substances in school.²³ Equally of concern is the fact that both principals and learners indicated they have easy access to alcohol, codeine, drugs and weapons such as guns and Okapi knives within the schools.²⁴ One in three primary schools, and two in three secondary learners report it is easy to obtain alcohol in their communities, while two in three secondary school learners think that access to a gun in their communities is easy.²⁵ In establishing the above statistics, the study undertaken by CJCP does not eliminate the role of the social environment in the conditioning of schoolchildren, and this is discussed by the researcher in this dissertation especially, where factors such as family and school dynamics for example, contribute to the crisis. The researcher reflects on the issue of environmental conditioning when discussing how factors such as family and school dynamics contribute to the crisis.

The study notes that these startling findings must be conceived within the family and community environments in which affected learners live. It is evident in the results that there is a strong correlation between the home environment and violence at school, with one in ten primary school learners reporting parental use of illicit drugs or related addictive substance(s), a similar percentage reporting their caregiver or parent had been in jail, and one in five secondary school learners reporting siblings who had been incarcerated.²⁶ These factors, coupled with learner's bad experience(s) of corporal punishment at home and at school, all impact significantly on the

²⁰ *Ibid.*

²¹ *Ibid.*

²² *Ibid.*

²³ *Ibid.*

²⁴ *Ibid.*

²⁵ *Ibid.*

²⁶ *Ibid.*

likelihood of violence at school.²⁷ Duma²⁸ postulated that corporal punishment in schools also drives a learner to violence before the 2017 South Gauteng High Court ruling.²⁹ There is no evidence as of yet what implications and changes the ruling has had on learners at school, and whether or not their behaviours have improved. It classified spanking as a violent act... As the above research and the previous media reports demonstrate, many communities are dealing with violence in school. While there are various theories that point at violence in schools, the reality is even scarier. The findings by the CJCP,³⁰ as well as those in the newspaper articles cited above goes to show the urgent need for an integrated and holistic strategy, which deals with school violence, therefore addressing both short-term and long-term changes. Immediate measures such as situational prevention in the schools can limit weapons, drugs and alcohol on school grounds, as well as making schools generally safer for learners and teachers. However, intensified and expanded Early Childhood Programmes (ECP) are needed. Such intervention will offer support to children as well as parents, providing pro-social parenting skills to parents as well as directly addressing learners' more direct needs.

It is only through the combined efforts of school authorities, parents, community leaders and government departments that they can address school violence effectively. By locating these efforts within a broader framework of a social crime prevention strategy, which addresses much of the violence that is beyond the reach of police, and which occurs within the home environment, can schools win the war.³¹

It goes without saying; school safety is often a critical obstacle to learning.³² It has become evident that school violence prohibits a conducive learning environment, as it violates learners' constitutional right to "freedom and security", which includes the right to schools that are meant to:

Lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair

²⁷ Duma *supra* 180

²⁸ Duma *supra* 180

²⁹ *YG v S* (A263/2016) [2017] ZAGPJHC 290; 2018 (1) SACR 64 (GJ) (19 October 2017).

³⁰ Centre for Justice & Crime Prevention School violence in South Africa Available at <http://www.cjcp.org.za/school-violence-in-south-africa.html> Accessed on 13 April 2019.

³¹ P Burton & L Leoschut School Violence in South Africa: Results of the 2012 National School Violence Study. Monograph Series 12. Centre for Justice and Crime Prevention. 2013.

³² Duma *supra* 180

discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators.³³

The Constitution also declares that everyone is entitled to live in a safe environment, yet this safety is not entirely realised in South African schools due to violence and insecurity.³⁴ As alluded to above, the approach to school violence is often devoid of practical and long-lasting solutions. It, therefore, follows that it is paramount that the environment in which learners reside are conducive for learning and safe for their development. Given these considerations, it is clear that these occurrences affect the basic rights of learners.

1.2 Problem statement

According to Burton & Leoschut³⁵, there are several factors that can increase a child's vulnerability and chances of becoming a victim of violence, including but not limited to easy access to alcohol, drugs (illegal or addictive substances such as codeine) and dangerous weapons. A prominent example of an incident of this nature is the *case of a Grade 2 learner from Dalpark Primary School in Brakpan who went to school with a fully loaded gun allegedly to harm a fellow learner*.³⁶ Closer to home in Pietermaritzburg, KwaZulu-Natal, a *Voortrekker High School learner, aged 19, was arrested and charged with the possession of an unlicensed firearm when he arrived at school with a gun*.³⁷ In both cases, there were no fatal consequences for any learners or staff members at the schools but it is a clear indication of how easy it is for learners to access weapons which could cause of a catastrophe in schools.

³³ Kenmont School and Another v Moodley and Others (11611/2016) [2018] ZAKZDHC 67 (11 October 2018)

³⁴ *Ibid.*

³⁵ P Burton & L Leoschut supra 30

³⁶ L Masinga Grade 2 pupil brought loaded gun to school 'to harm fellow learner' Available at: <https://www.iol.co.za/news/south-africa/gauteng/grade-2-pupil-brought-loaded-gun-to-school-to-harm-fellow-learner-11394254> Accessed on 27 May 2020.

³⁷ J Wicks Pupil detained for bringing gun to school Available at: <https://m.news24.com/SouthAfrica/News/Pupil-detained-for-bringing-gun-to-school-20150814> Accessed on 27 May 2020.

Furthermore, research indicates that there is a secure connection between substance abuse and crime.³⁸ Musariwa argues that high levels of alcohol consumption and the use of drugs increase the levels of aggression and therefore, the levels of violence used in the committing a crime.³⁹

In 2013, the Department of Basic Education compiled a report on schools⁴⁰ which reported the increasing availability of drugs and alcohol amongst school learners around the country, including Inanda schools in KZN. Consequently, there is a correlation between substance abuse by learners and violence within the school premises in the country.⁴¹ As a result of this, schoolyard brawls sometimes end in severe injury or death, where weapons like knives and guns are involved.⁴² Some of the injuries are not only fatal but may leave lifelong debilitating effects on the victim. Since violence and injuries are not limited to physical or visible marks, some children live with mental scars or a psychological trauma of their violent experience(s). Mental health⁴³ is worrying, and with the recent surge in violent activities involving learners in KZN schools such as bullying cause long-term mental trauma in children such as clinical depression, anxiety, bedwetting, and suicide attempts. Many learners are afraid to attend school because of what might happen to them while there.⁴⁴ Some regularly skip school or drop out as a result of direct threat(s) or the fear of falling victim to violence.⁴⁵ Similar concerns have been raised about learners in Inanda, KZN.

This dissertation therefore focuses on the problems that arise from the pervasive violence in schools caused by drugs and alcohol, with the aim of establishing measures schools can put in place to curb the number of violent incidents in schools.

³⁸ P Musariwa 'Reducing school-based violence: an anti-bullying intervention in two schools in Harare.' Available at http://openscholar.dut.ac.za/bitstream/10321/2646/1/MUSARIWA_P_2017.pdf Accessed on 20 March 2019.

³⁹ *Ibid.*

⁴⁰ Department of Basic Education. Guide to Drug Testing in South African Schools. 2013.

⁴¹ United Nations "School-based education for drug abuse prevention" (2004).

⁴² *Ibid.*

⁴³ According to the World Health Organization (WHO): "Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community."

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

1.3 Aims and objectives of the study

The main aim of this dissertation is to work towards the creation of safe schools, which uphold the values of South Africa's Constitution.

In addition, the objectives are:

1. To provide comprehensive insights into the extent of school-based violence in Inanda township and by extension the country;
2. To provide a holistic understanding of the nature and causes of school-based violence, with a particular focus on substance abuse and
3. To explore the impact of school-based violence on learners and teachers and make achievable recommendations to assist in addressing the problem of substance abuse and school-based violence, particularly in Inanda schools.

1.4 Research questions

Main question

Is there a correlation between learners' environment, substance abuse and violence in schools in South Africa?

1. What exactly is school violence and what are the factors fueling such violence in KZN?
2. Are there effective legal frameworks, policies and psycho-social mechanisms tackling the problem?
3. How effective are current responses in ameliorating violence in schools in Inanda, and is there a place for the rule of law?

1.5 Preliminary literature study

This section starts by presenting the background of the research and layout of the dissertation. This section also reviews literature on the issue of violence in schools. It specifically discusses the nature, extent, sources and effects of conflict and school violence. It further explains the current responses that are in place to reduce friction and force in the school environment.

In addition, it draws particular attention to literature that is relevant to violence in the school context. The theories discussed have certain commonalities in that they all emphasize the importance of children have secure social networks to family and community. As noted above, the Schools Act provides that⁴⁶ schools have been created ideally as a place in which young people come together to acquire knowledge in a safe and secured environment.⁴⁷

However, the dysfunctional nature of many schools in South Africa is not only a problem for success in respect to outcomes such as test scores and examination results, but it also has implications for democracy.⁴⁸ The inability to learn in a conducive environment infringes on the fundamental human right of all learners.⁴⁹ According to Burton and Leoschut,⁵⁰ violence in schools amounts to the actions that disrupt an educational system that includes verbal and physical confrontations, intimidation through online means or bullying. Some scholars have highlighted that conflict and violence in schools are not issues restricted to academic environments only, but are complicated multidimensional societal problems, which require careful conflict-resolution.⁵¹

Burton and Leoschut⁵² indicated that fellow learners perpetrate a considerable amount of

⁴⁶ South African Schools Act (No. 84 of 1996).

⁴⁷ G Bloch *The toxic mix*. (2009) 192.

⁴⁸ AH Du Plessis Exploring secondary school educator experiences of school violence (MA dissertation, University of Pretoria, 2008).

⁴⁹ Bloch *supra* 46

⁵⁰ P Burton & L Leoschut *supra* 30

⁵¹ C De Wet School violence in Lesotho: The perceptions, experiences and observations of a group of learners: Vol. 27 Issue 1. South African Journal of Education pp673- 689.

⁵² P Burton & L Leoschut *supra* 30.

violence encountered by learners in schools. The prevalence of conflict and violence in schools has escalated considerably in recent times with an increase in reported incidents globally.⁵³ This increased incidence of violence has become a grave concern for teaching authorities, researchers, politicians and public organisations.⁵⁴

Furthermore, Burton and Leoschut⁵⁵ indicated that to understand the causes of school violence there is a need to scrutinise and understand the far-reaching context in which the school exists including the home and the community at large. Concerning these arguments, this dissertation explores the effects of drug abuse in schools as one of the causes of violence (see below). It is also evident that drug use is not the sole cause of this violence with other factors stemming from the learners' home lives that reinforce the use of violence by learners.

Stead and Watson systems theory⁵⁶ focuses on understanding an individual in his/her setting, and the self-governing units that dynamically relate to and affect each other, which could explain the pervasive issue of violence in schools. The systems theory include personal factors (microsystem); relationship dynamics (mesosystem); community dynamics (mexo-system); and social dynamics (macrosystem). For the sake of this dissertation, both the micro and the mesosystems are considered, albeit the microsystem is considered at large.

According to the microsystem, personal factors abide within individuals. They are internal forces within young learners that influence them to behave in ways that are unacceptable to the school and the community.⁵⁷ These include their psychological state, alcohol and drug abuse. Even though there is an assumption that senior learners are mature and can act responsibly, many senior learners are susceptible to the lure of drugs and alcohol, and they are at most at risk.⁵⁸ Ingesting alcohol, for example, and abusing substances has become more problematic in

⁵³ UNICEF. 2013. South Africa. Violence Prevention Model and Action Plan. Pretoria.

⁵⁴ SACE. 2011. School-based violence report: An overview of school-based violence in South Africa. Available: <http://www.sace.org.za/upload/files/School%20Based%20Violence%20Report2011.pdf> (Accessed 08 March 2016).

⁵⁵ P Burton & L Leoschut *supra*

⁵⁶ System's theory is grounded on a constructivist view of the world stresses on the necessity to take a universal viewpoint and values individual sense, and subjectivity.

⁵⁷ Stead and Watson, 2008.

⁵⁸ Fox and Burstein, 2008.

secondary/high schools (grades 8 – 12 in the RSA schooling system) than at primary schools (grades 1 - 7).⁵⁹

To demonstrate their seriousness about the safety of learners in schools, the South African government passed the Education Laws Amendment Act 31 in 2007, which provides for searches in schools that:

Unless authorised by the Principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto school premises or have such object or drug in his or her possession on school premises or during any school activity, the Principal is able to search learners and conduct any seizure operations.⁶⁰

The Amendment Act exists in conjunction with the likes of the Schools Act that declares all schools drug free zones.⁶¹ Meaning no substance abuse, possession of fire arm(s) on school premises or being at school under the influence of alcohol or illegal drugs is permissible.

By law, should a learner be found in possession of drugs or be suspected of being under the influence, actions can be taken by the school.⁶² The learner will be required to have a drug test administered.⁶³ If a learner tests positive for a substance use, the learner will first be interviewed by a senior member of staff or the school counsellor to determine the nature and extent of the learner's involvement with drugs (casual experimentation/habitual use/dependence/dealing etc.) and determine the appropriate response.⁶⁴

The learner's parents/guardian will be informed of their child's alleged involvement and will be required to attend a meeting at the school with the principal, senior staff management, and a school governing body representative.⁶⁵

On the basis of the meeting, the school will take the necessary action to inform the parents of a pending disciplinary hearing. Disciplinary action against the learner may follow if, in the opinion of the hearing committee, this is warranted by the nature of the learner's involvement with drugs.

⁵⁹ *Ibid.*

⁶⁰ Education Laws Amendment Act 31, 2007.

⁶¹ *Fox and Burstein supra 57*

⁶² South African Schools Act, 1996.

⁶³ *Education Laws Amendment supra 59*

⁶⁴ *Education Laws Amendment supra 59*

⁶⁵ *Education Laws Amendment supra 59*

According to the School Act, the results of such disciplinary action may include the provision of support, including counselling, to a range of punishments which may include recommendation for expulsion.⁶⁶

There is evidence that schools are actively conducting search and seizure operations of learners on school premises.⁶⁷ According to Duma, schools are aware of the above policy and consider the best interests of the learners such as safety of the learners.⁶⁸

School-disciplinary policies must move beyond the limited strategies of traditional enforcement, surveillance and arrest, to empower specialists in delinquent behaviour to develop and use educational efforts, such as restorative justice, to keep learners in schools or to remove the child from parents' custody or to remove such a learner from a dysfunctional environment to the care of the state to ensure rehabilitation and a smooth reintegration. This approach, however, raises more questions than answers as the majority of school-going children are adolescents (under the age of 18) and are still in the care of their parents. The age of consent or age at which any child can consent to his/ her medical treatment in South Africa is 14.⁶⁹ Looking at the age of consent, can such adolescents consent to rehab treatment? Are there sufficient rehabilitation centres in the country that can take care of adolescents? If yes, what is the criteria for intake? Are such rehabs gender-sensitive or are different genders mixed together? If so, what would happen to privacy rights? Are there any good practise standards that can guide or assist South African schools as a whole and Inanda schools specifically? These are pertinent questions to establish the likelihood that any given school in the country can recommend or even implement this method of recourse. An addiction expert was able to provide some clarity on these questions.⁷⁰

⁶⁶ *Education Laws Amendment supra 59*

⁶⁷ S Duma Dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools (Unpublished MEd, University of KwaZulu Natal, 2013).

⁶⁸ *Duma supra 66*

⁶⁹ Children's Act 38 of 2005

⁷⁰ Interview with addiction expert, Ayo Fatokun (15 July 2020):

1. What is the definition of addiction?

Addiction is defined as a chronic, relapsing disorder characterized by compulsive drug-seeking, continued use despite harmful consequences, and long-lasting changes to the brain.

2. When is it time to have an intervention?

It depends on each individual. If the person had reached rock bottom and he or she wants a change then it will be the perfect time for intervention and if the family is frustrated with they can also organise for intervention.

3. What does the law say about treatment for adolescents?

Prevention of and Treatment for Substance Abuse Act (Act no. 70 of 2008)

1.6 Research design and methodology

This study uses theoretical approach whereby the researcher looked at different case studies that have dealt with substance abuse and school violence to map out the extent of the problem. More importantly, the dissertation examines the various initiatives by government and non-government organisations in establishing programmes that seek to rehabilitate learners, how those programmes have been successful and what role players can do to address the issue. To incorporate the Inanda district into the dissertation, the researcher utilised the online Department of Social Development resource centre to obtain comprehensive information on the programmes offered to adolescents in crisis.

1.7 Limitations and strengths of the study

The dissertation had initially taken on a quantitative approach with plans to interview learners, teaching staff and the student governing body at five school in the Inanda district; however, due to time constraints and resources, the approach had to change to a qualitative one, focusing on existing theories to answer the desired questions. Substance abuse and the associated violence is prevalent in adolescents that are not only in schools; therefore the recommendations limit the assistance provided to affected adolescents only to those in school.

One of the strengths of the dissertation is that the research focuses specifically on Inanda schools and the problems they are facing, which gives more accurate data and information of the nature

4. How do you determine which treatment is best for an individual (specifically an adolescent)?
An individual programme is done for each patient ascertaining what category of treatment they fall into.

5. How can prevention and/or treatment be integrated into the schooling system?
Creating a drug awareness programme and let the adolescent understand the effect of taking drugs, alcohol etc and how detrimental it is to their mental health

6. How can prevention and/or treatment be integrated into the community life?
Community leaders, DSD, SAPS, healthcare professionals need to work together to assist communities in combatting substance abuse in communities. Awareness needs to be created and programmes need to be created for youths in each community to know that drug addiction is bad.

7. What are the major root causes of addiction in adolescents?
Causes of addiction differ from one individual to another. We must take into account peer pressure, trauma, poverty, unemployment, boredom and high stress level.

and extent of the problem. The work also explores the root causes of the problem in the targeted area, and how the state and communities can ameliorate the problem.

1.8 Structure of the dissertation

Chapter 1: Provides a brief background and overview of the study, the statement of the problem, the rationale of the study, the research paradigm and research strategy, the ethical considerations and definition of the concepts.

Chapter 2: Discusses the literature review with a particular focus on the framework and the issues raised (violence, substance abuse) such as affected rights e.g. Life, education, development, health, laws and the framework/policy available. Furthermore, the chapter reviews the literature on the general definition, nature, trends and the extent, sources and effects of conflict and violence in schools. Lastly, it reviews the literature on current responses that have been put in place to curb this problem.

Chapter 3: The research methodology will look at existing research and the programmes available to rehabilitate adolescents.

Chapter 4: This chapter examines some of the substance abuse prevention strategies that have been implemented in some South African schools in a partnership formed between the DoE and the DSD. Other than the already existing programmes geared towards rehabilitation, this chapter proposes how schools can further deal with the crisis of violence in schools, including violence reduction strategies.

Chapter 5 concludes the dissertation by providing a summary of the relevant prevention strategy. In addition, the researcher will also provide recommendations for other possibilities of dealing with the scourge of school-violence and substance abuse among adolescents.

1.9 Profile of Inanda township

Inanda is one of the oldest settlements in the Inanda, Ntuzuma and Kwamashu (INK) area in the KwaZulu-Natal province.⁷¹ The township was established during the colonial rule of the land in the 1800s as a “reserve” for African people.⁷² Inanda is a residential area and is situated 20 km north-west of the eThekweni (Durban) city centre.⁷³ The area includes mainly informal settlements and has a widespread formal housing backlog.⁷⁴ School violence has been on the rise in the Inanda area⁷⁵ with Mqhawe High School in Inanda is a prime example of a school that has experienced acts of violence since 2015.⁷⁶

According to Maphumulo, Inanda township had emerged as one of the most violent places in the eThekweni municipal area and that the emergence of violence in the area has affected other schools as well.⁷⁷ It is, however evident through various scholarly studies and media reports that school violence is not limited to Inanda or Durban schools, but that it has a long and tragic history in South Africa.⁷⁸ The study establishes this point by citing some cases of school violence. Media including radio, television and newspapers have further reported that violence and aggression are common forms of conflict among both learners and teachers in today’s school environment, including Inanda schools such as Mqhawe High School.⁷⁹ Reports of assault, random aggression, gunfights, violent threats, bullying and other forms of attack continually make headlines with the media reports cited in the study. Considering the latter, one can argue that learners are currently living in a world where violence is not only on the increase but is escalating out of control.⁸⁰ This notorious township is not exclusive when it comes to substance abuse and the resultant school violence. As shown in the media reports, the problem is national. Inanda is merely a reflection of the rest of the country. Even though it is one of the most

⁷¹ Z Maphumulo An exploration of school violence in Inanda township: A case study of Mqhawe High School(Unpublished MSc thesis, University of KwaZulu-Natal, 2018). 116.

⁷² Maphumulo *supra* 69

⁷³ Maphumulo *supra* 69

⁷⁴ Maphumulo *supra* 69

⁷⁵ Maphumulo *supra* 69

⁷⁶ Maphumulo *supra* 69

⁷⁷ Maphumulo *supra* 69

⁷⁸ Maphumulo *supra* 69

⁷⁹ Maphumulo *supra* 69

⁸⁰ Maphumulo *supra* 69

forgotten areas in the country, it could become a blueprint for the rest of the country in terms of finding lasting solutions. These solutions can be applied in all other schools across the country; therefore it will benefit the country at large.

1.10 Conclusion

This chapter has outlined the background of the critical aspects of the study on substance abuse and the consequent occurrence of school violence. The chapter concludes with an overview of the sections of the thesis. The next chapter outlines the literature and theoretical frameworks used in this study, including the reasoned action approach as well as the Attitude-to-Behaviour Process Model. The following section will also detail the legal framework used in the South African context to deal with the prevalence of substance abuse among adolescents.

2 CHAPTER TWO

The root cause of school violence: Possibilities for resolving conflict

2.1 Introduction

The previous chapter presented the background of the dissertation. This chapter considers previous theoretical contributions by other authors on substance abuse and its correlation to incidents of violence in schools. The section helps to familiarise the reader with existing information on the subject of interest, and this will perhaps guide the researcher to how and where their dissertation can contribute to the existing discussions. The review focuses on aspects of substance abuse among adolescents paying particular attention to how this crisis contributes to the growing issue of violence in schools in Inanda and beyond. Beyond providing the historical overview of substance abuse, the extent and consequences of substance abuse and its determinants, the researcher proposes possible remedies to prevent substance abuse in schools and subsequently decrease the incidence of violence within South African schools.

Discussions on substance abuse tend to focus on criminal and violent behaviour.⁸¹ Some explanations include incidents of anti-social and criminal behaviour resulting from being 'under the influence'.⁸² Bezuidenhout & Joubert⁸³ agree with this statement in observing that substance use (and abuse) has been linked to the rise and fall of criminal behaviour rates and is linked to school violence.⁸⁴

It is difficult to confine the discussion to one cause, hence it is vital to consider a few possibilities of what leads to and has led to the current norm of substance abuse and the

⁸¹ N Van der Merwe A quantitative study on the culture of violence amongst learners in South African schools (Unpublished MA thesis, University of South Africa, 2009). 254.

⁸² *Ibid.*

⁸³ C Bezuidenhout & S Joubert (Eds) *Child and Adolescents Misbehaviour in South Africa. A Holistic Approach* (2nd Ed). Van Schaik. 2008.

⁸⁴ *Van der Merwe Supra* 79

consequent violence in schools. This point is essential when considering the various approaches to combatting substance abuse and violence in schools; ensuring that the strategies discussed in dealing with the issue are all-encompassing. Multiple theories on the attitude-behaviour relationship are addressed, in an attempt to establish the extent to which antisocial attitudes affect behaviour.⁸⁵ Discussions on the relationship between the attitudes of learners towards violence and their actual violent behaviour in the school environment are also presented to the reader. It is important to understand the attitude-behaviour relationship, specifically the relationship between attitudes that favour violence (i.e. pro-violence)⁸⁶ and the manifestation of violent behaviour, as the dissertation hopes to conclude that one of the possibilities is that the learners in the current study behave violently at school as a result of their attitudes towards violence. Should this be the case, this dissertation will provide a relevant reform.

The history of attitude-behaviour research on human behaviour points to social attitudes. Researchers concerned with 'attitude' studies such as Thomas and Zaniecki, and Watson (as cited in Ajzen & Fishbein) went as far as assuming that attitudes are the key to understanding human behaviour.⁸⁷ Numerous studies using tools to assess attitudes were subsequently conducted. Contrastingly the findings of these studies supported the positive relationship between attitudes and behaviour.⁸⁸ Instances of such early studies that investigated the attitude-behaviour relationship include Thurstone and Chave in 1929. They found that divinity students held more favourable attitudes towards the church than other college students. However, in 1932 Smith established that people in business were more opposed to a prohibition of alcohol than the Methodists in the study sample. Furthermore, in 1942 Stagner found military training groups, veterans, and conservative political groups had more favourable attitudes towards war than labour groups and professional men.⁸⁹

By the late 1960's, numerous researchers had conducted studies on the topic which assessed verbal attitudes and observed the actual behaviour expected to be related to opinions but found

‘ a t t i t u d e s ’

⁸⁵ *Van der Merwe supra* 79

⁸⁶ *Van der Merwe supra* 79

⁸⁷ Ajzen I & Fishbein M "The Influence of Attitudes on Behavior." (2005) Vol.173 *The handbook of attitudes* 173-221.

⁸⁸ *Van der Merwe supra* 79

⁸⁹ *Van der Merwe supra* 79

to be very poor predictors of actual behaviour.⁹⁰ It goes to show that there was no significant relationship between the attitudes of respondents towards a given object or subject and their subsequent behaviour. Researchers should, therefore, find new ways of establishing the link. It is essential, therefore, to understand the attitude-behaviour relationship to obtain insights into what influences or causes the actions of people⁹¹. For this dissertation, comprehending the connection between pro-violence attitudes and the actual violent behaviour of learners is valuable to assess whether violent attitudes can be changed to curb school violence.⁹²

Alan Magee⁹³, identified the theory of reasoned action put forward in 1967, and Russell Fazio's attitude-to-behaviour process model of 1980 as the two main concepts in understanding the psyche of an adolescent involved in violent acts. The assumption is that a child's environment influences their behaviour – the manner in which he/she is brought up at home, the values and ethics taught at home, the conditions under which the child is brought up all have a bearing on his/her behaviour.

2.2 The theory of reasoned action

The reasoned action approach towards the attitude-behaviour relationship says the intention to perform an act is derived from their beliefs about performing the behaviour.⁹⁴ These beliefs may be correct or could even be irrational or biased.⁹⁵ Nonetheless, if a set of beliefs is formed, it provides the cognitive foundation from which attitudes, perceived norms, perceptions of control, and ultimately intentions are assumed to follow, in a reasonable and consistent manner.⁹⁶ Albarracín *et al.* note that it is important to remember that background factors, such as age, gender, religion, personality *etcetera* play an important role in the behavioural, normative and control beliefs which influence an individual's performance of a given behaviour, including

⁹⁰ Van der Merwe *supra* 79

⁹¹ Ajzen *et al* (2005)

⁹² *Ibid.*

⁹³ A Magee Attitude - Behaviour Relationship Available at: http://www.ciadvertising.org/SA/fall_02/adv382j/magecac/introduction.htm Accessed on: 23 June 2019.

⁹⁴ Albarracín *et al*

⁹⁵ *Ibid.*

⁹⁶ *Ibid.*

violent behaviour.

The theory of reasoned action, thus, suggests that behaviour stems from attitudes, subjective norms, and perceived behavioural control.⁹⁷ Once formed, attitudes, subjective norms, and perceptions of control are highly accessible and readily available, which means people do not necessarily have to review every step in the chain. Albarracín *et al.*⁹⁸ argue that behaviour, consequently, rests on the relevant information which people possess regarding the behaviour, and as a result, is a reasoned action. This is reiterated by Petty and Krosnick,⁹⁹ who argue that attitudes about performing specific behaviours are guided by expectations concerning the future outcomes of the behaviour.

It can, therefore, be said that the behaviour of a person is influenced by his/her attitude in a series of steps, which is perceived as a reasoned action.¹⁰⁰ The intention is influenced by attitudes towards a particular behaviour, subjective norms, and perceived behavioural control.¹⁰¹ This intention subsequently leads to an individual behaving in a certain way. As mentioned previously, the assumption is that a child's environment influences his/her behaviour – the manner in which he/she is brought up at home and the values and ethics taught at home all have a bearing on his/her behaviour. For example, a child who grows up in a home where violence is prevalent is likely to deem that kind of behaviour acceptable and is also likely to respond the same way towards others also outside of the home environment. Hence, the child will mirror the behaviours he/she is exposed to at home or other social circles.

2.3 Attitude-to-behaviour process model

The attitude-to-behaviour process model argues that “attitudes can guide a person's behaviour even when the person does not actively reflect and deliberate about the attitude.”¹⁰² The attitude-

⁹⁷ *Ibid.*

⁹⁸ *Ibid.*

⁹⁹ RE Petty and JA Krosnick *Attitude Strength: Antecedents and Consequences*. Lawrence Erlbaum, 1995.

¹⁰⁰ Albarracín *et al.*

¹⁰¹ *Ibid.*

¹⁰² A Magee para 1.

behaviour model thus contrasts the theory of reasoned action, even though both suggest that attitude can predict behaviour. The attitude-to-behaviour model implies that the manner in which an individual views a particular event or situation is a strong indicator of that person's attitude, which will subsequently lead to a course of action.¹⁰³

The attitude-behaviour process model highlights the point that attitude is related to memory and previous experiences, which ultimately results in the evaluation of the event or situation.¹⁰⁴ The process is highly dependent on memory and if the attitude of a person towards something is not derived from memory, other external influences, such as social norms play a role in attitude formation and decision-making.¹⁰⁵ Magee¹⁰⁶ sums it up by saying "Overall, the stronger the relationship between memory and perception of the object, the stronger the attitude will be towards the resulting decision".

The theory concerning the attitude-behaviour relationship suggests that attitudes can and do predict behaviour. Also, findings in the literature consulted also depicted a positive correlation between attitude and behaviour.

In addition to the theories considered above, the researcher looked at the ecological theories which suggest that the person must be viewed in his/her context, i.e. the person and their environment are not distinct concepts and reciprocally influence each other.¹⁰⁷ The interaction between the individual and the environment (including the wider family and social system) is the foundation of ecological theories.¹⁰⁸ An examination of substance dependency within children lends itself to an ecological approach. For example, an entire family and extended family is affected by a young person's substance dependency. Other systems, like the school (which is

¹⁰³ *Ibid.*

¹⁰⁴ *Ibid para 3.*

¹⁰⁵ *Ibid.*

¹⁰⁶ *Ibid para 3.*

¹⁰⁷ F Parker The individual mindset behind violence in schools specific to the Western Cape (Unpublished MA, University of South Africa, 2018).

¹⁰⁸ *Ibid.*

most relevant this study) also experiences the impact of addiction as the child might present with violent behaviour at school.¹⁰⁹

Parker¹¹⁰ refers to these findings in his research where he notes that individuals present with anti-social behaviour, low self-esteem, low social conformity, psychiatric symptomology and genetic loading and there is an affiliation with drugs in peer circles. The highly publicised slaughter of the van Breda family might give insight to Parker's point. *The world was left shaken in 2015 when news emerged of a brutal axe-attack on a Stellenbosch family, leaving three dead and two survivors. The Van Breda family were attacked in their home in the De Zalze Golf Estate. Martin van Breda, 55, his wife Theresa, 54, and older brother Rudi, 22, were killed. A 16-year old Marli and brother Henri, 20, survived. Only days later Henri handed himself over to police for the murder of his parents and brother and the attempted murder of his younger sister.*¹¹¹ *As the trial unfolded, details emerged of how Henri had also tampered with the crime scene. Examining neurologist, Dr James Butler, told the court that Van Breda experienced an "acutely disturbed state of mind" which led to a breakdown in the brain functions which activate deception. Another neuroscientist Joshua Buckholtz stated, "a lack of emotion isn't the only thing driving psychopaths". His research found that their brains also "overvalue the pleasure associated with getting what they want" and this may result in "callous and manipulative acts". Through his research, he found that "the brains of people with psychopathic tendencies are rich with dopamine, a reward chemical that makes us seek out pleasure".*¹¹² *During the trial, Henri was often described as 'the black sheep' and anti-social. Some even went as far as describing him as a psychopath. In 2018 Henri van Breda was found guilty of the murder of his three family members. Judge Siraj Desai delivered judgment in the Western Cape High Court in Cape Town, adding that he was also guilty of obstructing the administration of justice. He was later handed down a maximum life sentence each for the murder of his father, mother and brother.*¹¹³

¹⁰⁹ *Ibid.*

¹¹⁰ *F Parker supra 150*

¹¹¹ L Miso Report: Marli van Breda getting better Available from: <https://www.jacarandafm.com/news/news/report-marli-van-breda-getting-better/> Accessed at 27 May 2020.

L Miso Report: Marli van Breda getting better Available from: <https://www.jacarandafm.com/news/news/report-marli-van-breda-getting-better/> Accessed at 27 May 2020.
[o.za/ideas/2018-05-29-commentary--we-know-henri-van-breda-killed-his-family-but-what-made-him-do-it/](https://www.jacarandafm.com/news/news/report-marli-van-breda-getting-better/)
Accessed at 27 May 2020.

¹¹³ *S v Van Breda* (SS17/16) [2018] ZAWCHC 87 (7 June 2018)

Bronfenbrenner's theory of ecological development suggests that children are located within a variety of different environmental contexts which either steers their development by providing opportunities or serving as risk factors.¹¹⁴ Each environmental setting is "nested" within a number of other environmental parameters, and each setting has a reciprocal influence over each other. According to this model, the most immediate impact on the functionality of a child is the microsystem which encompasses the relationship between the adolescent and the immediate environment (home, family, school and community).¹¹⁵ Bronfenbrenner's ideal is that mesosystems e.g. schools and educators should provide a safety net for children in the absence of close connections between the child and his family.¹¹⁶

The researcher can at this point suggest that these theories, while they focus on different aspects and on different factors, are related to each other. The theories demonstrate the impact of the different systems on the individual. We cannot understand the dynamics of the relationships between young people and their families without understanding how the mesosystem and microsystems influence that situation. Influences can be both negative and positive. The theories demonstrate the critical role of relationships for the child.¹¹⁷ An absence of a well-balanced micro and mesosystem can lead to the child seeking attention in other aspects of the environment that might not be conducive to his development. Having said all of that, however, the pertinent question is still centred on how we can rectify the matter. We have established that the likelihood of violence in schools is multiplied by substance abuse by adolescents, but what reforms are in place to alleviate the problems?

2.4 Legal framework

Within the South African context, the Prevention of and Treatment of Substance Abuse Act 70 of 2008 which was passed on 19 April 2009, aims to provide for a comprehensive national response to combat substance abuse, to provide for the committal of persons to and from treatment centres and for the treatment, rehabilitation and skills development in such treatment centres, to provide

¹¹⁴ *Parker supra* 107

¹¹⁵ *Parker supra* 107

¹¹⁶ *Parker supra* 107

¹¹⁷ *Parker supra* 107

mechanisms aimed at harm reduction related to the early intervention, treatment and re-integration programmes (which we look at below), and the establishment of a Central Drug Authority that will oversee the implementation of the revised Drug Master Plan (Prevention of and Treatment of Substance Abuse Act 70 of 2008).¹¹⁸

The Act mentioned above makes provision for treatment programmes for substance-dependent children. It is within this context that a study to determine what child and adolescents care interventions/experiences would support children to maintain their sobriety becomes increasingly relevant. The research study is guided by ecological theories and restorative justice theories.

2.4.1 The South African Constitution

This framework can also be read in line with Sections 28 of Chapter 2 of the Constitution of the Republic of South Africa, which provides for a range of rights that are specifically dedicated to children. These basic rights include the right to health care services and social services in section 28 1(c) of the Constitution. The Constitution being the framework of which all other laws and legislation are aligned and hence, is the cornerstone of all laws regulating the prevention and treatment of harmful substances generally and among adolescents. Sections 10-12 of the Constitution states that everyone has the right to dignity and such a right must be respected and protected; furthermore, it goes on to say that everyone has a right to life and a right to freedom and security of that person. All these rights enshrined in the Constitution are applicable to all citizens of South Africa, including children. Furthermore, these rights are enjoyed equally by all children in addition to the specific children's rights provided in section 28 of the Constitution. As mentioned previously, SA has incorporated this treaty into its domestic law through the Children's Act.

2.4.2 The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (CRC) is one of the treaties that South Africa is a signatory of. SA has incorporated this treaty into its domestic law through the

¹¹⁸ *Parker supra 107*

Children's Act which will be discussed below. Article 33 of the CRC requires states to "take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances."¹¹⁹

In its General Comment no. 15 (2013) on the right to health articulated in article 24 of the CRC, the Committee on the Rights of the Child has called for provision of information and education for children on health issues such as 'the dangers of alcohol, tobacco and psychoactive substance abuse'¹²⁰; as well as for prevention of substance abuse.¹²¹ The Committee further calls on states to "protect children from solvents, alcohol, tobacco and illicit substances, increase the collection of relevant evidence and take appropriate measures to reduce the use of such substances among children", including regulation of the advertising of substances.¹²² The Committee specifically acknowledges the role of parents in early diagnosis and as "the most important protective factor" against "high-risk behaviour" such as substance abuse. Accordingly, the Committee calls on states to "adopt evidence-based interventions to support good parenting, including parenting skills education, support groups and family counselling, specifically for families experiencing children's health and other social challenges".¹²³ In its General Comment on Adolescent Health, the Committee also emphasises the provision of information to adolescents about the use and abuse of substances.¹²⁴ In its Concluding Observations on South Africa's Second Periodic Report to the Committee, the Committee recommended that the South African state takes measures to reduce drug use, through inter alia provision of "accurate and objective information" and "life skills education" on the prevention of substance abuse.¹²⁵ The African Charter on the Rights and Welfare of the Child in article 28 requires parties to "take all appropriate measures to protect the child from the use of narcotics and illicit use of psychotropic substances as defined in

¹¹⁹ United Nations Convention on the Rights of the Child

¹²⁰ *Ibid* para 59

¹²¹ *Ibid* para 62

¹²² *Ibid* para 65

¹²³ *Ibid* para 67

¹²⁴ *Ibid* para 29

¹²⁵ *Ibid* para 48(h)

the relevant international treaties, and to prevent the use of children in the production and trafficking of such substances.”¹²⁶

2.4.3 Children’s Act 38 of 2005

The Children’s Act provides a legal framework for both prevention of substance abuse; treatment and rehabilitation of addicted children; as well as protection from harm. Section 150(1)(d) of the Children’s Act states that a child addicted to a dependence producing substance and is without any support to obtain treatment for the dependency as a child in need of care and protection. Section 7(1) of the Children’s Act 38 of 2005 talks about the need to protect the child from any physical and psychological harm that may be caused by (i) subjecting the child to maltreatment, abuse, neglect, exploitation or degradation or exposing the child to violence or exploitation or other harmful behaviour or (ii) exposing the child to maltreatment, abuse, degradation, ill-treatment, violence or harmful behaviour towards another person. The availability of drugs in society directly places children at risk of abuse and neglect. Furthermore, alcohol is legal, hence easily available even though it has the potential to destroy lives and cause chaos not only within families but in society as well subjecting children to violence and abuse within their own homes.

Section 144 of the Children’s Act focuses on the purposes of the prevention and early intervention programmes. Section 144 (1) states that prevention and early intervention programmes must focus *inter alia* on: (a) preserving a child’s family structure; (b) developing appropriate parenting skills; (c) the capacity of parents and caregivers to safeguard the well-being and best interests of their children, including the promotion of positive, non-violent forms of discipline; (d) promoting appropriate interpersonal relationships within the family; (e) preventing the neglect, exploitation, abuse or inadequate supervision of children and preventing other failures in the family environment to meet children’s needs. The Children’s Act requires the determination of Norms and Standards for Prevention and Early Intervention Programmes (PEIP) (section 147(2)). These Norms and Standards have been issued under regulations among other things outreach services, education, information and promotion programmes, therapeutic programmes and family preservation. PEIP do not directly identify the provision of substance

¹²⁶ *Ibid*

abuse prevention or treatment programmes and are rather generically framed. The only programmes that mention substance abuse are the diversion programmes which aim to assess children's needs in relation to substance abuse.

2.4.4 Child Justice Act 75 of 2008

Substance abuse by adolescents often leads to incarceration of adolescents as they are likely to engage in petty crimes because of substance abuse or a means to finance their substance abuse habits.¹²⁷ Probation officers (who are social workers by profession) play a crucial role in assessing and providing diversion and mediation services for children in conflict with the law as provided by the Child Justice Act 75 of 2008 (hereinafter referred to as the Child Justice Act). Chapter 5 of the Child Justice Act outlines the duty of the probation officer to assess children as well as the purpose of assessment. In chapter 7, the Act outlines the nature and objectives of a preliminary inquiry and lastly, chapter 8 outlines the goals of diversion amongst other things. The purposes of diversion and victim-offender mediation are to keep adolescents away from the criminal justice system by avoiding criminal charges or obtaining a criminal record. It also provides an opportunity for restitution to victims of the offences.

2.4.5 Education Laws Amendment Act (Act 31 of 2007)

Supplementing the South African Schools Act (Act 84 of 1996), the South African government passed an amendment Act, the Education Laws Amendment Act (Act 31 of 2007) to deal with school-based violence. According to Section 8A of the Education Laws Amendment Act 31 of 2007, it is an offence for learners to bring hazardous objects, drugs or alcohol to school. Section 8A also allows for the school principal or his or her staff to search learners for dangerous weapons if there is a reasonable suspicion to do so (Republic of South Africa, 2007).

In short, Section 8A of the Education Laws Amendment Act 31 of 2007, proscribes learners to bring hazardous objects or drugs to school and provides guidelines to be followed when searching learners for dangerous weapons.

¹²⁷ *Ngcobo supra*

2.5 Regulations for safety measures at public schools

Section 4 of the Regulations for Safety Measures at Public Schools consistent with Section 10 of the South African Schools Act (Act 84 of 1996) provides learners protection from physical harm. The regulations for the safety measures at public schools compel schools to comply with the South African School Safety Act in establishing violence and drug-free public schools.

Section 4 (3) of the regulations for safety measures at public schools allows police officials, school principals or if they are not present, their delegates to search without warrant, the school premises or any person if there is a reasonable suspicion that there are drugs or weapons present. It is within the right of the police official, principal (or his/ her delegate) to confiscate dangerous objects or illegal drugs on school grounds or seize the person who is disregarding school regulations.¹²⁸

Section 5 of the regulations for safety measures at public schools allow the school principal to take steps to maintain the safety of the school premises or the people in the school premises by forbidding anyone to enter the school premises without the principal's permission. According to Section 5 (2) individual's entering the school premises should provide their name, contact address and any other important information required by the principal, identify themselves, declare whether they possess a dangerous object or drugs and subject him or herself to being searched if required. If they refuse, the principal has the right to remove them from the school premises.¹²⁹

Section 9 (5) and (6) of the regulations for safety measures at public schools instructs that schools must advance a plan of action to counter dangers of violence and that this plan must ensure the wellbeing of all learners, staff and guardians amid school activities.¹³⁰

Below, the researcher will make sense of these treaties and the Constitution and how these legal frameworks are applied when dealing with substance abuse and violence in schools.

¹²⁸ Republic of South Africa, 2001

¹²⁹ *Ibid.*

¹³⁰ *Ibid.*

2.5.1 Adolescent care interventions

Parker explains child and adolescents care interventions occur at three levels: global interventions, prolonged interventions, and immediate interventions. Comprehensive interventions are those interventions that facilitate change in the general life situation of a young person, for example, placing a young person at a treatment programme.¹³¹ Prolonged responses are those interventions, which span over a period of time aimed at the development of different skills, knowledge and attitudes. Immediate interventions are seen as the core of child and adolescents care work.¹³² It involves an immediate action at that moment aimed at facilitating change in a way that young people are interacting, to change the direction of immediate interaction, to reinforce a point in learning, to connect a moment to a general goal, to develop insight and to change a way of thinking. Parker argues that, in his phenomenological inquiry into the effectiveness of child and adolescents care interventions, he concluded that an effective intervention is “an intentional caring act, taken into one of the daily life systems of which the adolescent is part of, which facilitates change in that system such that a context is created for the adolescent to have a different experience of herself and of the meaning she gives to that experience.

Adolescents that are substance dependant may experience broken relationships with society as a result of the behaviours that they engage in and need to learn alternate ways of rebuilding their connection with society.¹³³ The restorative approach has been propagated in South Africa in the realm of adolescent justice. Restorative justice is one of the principles underlying the child and adolescents care system in South Africa.¹³⁴ The focus is on ‘restoring social harmony, righting wrongs and where possible, making amends to the victims’.¹³⁵ Restorative justice theories are a non-violent principled approach to correct living aimed at creating peaceful communities.¹³⁶ It recognises three important role players to crime which are the offender, the victim, and the

¹³¹ *Ibid.*

¹³² *Ibid.*

¹³³ *Parker supra*

¹³⁴ *Parker supra*

¹³⁵ The Constitution of the Republic of South Africa. (1996, May 8). SA: Cape Town Constitutional Assembly.

¹³⁶ *Parker supra* 107

community. Parker¹³⁷ identifies the following critical components of a restorative approach (some have been covered above): focusing on harms suffered rather than the laws broken, a balanced involvement of the victim and offender in the criminal justice process, as well as the recognition of the offender's need to accept responsibility and accountability to fulfil obligations, which are achievable.

Parker¹³⁸ argues that the theory of restorative justice focuses on the concept of the social discipline window, stakeholders' roles, and restorative practise typology. According to the social discipline window, the punishment was seen as an effective method of managing wrongdoing.¹³⁹ The social discipline window applies two concepts of control: It supports to manage wrongdoing where power is defined as directing influence over others whilst support entailed providing encouragement or nurturance.¹⁴⁰ The two concepts of control and support also operate within a continuum of "high" and "low" with the restorative approach having a high level of support and control. This approach allows for joint involvement of the offenders and adults, confronts wrongdoing whilst validating the intrinsic worth of the offender. It allows for the offender to make amends and shed the offender label.¹⁴¹

Various stakeholders are affected by wrongdoing. The primary stakeholders are identified as the victim and offender who have been directly affected. This may also include close, emotional connections with parents or a family member who is also directly involved in the incident. They need to express their feelings and voice their opinions on how amends can be made. The offender needs to restore their rightful place in the community and be empowered to take responsibility for their wrongdoing. The primary stakeholders ensure that wrongfulness is acknowledged and steps are taken to prevent re-offending and the re-integration of the victim and offender to their respective communities.¹⁴² Secondary stakeholders are those that live nearby the victim/offender or those that belong to religious, social or business organisations that have some connection to those affected by the incident. The secondary stakeholder's role is to

¹³⁷*Parker supra* 107

¹³⁸*Parker supra* 107

¹³⁹*Parker supra* 107

¹⁴⁰*Parker supra* 107

¹⁴¹*Parker supra* 107

¹⁴²*Parker supra*

support processes, which re-integrate both the victim and offender.¹⁴³

2.6 Restorative justice theories

Restorative justice theories are applicable to young people that are substance dependent. Young people often become involved in criminal activity and become alienated from their families and communities; and hence, a restorative approach can restore their rightful place in the community. Restorative practice typologies demonstrate that the participation of victims, offenders and communities of care is vital to repair harm and achieve reintegration in communities.¹⁴⁴ Child and adolescent care workers working from a restorative approach will ensure that young people learn the skills to amend family relationships, accept responsibility for their actions, thereby experience societal harmony. It is a critical component to working with substance dependent children and the process demands the full participation of all members to be fully effective.

It is a respectful approach that teaches young people to be accountable for their actions, a recognition of wrongdoing of the offender and an affirmation of the self-worth of the offender. It is an approach that allows them to learn a non-violent means of resolving conflict and creating harmony in relationships and peaceful communities.¹⁴⁵

2.7 Conclusion

The researcher presented an overview of the extent of substance abuse amongst South African children. School-going adolescents take drugs for a variety of reasons including boredom, peer pressure, experimentation, and interpersonal issues and as a method of problem-solving.¹⁴⁶ As such, the Prevention and Treatment of Substance Abuse Act is of importance and would provide the framework for all interventions in substance abuse in the country. The Act focuses strongly on early intervention, treatment and re-integration programmes for vulnerable persons.

¹⁴³*Parker supra*

¹⁴⁴*Parker supra*

¹⁴⁵*Parker supra*

¹⁴⁶*Duma supra* 180

An overview of theories connected to substance dependency was presented. The approaches discussed certain commonalities in that they all emphasise the importance of children experiencing secure social networks with family and community. The research studies have indicated that if child and adolescents care workers operate from an ecological competence model (the combination of a person's skills, abilities, motivation, environmental qualities of social networks and support systems), this will increase the young persons' chances of successful treatment outcomes.

3 CHAPTER THREE

Debunking school violence: Understanding the role of the school structure in dismantling violent behaviours in schools

3.1 Introduction

There is often a lot of emphasis placed on the importance of a country's adolescents in terms of renewing and maintaining a society. Adolescents have a role in renewing and refreshing the status of a society including, leadership, innovations and skills. They are expected to advance the current technology, education, and politics of the country. In every community and country, children are the most important natural resource. Their well-being, capabilities, knowledge, and energy will determine the future of villages, cities and nations around the world. Equally important, adolescents have the responsibility to maintain culture and all good values in the societies. This chapter provides a conceptual framework for substance abuse prevention. An overview of the principles of prevention is provided and the risk and protective factors are explained in relation to prevention and health promotion. This chapter will also take a brief look at programmes aimed at treating the predicament of drug abuse including Teenagers Against Drug Abuse (TADA), Programmes of Primary Prevention through Stories (POPPETS) and Key-Moja. Their efficacy will be determined mostly by evidence of monitoring and evaluation that has been done on the respective programmes by previous researchers as well as the ability of the programme to meet its intended objectives, which for the majority of these programmes, is to curb the abuse of substances.

3.2 Substance abuse prevention

According to the 1999 United Nations Human Development report, there are a number of factors impacting the well-being of the adolescents, including school-going individuals.¹⁴⁷ For learners

¹⁴⁷ World Health Organization. 2002. The Health Promoting Schools Initiative. (Web:] <http://www.afro.who.int/healthpromotion/proiect.html> [Date of access: 21 August 2019].

.to succeed in school, they should not be tired, hungry, using drugs, or concerned that violence this may occur anytime.¹⁴⁸ While violent incidents that occur at school are the primary focus here, it is worth noting that circumstances outside of school may also contribute to the overall wellbeing of a learner. Abuse at home, poverty, being exposed to a culture of substance abuse, as well as financial lack are all problems that not only affect children's health but also interfere with their ability to learn.¹⁴⁹ An extensive research project at high schools in Kwazulu-Natal, North West Province, Western Cape, Limpopo Province, Gauteng and Mpumalanga revealed that respondents from these provinces considered drug use to be a key reason for violence, which manifested, *inter alia*, in physical violence geared towards educators and damaging school property.¹⁵⁰ The interplay between the use of drugs and violence would mean that the causes of violence disclosed in the mentioned study would also relate to drug use.¹⁵¹ As a response to this, the South African law prides itself with an array of mechanisms that prioritise the needs of children. These mechanisms include the Child Care Convention Act on the rights of the child with a particular focus on children in the constitution and the implementation of a national plan which addresses the needs of children.¹⁵² It is evident through laws, including the Child Care Convention Act that provisions made by the South Africa government reveals they are committed to protecting children as a vulnerable group. The review of literature thus far has established the prevalence of drugs in schools in the country by identifying incidents which have taken place and been published in newspapers and other reported factors which contribute to drug use. This section will focus on interventions based on drug use and the importance of such a practice. The purpose of any campaign is to enlighten society to issues which protect the lives of individuals.

According to Parker, prevention is described as a strategy that mitigates less than optimal social and physical environments by influencing the behaviour of children, families, and parents to enhance protective factors and reduce the risks to be able to develop resilience.¹⁵³ The Centre for Substance-Abuse Prevention (2006) defines prevention as:

¹⁴⁸ *Ibid.*

¹⁴⁹ *Ibid.*

¹⁵⁰ V Mncube and C Harber The dynamics of violence in South African schools. Pretoria: University of South Africa. 2013.

¹⁵¹ *Ibid.*

¹⁵² *Ibid.*

¹⁵³ F Parker The individual mindset behind violence in schools specific to the Western Cape (Unpublished MA, University of South Africa, 2018).

A proactive process that empowers individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviours and lifestyles. The goal of substance-abuse prevention is the fostering of a climate in which (a) alcohol use is acceptable only for those of legal age and only when the risk of adverse consequences is minimal; (b) prescription and over-the-counter drugs are used only for the purposes for which they were intended; (c) other abusable substances, e.g., aerosols, are used only for their intended purposes; and (d) illegal drugs and tobacco are not used at all.¹⁵⁴

Prevention is also defined in the National Drug Master Plan as follows:

A pro-active process that empowers individuals and systems to meet the challenges of life's events and transitions by creating and reinforcing conditions that promotes healthy behaviour and lifestyles. It generally requires three levels of action: primary prevention (altering the individual and the environment so as to reduce the initial risk of substance use/abuse); secondary prevention (early identification of persons who are at risk of substance abuse and intervening to arrest progress); and tertiary prevention (treatment of the person who has developed substance/drug dependence).¹⁵⁵

The desired outcome of such a strategy includes the prevention of substance abuse, as well as to promote the necessary conditions for a child's healthy development.¹⁵⁶ The United Nations Office for Drug Control and Crime Prevention adds that an effective strategy goes beyond this to developing and nurturing young individuals in a healthy and safe manner so that they can become active and engaging citizens while realising their talents and full potential.¹⁵⁷

A recent media report noted that research shows that the level of violence in South Africa has not increased in recent years and has instead remained relatively stable. Although it remains high - it is widespread and manifesting at an increasing rate.¹⁵⁸ According to data from the Centre for Justice and Crime Prevention, most of the violence found in schools differs from the extreme incidents we have seen reported in the media recently, such as stabbings and murder.¹⁵⁹ Most violence is in the form of bullying and psychological abuse.¹⁶⁰ Basic Education Minister Angie

¹⁵⁴ X Cupido An Exploration of School-Based Substance-Abuse Prevention Programme in the Cape Metropolitan Region (Unpublished PhD thesis, University of the Western Cape). 355.

¹⁵⁵ *Ibid.*

¹⁵⁶ *Ibid.*

¹⁵⁷ United Nations Office for Drug Control and Crime Prevention Lessons learned in drug abuse prevention: A global review. New York, NY: United Nations. 2002.

¹⁵⁸ L Saayman Violence and drugs in our schools Available at: <https://comarochronicle.co.za/180962/violence-drugs-schools/> Accessed on 30 August 2019.

¹⁵⁹ Centre for Justice & Crime Prevention School violence in South Africa Available at <http://www.cjcp.org.za/school-violence-in-south-africa.html> Accessed on 13 April 2019.

¹⁶⁰ *Ibid.*

Motshekga told parliament in October 2019 that school violence is a "huge" concern.¹⁶¹ During the same joint sitting of the portfolio committees on basic education and police in parliament, Dr Granville Whittle, deputy director-general at the basic education department, told parliament the national school safety framework remained their primary strategic response to school violence.¹⁶² In a separate address to parliament, Motshekga stated that there was no silver bullet that would bring an end to violence in schools following a spike in recent weeks, with learners and teachers falling victim, she assured members of parliament that the South African government remains determined to address the matter.¹⁶³ To further elaborate on the government's commitment to dealing with the scourge of violence in schools, Motshekga added:

We have ongoing programs to educate learners around the dangers of bullying, drug abuse and violence that have plagued our schools in recent years. This is an area that we have had to look at closely even holding a school safety summit to ensure we begin to address these, by working with police and communities to ensure schools are safe spaces.¹⁶⁴

The previous chapter focused on the theories relating to substance abuse and addiction, and the biological, psychological and social characteristics that can make individuals vulnerable to potential behavioural and health related problems, such as substance abuse. Individual-level factors might include positive self-image, self-control, or social competence.¹⁶⁵ Above the individual elements are those related to broader society and existing within a larger ecosystem.¹⁶⁶ According to Hawkins *et al.*, exposure to risk factors has been identified as a precursor to substance abuse.¹⁶⁷ Although it is seen as a precursor, this knowledge does not provide the solution to prevention.¹⁶⁸ Understanding the factors that may impact on the initiation

¹⁶¹ N Jorjaan School violence is a 'huge concern', Angie Motshekga tells parliament Available at: <https://www.sowetanlive.co.za/news/south-africa/2019-10-08-school-violence-is-a-huge-concern-angie-motshekga-tells-parliament/> Accessed on 09 October 2019.

¹⁶² *Ibid.*

¹⁶³ J Felix No silver bullet will bring an end to school violence – Motshekga Available at: <https://ewn.co.za/2019/07/09/no-silver-bullet-will-bring-an-end-to-school-violence-angie-motshekga> Accessed on 09 October 2019.

¹⁶⁴ A Motshekga Basic education: We are turning the tide - Angie Motshekga Available at: <https://www.politicsweb.co.za/archive/basic-education-we-are-turning-the-tide--motshekga> Accessed on 09 October 2019.

¹⁶⁵ D Albarracín, BT Johnson & MP Zanna The Handbook of Attitudes. Lawrence Erlbaum. 2005.

¹⁶⁶ *Ibid.*

¹⁶⁷ JD Hawkins, ML Van Horn and MW Arthur Community variation in risk and protective factors and substance use outcomes Prevention Science, 5 (4), 213– 220. 2004.

¹⁶⁸ *Ibid.*

of substance use is paramount to prevention programmes. Hawkins *et al* further argue that addressing the factors that place young people at risk and focusing on protective factors are essential in substance-abuse prevention.

3.2.1 School-based prevention strategy

School-based violence prevention became a growing concern for educators, parents, and researchers with the increasing violent incidents taking place on school grounds. The Central Drug Authority collaborated with the Department of Education to establish a Policy Framework on the Management of Drug Abuse in all Public Schools and Further Education and Training Institutions.¹⁶⁹ Contained in the policy framework are recommendations made in the Department of Social Development's National Drug Master Plan, which focuses on prevention and early intervention based on a restorative justice approach, and distributed to all schools throughout South Africa.¹⁷⁰ The national strategy for the prevention and management of alcohol and drug use amongst learners in schools was adopted in 2002 with the aim of retaining learners in school and to create a safe learning environment that contributes towards quality education.¹⁷¹

Its objectives include ensuring that schools are alcohol and drug-free zones and it is premised on four pillars, namely; to create an enabling environment for the prevention and management of alcohol and drug use; primary prevention of the use and abuse of alcohol and drugs; early detection that focuses on the identification of early signs of alcohol and drug use and dependence; and the treatment, care and support that is focused on setting up referral links for learners to access the required services.¹⁷² Administered through the South African Schools Act¹⁷³, the prevention aspects of the policy are implemented mainly through the Life Orientation Learning Area of the school curriculum, specifically the life skills programme.¹⁷⁴ The programme promotes behaviour change by providing learners with relevant knowledge on the

¹⁶⁹ *Cupido supra* 151

¹⁷⁰ *Ibid.*

¹⁷¹ National strategy for the prevention and management of alcohol and drug use amongst learners in schools. 2013. Department of Basic Education.

¹⁷² *Ibid.*

¹⁷³ South African Schools Act (84 of 1996).

¹⁷⁴ *Cupido supra* 151

use and abuse of drugs, changes attitudes towards drug use, enhances self-esteem, and teaches learners decision-making skills as well as skills to resist peer pressure. These aspects of the programme are also supported by peer education strategies that aim to change social norms about high-risk behaviours.¹⁷⁵ Life Orientation (LO) is a subject offered in schools that deals with substance-abuse prevention education.¹⁷⁶

The department of education intended the subject to promote social justice, human rights and inclusiveness, as well as a healthy environment.¹⁷⁷ As such, the curricula included elements that teach behavioural and social skills to learners, widely considered to be a universal classroom-based programme targeted at both primary and high school learners.¹⁷⁸ The subject did not yield the desired effects nor had a visible impact on curbing the use and abuse of illicit substances in schools.¹⁷⁹ Among the contributing factors is that educators do not feel adequately trained, and as a result many learners do not take the subject seriously enough.¹⁸⁰ A number of recommendations were made, one being that school-based prevention goes beyond the provision of information, but rather encourages behaviour change through the consistent provision of life skills programmes.¹⁸¹ This speaks powerfully to what was said earlier about the need to develop an effective strategy that goes beyond prevention to developing and nurturing young individuals healthily and safely so that they can become active and engaging citizens while realising their talents and full potential.

The guiding principles were outlined for schools to incorporate as stipulated below:

- The possession, use or distribution of illegal drugs, and the inappropriate possession, use or distribution of legal drugs, including alcohol and tobacco, is prohibited in South African schools and this message should be delivered clearly and consistently within our school communities.
- The Ministry intends that all South African schools should become tobacco, alcohol and illicit drug-free zones.

¹⁷⁵ *Ibid.*

¹⁷⁶ *Ibid.*

¹⁷⁷ *Ibid.*

¹⁷⁸ *Ibid.*

¹⁷⁹ *Ibid.*

¹⁸⁰ *Ibid.*

¹⁸¹ *Ibid.*

- All learning institutions should have clear policies on both prevention and intervention, underpinned by a restorative, supportive orientation. These policies and procedures should be communicated and disseminated to the school community in a culturally appropriate and inclusive way and should give priority to:
 - (a) Developing safe and supportive school environments that value human dignity and celebrate innocence; educating the entire school community regarding drugs and the abuse thereof;
 - (b) Developing a range of responses for managing drug-related incidents within the school, taking into account confidentiality, the nature of the incident, the circumstances of the learners involved, and the needs and safety of the school community;
 - (c) Building capacity by giving educators, particularly those working with drug-related incidents, access to professional development opportunities, provided by Provincial Departments of Education, other government departments and private providers;
 - (d) Ensuring regular monitoring and evaluation of policies and procedures for managing drug-related incidents in schools. In the case of disclosure, educators and learners should be given support to handle confidential issues and be prepared to handle such disclosures.¹⁸²

Another strategy used by schools to manage the occurrence of violence in schools is the implementation of rules set out in the Code of Conduct. Data collated in KwaZulu Natal points to the use of the Code of Conduct in schools as an efficient way of dealing with violence in schools.¹⁸³ According to Duma, for the Code of Conduct to be effective, it has to be current and practical and contain procedures that would assist the school in dealing with learner misconduct that is occurring at the school.¹⁸⁴ These strategies are not universal, and they are specific to each school as they are determined by the school governing body (SGB). It is within the Code of Conduct that guidelines are stipulated on interpersonal relationships among learners in terms of

¹⁸² *Ibid.*

¹⁸³ S Duma Dynamics of school violence and the role of school leadership in reducing it in two Umlazi township schools (Unpublished MEd, University of KwaZulu Natal, 2013).

¹⁸⁴ *Ibid.*

any forms of aggressive and abusive behaviour such as intimidation, bullying, victimisation, physical, sexual and verbal abuse.¹⁸⁵

Findings also show that school violence hurts the schooling community. To change this unacceptable situation, role players have adopted the perception that discipline in the township schools is the co-responsibility of the community as a whole. Therefore, schools have to work hard to win the support of their communities.¹⁸⁶ Cupido further argues that a collaborative approach between schools and districts focusing on individuals and the interaction with their families, peer groups, schools, and the community in which they live would help in substance abuse prevention.¹⁸⁷ Therefore, schools must be able to forge good relationships with the community and other non-governmental entities. Schools must be able to mobilise other stakeholders (including communities and non-governmental players) to address violence within schools.

3.2.2 School and community-based prevention strategy

As discussed earlier on in this chapter as well as the previous chapter, Bronfenbrenner's theory of ecological development suggests that children are located within a variety of different environmental contexts which either steers their development by providing opportunities or serving as risk factors.¹⁸⁸ Each environmental setting is "nested" within some other environmental settings, and each setting has a reciprocal influence over each other. According to this model, the most immediate influence on the functioning of a child is the microsystem which encompasses the relationship between the young person and the immediate environment (home, family, school and community).¹⁸⁹

¹⁸⁵ *Ibid.*

¹⁸⁶ *Ibid.*

¹⁸⁷ *Cupido supra 151*

¹⁸⁸ *F Parker The individual mindset behind violence in schools specific to the Western Cape (Unpublished MA, University of South Africa, 2018).*

¹⁸⁹ *Ibid.*

Bronfenbrenner's ideal is that mesosystems, for example, schools and educators should provide a safety net for children in the absence of close connections between the child and his family.¹⁹⁰ The restorative approach has been propagated in South Africa in the realm of adolescent justice, and restorative justice is one of the principles underlying the child and adolescent care system in South Africa.¹⁹¹ The focus is on 'restoring social harmony, righting wrongs and where possible making amends to the victims'.¹⁹² Restorative justice theories are a non-violent principled approach to living right (by measure of the law) aimed at creating peaceful communities. Beyond educators and learner's efforts to curb violence, enlisting the community to combat violence can help reduce the risks and promote protective bonds between young people, their families, schools and communities.¹⁹³ As such, it is possible for a strategy that incorporates the school and community. This is particularly important because the evidence above suggests that these aspects of children coexist and infiltrate each other. It has been recommended that adding community components to existing classroom-based school programmes enhances overall reductions in substance-using behaviours.¹⁹⁴ Cupido argues that substance-abuse prevention is best pursued as an integrated multifaceted continuum of interventions designed to address barriers to learning and to promote healthy development. Such approaches are only feasible if the resources of schools, families, and communities are woven together.

Arrangements between schools and communities could be formal or informal. Cupido adds that while it is easier to develop loose or relaxed partnerships between schools and communities, formal arrangements require effort and a shared vision with systemic reforms. Of particular concern in the Inanda area are the high levels of reported interpersonal violence.¹⁹⁵ This includes domestic violence, rape, child abuse, attempted murder and assault (GBH). The level of underreporting in this area is not known, however, it is assumed relatively high.¹⁹⁶ A number of risk factors associated with violence are present in the area, and intersect with a number of the

¹⁹⁰ Ibid.

¹⁹¹ Ibid.

¹⁹² The Constitution of the Republic of South Africa. (1996, May 8). SA: Cape Town Constitutional Assembly.

¹⁹³ AG Meyer. School violence in secondary schools: Guidelines for the establishment of Health Promoting Schools (Unpublished Med at North West University). 2005.

¹⁹⁴ Cupido *supra* 151

¹⁹⁵ The Consortium Kwa Mashu and Inanda Crime Prevention Programme Available at <http://www.ipt.co.za/kmashureport.PDF> Accessed on 25 July 2019.

¹⁹⁶ Ibid.

other social and environmental challenges highlighted:

- Alcohol and substance abuse is a risk factor for all types of violence;
- Lack of parenting skills is a risk factor for child abuse;
- Negative peer influence, gender inequality and isolation of women, easy accessibility to firearms, social acceptance of violence and large economic gaps are contributing factors towards violence in a society.¹⁹⁷

A number of interventions are therefore required to address interpersonal violence. No single intervention will be able to prevent, address and manage interpersonal violence. Various levels of intervention are required as discussed below:

- At a community, family, school and social level, anti-violence strategies need to focus on conflict resolution, life skills, empowerment of groups to turn adolescents “at risk” in adolescents “as resources”, to develop public campaigns to change beliefs and social issues, and to invest in families, parenting and early childhood education (page 21).¹⁹⁸

In Inanda, some councillors and police officers have highlighted the enormous number of shebeens¹⁹⁹ and taverns in the area, that open from early morning to late at night.²⁰⁰ Some spaza shops and stores also sell liquor and home-brews without adhering to regulations. The report compiled by the Consortium suggests that that certain shebeens serve alcohol to children and others act as a conduit for the sale of drugs – the proximity of schools and shebeens to each other contributes to the crisis.²⁰¹ The report puts forward ways in which these issues can be approached:

- Developing a local government, community and law enforcement response towards shebeens and taverns: this would include strategies for regular hours to be set, the closure of taverns next to schools, developing ‘drug-free schools’, enforcing regulations in shebeens or taverns where violence is extensive, prosecuting owners who sell to

¹⁹⁷ *Ibid.*

¹⁹⁸ *Ibid.*

¹⁹⁹ The first shebeens in South Africa were local bars and taverns where mostly working-class urban males could unwind, socialise, and escape the oppression of life during the apartheid era. The shebeens were also illegal. Today, they form a vibrant part of the community, and continue to define the social life of many South Africans.

²⁰⁰ *Ibid.*

²⁰¹ *Ibid.*

adolescents etc.

- By developing a network of service delivery organisations to implement prevention strategies (particularly involving adolescents, families, parents) and community-based public awareness campaigns; as well as to provide rehabilitation services and alternative activities.

Through the above recommendations, it is evident that schools and communities must depend on each other to resolve the crisis of substance abuse at school and generally, by ipso facto mitigating the issue of violence at schools.

In both strategies discussed above, organisational capacity is considered very necessary for achieving positive health outcomes when implementing substance abuse prevention programmes.²⁰² The capacity in communities becomes more powerful when partnerships are forged between schools and community organisations that offer the opportunity to share resources and expertise to support prevention and intervention programmes.²⁰³

Duma puts forward the suggestion that schools must become a useful resource in the community by using the school and facilities for local community development such as evening adult education classes, community events, and a centre for art, music and other cultural activities.²⁰⁴ Educational programmes for parents and community could include dealing with problems such as substance abuse, life skills parenting, sexuality, bullying and gangsterism.²⁰⁵ Duma concludes that interventions to increase community involvement and improve the social support functions of communities will assist in reducing violence.

3.2.3 Additional programmes

In addition to the above strategies, we look at three programmes that SANCA has under its banner - the Teenagers Against Drug Abuse (TADA); Puppet education for pre-school and early childhood school children (POPPETS), and Life Skills Education and Learner Support

²⁰² *Cupido supra* 151

²⁰³ *Ibid.*

²⁰⁴ *Ibid.*

²⁰⁵ *Ibid.*

programmes. Each of these are examples of strategies that are either school-based or require a collaboration of the school and the community as mentioned above. The problem with these examples is that upon thorough inspection; there appears to be little evaluation of the effectiveness of these programmes.²⁰⁶

TADA is a peer-led programme as other learners run it in the school because peers are considered more powerful agents in determining the choices taken by adolescents about risk as they are the primary socialising agents during adolescence.²⁰⁷ Based on the abovementioned strategies, TADA is classified under school prevention strategies. As we have already encountered, Burton and Leoschut indicated that their fellow learners perpetuate a considerable amount of violence encountered by learners in schools;²⁰⁸ therefore, perhaps the treatment of the crime should be dealt with in the same manner (so to speak). That is to say that the use of a peer-based system might prove useful in dealing with the issue of violence among school peers. TADA can be classified as a primary prevention programme as it aims to prevent the onset of substance abuse before it happens.²⁰⁹ The TADA programmes aim to prevent substance use among adolescents by forming peer-led groups in schools encouraging teenagers to make positive life decisions such as abstinence from drugs.²¹⁰ It is based on the fundamental principle that these adolescents understand the issues facing their peers better than adults, hence are better equipped to deal with those issues. The purpose of this strategy is to provide them with a positive role model who displays a healthy and responsible lifestyle.²¹¹ Ngcobo admits that there are many benefits of this kind of approach but notes that the inclusion of parents would strengthen it.²¹² This now stretches into the school and community-based interventions category mentioned above, making it clear that the elimination of substance abuse and the subsequent violence is not a task to be taken lightly or undertaken in isolation.

²⁰⁶ P Ngcobo An examination of substance abuse prevention programmes and their impact on adolescents who are prone to substance abuse in South Africa (Unpublished LLM, University of KwaZulu Natal, 2019).

²⁰⁷ *Ibid.*

²⁰⁸ P Burton & L Leoschut School Violence in South Africa: Results of the 2012 National School Violence Study. Monograph Series 12. Centre for Justice and Crime Prevention. 2013.

²⁰⁹ Department of Social Development. (2015). Substance abuse treatment. Available from: http://www.dsd.gov.za/index.php?option=com_content&task=view&id=34&Itemid=58

²¹⁰ *Ibid.*

²¹¹ *Ibid.*

²¹² *Ibid.*

On the other hand, there is evidence that these prevention strategies are better off when used on individuals of a much younger age than that of the focus in this study; although some flaws have also been found in this strategy.²¹³ Programmes of Primary Prevention through Stories (POPPETS) are aimed at pre-primary and early primary school children mainly aged between five to nine years where puppets, stories and various games are used to educate the children about different substances.²¹⁴ Ngcobo argues that children that are this young are not yet prone to abusing substances and are less likely to be involved in a violent activity at school; therefore this strategy is expected to be misplaced.²¹⁵ Ngcobo notes the effectiveness of programmes that target children between the ages of 11 and 16.²¹⁶ Ngcobo further argues that programmes targeting higher-risk populations, such as Inanda, will be more beneficial than programmes aimed at the general population.²¹⁷

The last of these examples is the *Ke Moja* programme. *Ke moja* translates to 'I am fine without drugs'.²¹⁸ It was also developed by the Department of Social Development and aims to prevent substance abuse amongst adolescents by uplifting young people's confidence so that they can easily resist peer pressure.²¹⁹ The programme empowers teachers, parents and school governing bodies to identify young people with substance abuse problems so that they can receive early intervention services.²²⁰ *Ke Moja* concentrates on²²¹ (a) real-life circumstances and experiences; and, (b) skills acquisitions so that the adolescents and ex-drug addicts can become employable.

²¹³ *Ibid.*

²¹⁴ *Ibid.*

²¹⁵ *Ibid.*

²¹⁶ *Ibid.*

²¹⁷ *Ibid.*

²¹⁸ *Ibid.*

²¹⁹ *Ibid.*

²²⁰ *Ibid.*

²²¹ *Ibid.*

A few successful outcomes of the programme are²²² (i) positively influencing learners as it has improved their knowledge about the dangers of drugs and factors that contribute to the abuse of drugs; (ii) learners have changed their behaviour because they report substance abuse activities to educators and principals; (iii) learners have shared the message about *Ke Moja* with their peers and relatives; (iv) principals, guardians/parents and teachers increased their awareness about the harmful adverse effects of substances; (v) *Ke Moja* is relevant to learners because substance abuse is widespread in their neighbourhoods, taverns, schools, and homes; and (vi) learners can identify with people who facilitate the implementation of *Ke Moja*, because they reside together in the same communities and this makes it easier to accept the programme.

As discussed in chapter 2, section 9 2 (b) of the Prevention of and Treatment for Substance Abuse it clearly states that prevention programmes must focus on “developing appropriate parenting skills for families at risk.”²²³ Currently, there is no specific programme in South Africa targeting or aimed at parents and families with most of these programmes using the school to implement change.²²⁴ Although some substance abuse prevention programmes such as *Ke Moja* include a section on parenting skills in one of their manuals, it is not a separate programme on its own but rather part of the broader *Ke Moja* programme.²²⁵

Both the National Drug Master Plan and the Prevention of and Treatment for Substance Abuse Act prioritise better parenting as the primary approach to the substance abuse problem in South Africa.²²⁶ As mentioned above in the school and community-based programmes, strengthening family relationships also improves communication between parents and children and does more than just preventing children from experimenting with substances. It seems policymakers are creating ways to ensure that parents are included in the strategy. The NDMP also speaks on the role of government departments in these strategies, including the Department of Social Development.²²⁷

²²² *Ibid.*

²²³ *Ibid.*

²²⁴ *Ibid.*

²²⁵ *Ibid.*

²²⁶ *Ibid.*

²²⁷ *Ibid.*

Social workers play an important role working with individuals, families and communities indirectly or directly affected by substance abuse – it is within their duties to ensure that young people are taken care of including making sure that substance abuse is dealt with.²²⁸ It is often social workers in conjunction with law enforcement that deal with the victims and the perpetrators of substance abuse and the associated violence.²²⁹ Social workers also have to deal with the community where these violent incidents occur – they have to deal with the families of the perpetrators and the victims of the violence associated with substance abuse, the spillover effects will almost always be evident in the immediate community.²³⁰ In addition, social workers also have to work with young people in conflict with the law as a result of substance abuse crimes.²³¹ This profession is at the forefront of the prevention of substance abuse in communities and renders effective programmes among young people to reverse or decrease in communities.²³²

According to Ngcobo, social workers often intervene at three different levels in the prevention of substance abuse – at the primary prevention level where they have to alter the individual and the environment to reduce the onset of substance abuse; at a secondary level where they identify individuals and communities at a high risk of substance abuse and render interventions to minimize the use of substances; and thirdly, social workers intervene at a tertiary level where they have to control the damage done by the drugs/substances through various treatment measures.²³³ The trick is to ensure the adequate training of these professionals, providing the necessary support and the provision of resources to ensure that social workers can fulfil their roles the best they can.

3.3 Conclusion

Unfortunately, schools have become spaces for violence where crime and violence threaten the

²²⁸ *Ibid.*

²²⁹ *Ibid.*

²³⁰ *Ibid.*

²³¹ *Ibid.*

²³² *Ibid.*

²³³ *Ibid.*

achievement of educational goals. Learners and educators take firearms to school, believing that they need them for protection. The physical, mental and emotional well-being underpins our ability to learn and grow as individuals. Having a supportive and safe environment in the family, school and the community are vital determinants of the ability to learn and of being exposed to learning opportunities, which are in turn critical determinants of life outcomes for young people. Violence and crime are one of the significant obstacles and daily challenges for schools in South Africa. From these environments emanates the need to develop models and programmes to turn these environments into safe places for teaching and learning to occur and to encourage the recognition of the school environment as a nurturing and community-centred space. There is a myriad of programmes that are available to make use of, but the preferred strategy is that of prevention. Sadly, the potential strategy has not been evaluated extensively enough to determine which one has been more effective than the other – this is one of the loopholes in the existing literature.

4 CHAPTER FOUR

Best practice and the implications of inadequate responses

4.1 Introduction

The previous chapter focused on the findings and discussions for both schools and the communities where schools are located. This chapter detailed the existing prevention strategies related to substance abuse, which reported that fighting the scourge of substance abuse and violence in schools would require the effort of both schools and communities.

South African policies and legislation recognise the importance of families and the role of parents in minimising the risk of adolescent substance abuse and other problem behaviours that put adolescents at risk of substance abuse. Both the National Drug Master Plan (NDMP) and the Prevention of and Treatment for Substance Abuse Act No. 70 of 2008 (which have been examined in chapter 3) prioritise parenting skills and better parenting as their primary prevention strategy in curbing substance abuse among adolescents in South Africa.

Using the ecological systems model for understanding the causes of learner-on-learner school-based violence, it is apparent that school-based violence may be caused by an individual, peers, environmental factors or all of these factors.²³⁴ Thus, the ecological systems model suggests that school-based violence prevention efforts should have a significant impact from the individual, to the family or peers, to the neighbourhoods where young people live. Applying a multi-level analysis of school-based violence, Burton and Leoschut support that primary caregivers and significant adults at home and in the community influence learners' social attitudes, behaviours and responses within a school.²³⁵ Accordingly, adolescents' exposure and experiences of violence within the home and outside of a home are potential risk factors for adolescents' becoming perpetrators or victims of violence.²³⁶ The ecological systems model is relevant in u n d e r s t a n d i n g

²³⁴ *F Parker supra 150*

²³⁵ *P Burton & L Leoschut supra 30*

²³⁶ *F Parker supra 150*

school violence as the underlying factors to school violence may often originate from multiple factors, both personal factors and factors stemming from the environment they live in.²³⁷

4.2 Violence reduction strategies by schools

In collaboration with the DoE, schools should support and implement violence reduction strategies. Besides being bound to develop and implement their own strategies; educators and learners should be familiar with guides from the South African Schools Act and the Code of Professional Ethics. These two documents remain critical components of the school in terms of learner and educator behaviour. As stipulated in Section 8 of the South African Schools' Act no. 84 of 1996, the learner code of conduct spells out the rules regarding learner behaviour at the school prescribing the disciplinary system related to transgressions by learners. In addition, each school should devise a plan to work with support structures outside of the school to assist the victims of violence.

4.2.1 The South African school safety model for dealing with violence at schools

There is an assortment of ways to deal with school-based violence and preserving school safety. Burton, promotes that there is a need for a "whole school approach" to deal with violence, that is, focus should not be on individual factors or environment but on all components that make up a school, namely, the parents or guardians, learners, educators, School Management Teams (SMT) and the SGB.

Given the need to develop an intervention that would address school-based violence, the Department of Basic Education in collaboration with the Centre for Justice and Crime Prevention (CJCP), designed the Hlayiseka project or the National School Safety Framework to assist school-management in identifying and dealing with school-based violence. The National school

s a f e t y

²³⁷ *F Parker supra 150*

framework has the following points which schools should implement to address school-based violence;²³⁸

- i. Identify issues that are posing a threat to school safety.
- ii. Develop a plan of action or a safety plan.
- iii. Establish mechanisms that will facilitate confidential reporting.
- iv. Monitoring and evaluation of school interventions over time (Khan, 2008).

Whereas Van Jaarsveld, Minnaar and Morrison (2012) proposed an eight-step model to building safer schools, which entails:

- i. conducting a risk management and security survey to assess the most valuable school assets;
- ii. knowing which types of violence are occurring on school grounds;
- iii. classifying the spaces in the school where violent occurrences happen;
- iv. drafting relevant policies and procedures to handle violence effectively;
- v. implementing those policies along with appropriate, efficient security measures;
- vi. testing the security measures on a regular basis;
- vii. assessing and rectifying all plans, drills, and security measures if it needs to be; and finally,
- viii. maintaining school property and security measures and frequently updating and revising policies, procedures and plans.

Schools in Inanda also need to implement strategies such as the Hlayiseka project under the Department of Basic Education in conjunction with the Department of Social Development, as well as other social players. The strategies must address the social problems of learners.

4.2.2 Specialised support services

It was mentioned in Chapter 3 that in addition to school violence reduction strategies, schools should network and work with support structures outside of their school to ensure that victims are referred to institutions where they can get help. These services apply serious crimes such as

²³⁸ P Ngcobo *supra*

murder and sexual abuse. Both schools in the study have contacts with medico-legal services, therapeutic services, court preparation and legal services. Their contact details are recorded in each school. In cases where the abuse prevails, they follow the following steps:²³⁹

- Medico-legal services: They contact a school nurse in a local clinic to visit the school. The nurse advises of all health procedures such as the collection and recording of medical evidence for the criminal justice system. It becomes the responsibility of the nurse and a parent (where possible) to proceed the case to a hospital.
- Therapeutic service: School A uses the Star for Life social worker, and school B consults the local social worker to organise counselling and trauma support. The school B principal reported that sometimes he contacts Childline depending on the nature and the age of a victim.
- Court preparation and legal services: Both schools use the SAPS to assist victims with legal steps, such as opening cases and arranging legal assistance for court preparation. The principals are grateful that their schools work in collaboration with the Department of Health and SAPS. Each school is allocated a nurse and a police officer to look after the affairs of the school.

4.3 Conclusion

This chapter has examined some of the substance abuse prevention strategies that have been implemented in some South African schools in a partnership formed between the DoE and the DSD. Other than the already existing programmes geared towards rehabilitation, this chapter proposed how schools can further deal with the crisis of violence in schools, including violence reduction strategies. The other critical takeaway from this chapter is its proposal of different strategies that can be used in schools as an alternative. Schools in the Inanda district could benefit from the use of these strategies as a means to mitigate the risk of violence within the premises.

²³⁹ *P Ngcobo supra*

5 CHAPTER FIVE

Recommendations and Conclusion

5.1 Introduction

The findings of this study highlight a few issues that that need to be addressed in order to improve substance abuse prevention programmes implemented among pupils in Inanda schools. This concluding chapter will focus on the analysis of findings, limitations of this study and recommendations on how the substance abuse prevention programmes implemented among adolescents in South Africa can be further improved.

5.2 Findings

The findings in this dissertation have emphasised the importance of integration in substance abuse prevention strategies to include both the school and the community in which the adolescent is from. It is clear that all stakeholders within communities need to work together to prevent the problem of substance abuse from escalating. Programmes that involve the participation of parents, the school, social workers and the young people concerned are likely to produce effective results. In order to deal with the substance abuse problem effectively, it is crucial first to acknowledge that drugs have long existed within society and are likely to continue living even in the future.²⁴⁰ The lack of research and funds in the field of substance abuse prevention, particularly in schools in South African townships continues to be problematic. This study has revealed that there is a lack of research/evidence to inform the formulation of drug policies in South African schools, including those in Inanda; hence a more evidence-based approach to substance abuse prevention is required.

²⁴⁰ Zulu BM, Urrbani G & Van der Merwe A. Violence as an impediment to a culture of teaching and learning in some South African schools. Vol. 24 Issue 2. South African Journal of Education pp170–175.

5.3 Recommendations

This study suggests that there is a need for further research to be undertaken with regard to the role of parental and community support and involvement in substance abuse prevention programmes implemented among adolescents prone to substance abuse in South Africa. These strategies must be worked into the schooling system where violence is prevalent.

In addition, this study calls for regular monitoring and evaluation of all substance abuse prevention programmes implemented among adolescents to ensure their impact and effectiveness in curbing substance abuse behaviour among pupil in the country.

As discussed in chapter 3 and 4, it is also recommended that more research is required to focus on substance abuse prevention programmes implemented outside of the schools aimed at reaching adolescents out of schools. More attention should also be paid to substance abuse prevention programmes in township areas.

As discussed in chapter 2, substance abuse policies should ensure that all substance abuse prevention programmes implemented among adolescents are evidence-based and in line with all relevant legislation. Policymakers should appoint a body to ensure the smooth running and effectiveness of these programmes as well as be accountable for such applications.

It is also suggested that the government should invest more funds in building recreational facilities, especially in townships and rural communities. The availability of recreational facilities will keep young people occupied in constructive ways which will steer them away from drugs and other risky activities.

Substance abuse affects all members of the community equally regardless of class, gender, race and social standing. Hence, the integration of all stakeholders, government departments, community and religious-based organisations as well as civil society is recommended for controlling the existing abuse of drugs in society.

5.4 Conclusion

The violence that is experienced in schools has numerous negative underlying factors, and these experiences at school level have a profound impact on children and their development into adulthood. Not only are such events expected to impact a child's attachment to a school, but they lead to escalating levels of drop-out and absenteeism rates, low self-esteem and low levels of academic performance. School violence is also likely to impact young people's susceptibility to violence negatively, and there is a strong probability that the victims and perpetrators of school violence will resort to serious acts of violence as they grow older – this means there is a likelihood that the adolescents will either become the victims of it or become the perpetrators of the violence. All young people need to be able to make healthy and responsible choices when it comes to substance use and abuse; when implemented effectively, prevention programmes have the power to shape the kind of decisions young people make regarding substance use and abuse. It is therefore important that all programmes are continuously monitored and evaluated to measure the impact and outcomes of these programmes and to also determine their effectiveness. The purpose of this dissertation has been to provide a framework for effective substance abuse prevention programmes implemented among adolescents in South Africa. While there is no single strategy or structure for effective prevention programmes that can be adopted, this study has outlined some of the best practice models that can make for effective prevention programmes. Parental involvement, availability of recreational facilities, integration of stakeholders, training and skills of facilitators, duration of programmes, and the types of programmes are some of the factors identified in this study that determine effective substance abuse prevention. On-going evaluation of current policies and intervention strategies are also critical to the success of effective substance abuse prevention programmes.

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Miss Samkelisiwe Ndawonde (217080607)
School Of Law
Howard College

Dear Miss Samkelisiwe Ndawonde,

Protocol reference number: 00007882

Project title: Examining substance abuse prevention strategies to combat school violence in Inanda, KZN, South Africa.

Exemption from Ethics Review

In response to your application received on 06/08/2020, your school has indicated that the protocol has been granted **EXEMPTION FROM ETHICS REVIEW**.

Any alteration/s to the exempted research protocol, e.g., Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through an amendment/modification prior to its implementation. The original exemption number must be cited.

For any changes that could result in potential risk, an ethics application including the proposed amendments must be submitted to the relevant UKZN Research Ethics Committee. The original exemption number must be cited.

In case you have further queries, please quote the above reference number.

PLEASE NOTE:

Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours sincerely,

Mr Simphiwe Phungula
Research and Higher Degrees Committee
School of Law

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