

# **Creating awareness of Inclusive Citizenship Education to address gangsterism in a community**

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## DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to read 'J. Pretorius', is written over a faint, circular, dotted line.

Signature

2020/12/05

Date

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## ACKNOWLEDGEMENTS

To my Creator, Thou has taught me that Thou has made a covenant with me that Thou will always be a Father unto me, if I am a child unto Thee. As a child, I pay my vows unto Thee, thank You for the righteousness and peace Thou has bestowed upon me. As Isaiah has said, “Here I am, send me”, I am also bringing my peace offering unto Thee, saying, “Here I am LORD, thy loyal servant”.

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## **ABSTRACT**

Gangsterism is considered a major issue in the South African context. Various studies have been done to address this phenomenon in the Cape Flats; however, no studies have been done in small rural areas regarding this phenomenon. It is thus essential to provide a platform for the people from this community and give them an opportunity to express their views and opinions regarding the phenomenon. This study is focussed on this and highlights the influences that gangsterism has on the individual, the family and the community. Furthermore, this study explores a solution to this problem by posing the question, "How can inclusive citizenship education in the classroom address gangsterism in the community?" Therefore, in understanding how a rural community experiences gangsterism, by obtaining insight into various community members' personal experiences, the researcher was enabled to formulate recommendations as to how inclusive citizenship education could be psycho-educationally used in the classroom to possibly address this scourge in our society. Therefore, this study will be of great value in conceptualising an inclusive educational citizenship element, which can be used in the inclusive classroom. Furthermore, this study will also contribute to our knowledge and help us to gain understanding of gangsterism in smaller communities, which can be used to reduce the crime rates and protect the youth as well as the general community.

Through a qualitative, explorative, interpretive descriptive and contextual design, the researcher recruited various professional community members to participate. Data was collected by means of semi-structured, individual interviews, conducted at the local community centre. The interviews were digitally voice-recorded and transcribed for data analysis. After a thematic analysis was performed, a consensus discussion was held with supervisors. Field notes were kept, and observations noted, all of which contributed to rich in-depth data.

## KEY WORDS

Gangsterism

Community

Poverty

Violence

Juveniles

Aggression

Social Disorganisation Theory

Person-Process-Context-Time model

Psycho-Education

Inclusive education

## ACRONYMS

|        |                                                                  |
|--------|------------------------------------------------------------------|
| AIDS   | Acquired Immune deficiency syndrome                              |
| ATM    | Automated Teller Machine                                         |
| CPF    | Community Police Forum                                           |
| DBE    | Department of Basic Education                                    |
| DSD    | Department of Social Development                                 |
| HIV    | Human Immunisation deficiency virus                              |
| NTPB   | Nice Time Party Boys                                             |
| PPCT   | Person Process Context Time model                                |
| SDT    | Social Disorganisation Theory                                    |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

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## CHAPTER 1: OVERVIEW OF THE STUDY

*"Listen to my story, before you somma call me... Skollie djy..."* Hemelbesem (2016)

### 1.1. INTRODUCTION

The Cape Flats, an area in the Western Cape province of South Africa, is widely known for their gangs and gang-related activities. Maree (2018:98) states that within this area, there are more or less 100 000 gang members, with one gang-related murder occurring each day. This is not the only area where such statistics are recorded. In Port Elizabeth, a city in the Eastern Cape Province, the occurrence of street gang violence occurs on a daily basis (Petrus, 2015:26). Independent Online (IOL) – an independent digital source that highlights contemporary and breaking news events, that is one of the largest news and information websites in South Africa – highlights these statistics, as reflected in Germaner and Flanagan's (2015) article. They state that Gauteng is manifesting into a "gangster's paradise", with the majority of contact crimes increasing during 2015. Forty-seven murders committed in the Gauteng province of South Africa, has been committed by children between the ages 10 and 17 (Germaner & Flanagan, 2015). Even though these statistics are shockingly high, gangsterism is not restricted to one province or one specific area (Mncube & Madikizela-Madiya, 2014:47). As South Africa becomes more urbanised, the historical characteristics of repression and poverty have created an ideal ground for this phenomenon to erupt. Thus, it can be suggested that gang-related violence is a serious problem in South Africa (Mncube & Steinmann, 2014: 209), affecting communities, families and individuals.

The forming of groups by juveniles is a natural phenomenon that generally positively influences adolescent socialization and the acquisition of positive skills, enabling the individual to function effectively within a community. However, many of the groups that form are inclined to become involved in misbehaviour, which is seen as the forerunner of antisocial group formation that eventually leads to criminal juvenile gangs (Booyens & Bezuidenhout, 2018:64). Hinsberger, Seedat, Holzhausen & Elbert (2016:2) maintain that when the effect of living in such a community, where violence on communities is severe, anxiety, post-traumatic stress disorder, aggression and externalising behaviour can occur, resulting in continual re-victimisation and inter-generational cycles of perpetual violence.

It is thus felt that inclusive citizenship education can play a vital role in ameliorating this problem. Starting at grass roots level, namely in the classroom with citizen education, whereby students are educated to become open-minded, knowledgeable and clear-thinking citizens

who can contribute and facilitate innovative ideas and behaviours, in seeking solutions to these serious issues within the community (UNESCO, 1998)

## **1.2. BACKGROUND TO THE STUDY**

“Life in the low-income urban communities of South Africa is imprinted by a cycle of violence in which young males predominantly are in the roles of both victim and perpetrator.”  
(Hinsberger, *et al.*, 2016:1).

This statement reflects most of the studies done in South Africa, regarding gangsterism. Many of these studies reflect the communities in the Cape Province, more specifically, in the Western Cape (Maphalala & Mabunda, 2014:61; Petrus, 2015:2; Van Wyk & Theron, 2005:51). Communities in the South-East of the central business district of Cape Town, generally known as the Cape Flats, which include suburbs such as Khayelitsha, Manenberg, Hanover Park, Mitchell's Plain and Lavender Hill, are continually in the news and have been thoroughly researched regarding gangsterism and community violence in South Africa (Bowers Du Toit, 2014:1; De Wet, 2016:2; Kinnes, 2014:14; Meyer & Chetty, 2017:131; Ramson & Chetty, 2016:73). However, very little research has been done in smaller areas and communities. The community of interest that has been selected for this study is a small township located in Gauteng.

While teaching at one of the local schools, it became evident that gangsterism in this community was, as with other areas in South Africa, an enormous cause for concern. During my time there, it became apparent that gangs, such as the “*NTPB – Nice Time Party Boys*” and “*5 Star*”, were some of the community’s most prominent gangs. Thus, I became aware of this phenomenon and realised that gang warfare also exists in these communities and not only in the more prominent areas that are highlighted by the media. In this community, these gangs and other local gangs in adjacent communities were evident, especially gangs from neighbouring townships in Gauteng, that were existing, fighting, functioning and operating according to their own rules of existence, sometimes just peacefully marking their territories, but at other times violently challenging the other gangs. Due to the close proximity between the communities, these gangs often found themselves feuding over recreational centres and other so-called, “significant places”. These significant places were considered important as it marked the gang’s territory and provided a geographical status. Schools were considered one of these significant places. In these communities, rival gangs had also become involved in personal issues between individual members, causing conflict at schools, as members of both gangs often found themselves enrolled in the same schools. These situations caused great challenges for teachers, fellow pupils, principals and community authorities alike. It is from

these personal observations and experiences, personal posteriori knowledge, that I have been able to provide the background to this study. As Müller-Merbach (2007:64) states, posteriori knowledge can be defined as knowledge that stems from sense experiences. Therefore, my knowledge of gangsterism in this particular community, can truly be considered a starting point for this study and enable me to provide a comprehensive background to the study.

### **1.3. PROBLEM STATEMENT**

It is evident that gangsterism has a direct and indirect effect on the individual, the family and the community. Currently, no studies have been done regarding gangsterism in this particular Gauteng community, therefore, the views and opinions of individual members and various role players within this community, regarding this phenomenon, will be of great value in conceptualising an inclusive educational citizenship element that can be introduced in the inclusive classroom at a school level. Knowledge gained from this study will contribute to the understanding of gangsterism in smaller communities, which could be used in ameliorating this phenomenon in an effort to reduce the crime rate and protect the youth. Thus, in order to achieve the goal of addressing gangsterism, education must be considered as a vehicle to empower individuals within communities, by starting at grass roots level, namely, in the school at classroom level.

### **1.4. RATIONALE**

As gangsterism is a leading cause of community and school violence (Stingh & Steyn, 2013:1), it is important for educators to understand how this phenomenon can influence the learner's attitude and behaviour in the classroom and generally within the community. In having this understanding, it can serve as the basis in providing innovative ways to holistically educate these learners to directly be good citizens and indirectly address or reduce the phenomenon of gangsterism.

As gangsterism has an enormous influence on the individual, the family and the community – no matter who the individual or family are or what size the community is – addressing this phenomenon at grass roots level can be seen as an initial step in addressing gangsterism. In teaching inclusive citizenship to learners, it is suggested that the reduction of the phenomenon of gangsterism could be evident, which could lead to the upliftment of the individual, their family and the community in general.

## **1.5. RESEARCH QUESTION**

In line with the discussion above, the main research question of the study is:

How can inclusive citizenship education in the classroom address gangsterism in the community?

### **1.5.1 Aims of the study**

As gangsterism is affecting the individual, the family and the community, it is firstly important to explore and understand how various role players are affected by this phenomenon. In order to answer the research question, the research sub-questions of the study are as follows:

- What is the community's perspective on gangsterism?
- How can inclusive citizenship education, used in the classroom, be effective in order to address gangsterism in schools?
- Would inclusive citizenship education at school level be effective in addressing gangsterism in this particular community?

### **1.5.2. Objective of the study**

- Explore inclusive citizenship education in addressing gangsterism in this community.

## **1.6. THEORETICAL FRAMEWORK**

### **1.6.1. Bronfenbrenner's Bioecological Theory and the Social Disorganisation Theory**

The foundation of this study is grounded in the Bioecological Theory of Bronfenbrenner, namely, the *Person-Process-Context-Time* model (PPCT) (Bronfenbrenner & Morris, 1998). Bronfenbrenner's Theory has been used to explain the influence of gangsterism on the individual, the family, the school and the community in a systemic context. In order to obtain an objective idea regarding gangsterism, this concept was further explored by looking through a lens of Social Disorganisation Theory (SDT), which provided insight into the community's influence and the contributing factors, which either facilitated, discouraged or hindered the phenomenon of gangsterism.

## **1.7. RESEARCH METHODOLOGY**

### **1.7.1. Research paradigm or world view**

According to Creswell (2018:26), social constructivists believe that individuals aim at understanding the world in which they live, resulting in subjective meanings being developed about an individual's experiences. As this study was undertaken from a constructivist perspective, the participant's subject opinions and views guided the researcher in her search for complex meaning. In obtaining these meanings, the researcher also needed to construe and understand the views and opinions in order to make sense, thus the researcher interpreted these experiences. Lichtman (2013:323) noted that interpretivism is a theory that focuses on analysing the meanings individuals create regarding their own thoughts, feelings and actions. Furthermore, interpretivists believe that reality is socially constructed (Glesne (2011:8), constantly changing and complex, therefore, an interpretivism view reflects how people interpret or make meaning of actions, not only for the individual but also the wider community. Thus, for this study it was logical to employ these strategies in order to obtain relevant, applicable and appropriate information in order to answer the research question.

Consequently, when the perspectives of the various members of the community were obtained through the subjective meaning given by the participants, with regard to the phenomenon of gangsterism, the cultural patterns of thought and action for this community were uncovered. These views were observed and interpreted by the researcher through the personal interaction of the individuals with each other, their own personal opinions, as well as the cultural and historical norms that influenced everyone's lives.

With this constructed and interpreted knowledge obtained from the participants in the specific community, the researcher was able to enter the members' frames of reference, who constructed their own views regarding this phenomenon, as it was experienced by them. As this approach reflected the life worldview of the researcher, it was felt that the study was authentic, realistic, trustworthy, and reliable.

### **1.7.2. Research perspective**

According to Merriam and Tisdell (2016:9-10), every experience an individual has, involves the way in which this experience was interpreted, this is known as a phenomenological perspective. This perspective was chosen as it underlies the researcher's worldview of constructivism and interpretivism. Creswell (2018:75) notes that a phenomenologist aims at reporting what participants have in common, as they face and experience the same phenomenon. In addition, the primary objectives (Creswell, 2018:44-46) of phenomenological

research are; an understanding of these experiences (Creswell, 2018:82); developing a complex picture of the phenomenon by reporting multiple perspectives; and identifying various factors that can play a role in the situation.

This study was considered to be phenomenological in nature, as it entails an in-depth understanding and insight into the participant's experiences of the phenomenon of gangsterism. The study identifies and develops a complex picture of the phenomenon by reporting these varied perspectives within the specific community.

### **1.7.3. Research design**

A qualitative research design was implemented, as it was the most appropriate research approach to follow in order to answer the research question, which was phenomenological in nature, reflecting the holistic life worldviews of the participants; reflecting the feelings and the thoughts of people (Louw, Louw & Kail, 2014:38). As a qualitative research approach attempts to provide a deep understanding of what people experience, it is conducted due to a problem that needs to be investigated (Creswell, 2018:45-49), as in this study, which is to gain a complex and detailed understanding about the phenomena of gangsterism. This exploration is only possible through direct contact with participants by collecting the information in the actual field where the participants experience the phenomenon; therefore, participants are not observed in a lab, instead, information is gathered from them through conversations and observations in the field (Creswell, 2013:45-49).

## **1.8. RESEARCH METHODS**

### **1.8.1. Sample selection**

According to Merriam and Tisdell (2016:18), qualitative research usually makes use of a non-random purposeful sample selection, which entails a small sample. Purposeful sampling refers to selecting individuals because of their ability to provide an understanding regarding the research phenomenon (Creswell, 2018:157). As gangsterism is a sensitive phenomenon that can even be considered "dangerous", participants may be difficult to find unless one is referred or "sanctioned" by other participants. For the purpose of the study, a non-probability purposeful sample was used, employing a snowball sampling technique, which proved to be the answer to obtaining participants for this sensitive and delicate issue. Merriam and Tisdell (2016:98) state that the most general form of purposeful sampling is the snowball, chain or network sampling method. With this method, a few participants that meet the established requirements are interviewed, and who, in turn, refer the researcher to other participants who also meet the requirements. In view of this study, members who have experienced the phenomenon of

gangsterism referred the researcher to other members of the community who have experienced the phenomenon in order to gain a holistic view regarding this phenomenon. Thus, during the snowball sampling process, other individuals, who were able to add information and value to the research were encountered; they were definitely considered and interviewed.

### **1.8.2 Inclusion criteria**

Participants of this study included members of the community, who had experienced the phenomenon of gangsterism and who could contribute towards answering the research question. A variety of members were selected in order to get a holistic view of the phenomenon within the specific community. Participants considered for this study were, among others; a teacher, a principal, a nurse, a pastor, an Iman, a social worker, a parent, a psychologist and a police officer. These professions were chosen, as they contributed to the study by giving ideas regarding the types of values or characteristics that needed to be taught to learners, which was important when an attempt was made to address gangsterism.

### **1.8.3 Exclusion criteria**

Professional participants who were not community members.

## **1.9. DATA COLLECTION**

### **1.9.1. Individual, semi-structured interviews**

Merriam and Tisdell (2016:106) noted that interviewing is the most general form of collecting data in qualitative studies, especially in applied fields like education, in order to gain rich and descriptive data from the participants so that the researcher is able to understand the participant's social reality and construction of knowledge, and also be enabled to make logical deductions and create new knowledge.

The aim of this study's interviews was to include individuals who had experienced gangsterism within the specified community as the required information could not have been directly observed (Louw, *et al.*, 2014:40), which was the case in the current study, since the phenomenon could not be safely observed by the researcher.

## **1.10. DATA ANALYSIS AND INTERPRETATION**

According to Creswell (2018:43), qualitative researchers use a bottom-up approach (inductive reasoning) by starting with the data and creating topics, then organising these general topics

into more specific themes. The inductive process implies that the researcher goes back and forth between the data and the themes in order to construct a thorough set of specific and detailed themes. Deductive thinking is also used to check the themes against the data that was collected (Creswell, 2018:43-44). This inductive-deductive logic process suggests that the qualitative researcher is using complex reasoning skills throughout the whole research process.

Braun and Clarke (2006:87-93) identified 6 phases of data analysis as part of a thematic analysis approach. These phases include the following and will be further discussed in Chapter 3:

- **Phase 1:** Familiarising yourself with your data
- **Phase 2:** Generating initial codes
- **Phase 3:** Searching for themes
- **Phase 4:** Reviewing the themes
- **Phases 5:** Defining and naming themes
- **Phase 6:** Producing the report

### **1.11. TRUSTWORTHINESS**

Research studies need to provide information that is considered true when read by other researchers, readers and practitioners (Merriam & Tisdell, 2016:238). Four categories were identified to ensure the trustworthiness of the study. These are credibility, transferability, dependability and conformability. The application to this study of these concepts will be further discussed in Chapter 3.

#### **1.11.1. Credibility**

Credibility determines whether the research matches the reality (Merriam & Tisdell, 2016:242). Merriam and Tisdell (2016:244) included that credibility is seen as a strength of qualitative research. According to Merriam and Tisdell (2016:265), and Nieuwenhuis (2016:123), the credibility of the research is ensured through member checks and peer reviews.

#### **1.11.2. Transferability**

Merriam and Tisdell (2016:253) refer to transferability as the focus on how the findings of the particular study can be applied to other situations and studies. Transferability can be increased through two strategies, namely; purposeful sampling (maximum variation) and thick descriptions (Merriam & Tisdell, 2016, 2016:257; Nieuwenhuis, 2016:124).

### **1.11.3. Dependability**

Dependability refers to the ability of research to produce the same results when it has been repeated (Merriam & Tisdell, 2016, 2016:250-252). Since there are various interpretations of a certain phenomenon, when working qualitatively, it is sometimes difficult to repeat the research to establish dependability, as the aim for most qualitative researchers is to describe the world as the individuals experience the phenomena in their own world. Thus, Qualitative studies that are repeated, will not necessarily provide the same results. However, this does not discredit the results obtained from the study, as various interpretations can be made with the same data. Of prime importance is that qualitative research has results that are consistent with the data that was collected. Therefore, to consider a qualitative study as dependable, the findings of a study must be consistent with the data that was acquired. Merriam and Tisdell (2016:265) also noted that the dependability of the research is ensured through an audit trial, therefore, explaining how the study was conducted and how the findings were acquired.

### **1.11.4. Conformability**

According to Merriam and Tisdell (2016:243-244), the observations and views of the researcher often influence their interpretation of reality. Therefore, the researcher's position regarding the study must entail critical self-reflection in order to determine and constantly remind the researcher of their worldview, biases and assumptions, which could affect the research (Merriam & Tisdell, 2016:257; Nieuwenhuis, 2016:125).

## **1.12. ETHICAL CONSIDERATIONS**

Research ethics are guidelines that need to be followed in order to protect the rights of the participants (Louw, *et al.*, 2014:48; Merriam & Tisdell, 2016:261). Therefore, it is important to be approved by the ethics Committee. Various ethical aspects need to be considered before research is conducted, these include the participant's right to privacy, protecting them from harm, deceiving participants and informed consent.

### **1.12.1. Informed consent and voluntary participation**

As Creswell (2018:56-57) advises, approval should be obtained from individuals and sites, and from the institutional review board before any data is collected. This approval needs to be obtained prior to conducting the research.

In order to obtain informed consent, it is essential to disclose the purpose of the study to the participants, ensuring that they are in no way deceived. Written consent is the best, therefore, the participants should sign an informed consent form that stipulates the purpose of the study,

as well as that the study is done voluntarily and it should indicate that participants will not be placed in unwarranted risk (Nieuwenhuis, 2016:90-94). Participants should also be alerted to the fact that they are not forced to participate and can withdraw from the research at any given time (Nieuwenhuis, 2016:94). In addition, it is important to re-attain permission from the participants before the interviews begin, as most interviews are digitally recorded.

#### **1.12.2. Protection from harm**

In order to protect a participant from harm, a researcher needs to submit a research proposal to the institution's ethical review board, in order for this committee to determine if the research study is feasible and if it could be potentially harmful to any of the participants (Creswell, 2018:151). The study can only commence after the ethics committee has granted necessary permission.

Merriam and Tisdell (2016:262) state that there are various risks and benefits to participants during interviews, as participants may reveal information that was unplanned, they may feel uncomfortable due to certain questions, or they may feel that their privacy is being invaded. For some, unpleasant memories can resurface, thus the researcher must be sensitive and take the necessary actions to ameliorate any negative situations that may arise. However, most people who consent to interviews, find pleasure in sharing their opinions, knowledge and experiences, while others experience the interviewing process as therapeutic.

Louw, *et al.* (2014:48) also noted that research conducted on humans as well as animals requires that the participants be protected against physical and psychological harm, especially when the research is conducted with vulnerable populations, such as children and the elderly.

#### **1.12.3. Privacy and confidentiality**

Maree (2016:44) states that an important ethical aspect to consider is the protection of the participant's identities. Creswell (2018:57) further notes that participant's identities need to be protected by masking their names or removing their names from the data. During this study, the participants' identities were protected by replacing their names with the roles they play in the community, keeping their identity anonymous as far as possible.

#### **1.12.4. Analysis and reporting**

Analysing data has its own set of ethical dilemmas (Creswell, 2018:55; Merriam & Tisdell, 2016:264). Considering that the researcher is the primary instrument in collecting the data, the researcher's biases can have an influence on the way it is collected, analysed and reported, therefore, information that is contradictory to the researcher's beliefs or views cannot

be excluded and a neutral unbiased analysis and report must be ensured. Here the researcher also needs to be honest and should not present information that could hurt participants. During reporting, the aspect of plagiarism must also be kept in mind; not taking another's information without giving due credit.

#### **1.12.5. Data storage to ensure the participants' confidentiality, safety and integrity**

Creswell (2018:149) mentions that a qualitative researcher must plan how data will be stored, in order to have easy access and protect the data from damage, loss or being inadvertently disclosed. Digital recordings and field notes must be kept safe for a period of time, after which it can be destroyed. Furthermore, all electronic digital data must be stored on a password protected computer and also destroyed after a given period of time.

### **1.13. OUTLINE OF CHAPTERS**

The proposed chapter layout for this study is as follows:

Chapter 1: Overview of the study

Chapter 2: Literature Study

Chapter 3: Research methodology

Chapter 4: Data analysis and interpretations

Chapter 5: Findings, recommendations and conclusion

### **1.14. CONCLUSION**

In this chapter, the background of the study placed the research in context, identifying a problem statement, which in turn facilitated the formulation of a research question with aims and objectives. The theoretical framework based on Bronfenbrenner's Bioecological Theory, served as an initial starting point to explore the Social Disorganisation Theory, which created a platform directing the interviews and data collection in relation to the phenomena.

This chapter also grounded the reader in the researcher's paradigm or worldview, providing a personal perspective from which sense could be made when contextualising the study. Furthermore, a brief overview of the research design, methods and data collection procedures were highlighted. Aspects of ethical considerations, such as informed consent, privacy and confidentiality were also addressed. Finally, limitations and contributions of the study were suggested.

This initial chapter briefly paved the way for the reader to have insight into the more in-depth detail that follows in the study. Chapter two will thus delve more deeply into the literature review, which grounds the study in relevant concurrent wider research.

## **CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

*"In the country's black townships gangsterism is the order of the day. Women are being abused and children are being gang-raped almost daily. Many of our young people are going down to the grave with their talents and this is partly because of their involvement in crime, drug trafficking and prostitution, and the HIV-Aids pandemic and materialism that have taken over our youth." (Somdaka, 2006)*

### **2.1. INTRODUCTION**

In this chapter, contemporary literature will be reviewed in order to frame the research in the most relevant and recent aspects of the main concepts that are evident in the study. In the following section, a brief explanation will be given to expand the meaning of the concepts that are used throughout the study.

### **2.2. DEFINITIONS OF MAIN CONCEPTS**

#### **2.2.1. Gangsterism**

The dictionary definition of a gang is seen as an organised group of criminals, delinquent or disorderly young people, who regularly meet and do things together (Paperback Oxford dictionary, 2010:310; Oxford South African dictionary, 2010:479; Longman South African School dictionary, 2008:291; Oxford Advanced Learner's Dictionary, 2010:616). Collins Student's dictionary and survival guide (2004:341) added that a gang refers to a group of people who commit crime together. According to Oxford Advanced Learner's Dictionary (2010:616) a gang is a group of young individuals, who spend time together and cause trouble with other groups.

From these simple definitions, it is seen that gangsterism refers to the behaviour of the young individual within a group of people; this can be between their peers or other significant individuals. According to the Department of public security (2007:5), the term *gang* can be defined as the efforts of young people to create a space that is adapted to their needs; arising out of poverty, with the lack of opportunities and exclusion from society, these gangs aim at meeting their needs by organising themselves and developing their own rules. Petrus (2015:29) defines street gangs as being "wholly criminal in nature"; they can be distinguished from other groups and organisations by their involvement in illegal or criminal acts. The one factor that tends to be evident is that there is a connection between gangsterism and crime.

### **2.2.2. The Community**

A community is seen as a group of people that live together in one place (Oxford South African dictionary, 2010:236; Paperback Oxford dictionary, 2010:145). Longman South African School dictionary (2008:140), Oxford Advanced Learner's Dictionary (2010:290) as well as Collins student's dictionary and survival guide (2004:163) added that a community is considered to be the people that live in a specific town or area. According to Donald, Lazarus and Moolla (2014:3), the term community can be defined as the social grouping of people, who often have common values, practices, concerns and interests.

In relation to this study, the specific researched community is a small informal settlement located on the outskirts of Gauteng. The nearest larger town to this settlement is Fochville. The community in this area has a population of about 2587 community members. 33.6% are young children between the ages 0-14, 63.5% are working age, and 2.9% are elderly. 64% of the community are black Africans, while 34.1% are coloured, 0.2% white and 0.2% Indian. The majority of the community are Afrikaans speaking (38.8%) and Sesotho (25.1%). 15.7% of the population obtained a matric certificate, with only 0.7% a higher education. The majority of the population reached secondary education (41.9%), with 14.2% who have had no schooling. 19% of the population have no yearly income, 2.4% have a yearly income between R1-R4800, 6.5 % with R4 801-R9 600, 22.3% with R9 601- R19 600, 19.9% with R19 601-R38 200, 16.4% with R38 201-R76 400, 8.2% with R76 401-R153 800, 4.3% with R153 801-R307 600, and only 1.1% with more than R307 601 per annum (Statssa, 2011).

Crimestatssa (2018) noted that there were 4128 cases of crime reported during 2018 in the Fochville area, the neighbouring larger town in the area that this study was conducted. More specifically, during 2018 (Crimestatssa:2018), there were 19 reported cases of murder, 55 cases of sexual offences, 15 cases of attempted murder, 223 cases of assault with the intent to inflict grievous bodily harm, 114 cases of common assault, 22 cases of common robbery, 102 cases of robbery with aggravating circumstances, 15 cases of illegal possession of firearms and ammunition, 300 cases of drug-related crime, 42 cases of rape, 13 cases of sexual assault and 1709 cases of community-reported serious crimes. The above-mentioned statistics indicate that the Fochville community, which includes the small informal settlement, faces crime on a regular basis. This being highlighted, one can infer that many of these incidents had direct or indirect influence on this small neighbouring settlement. Furthermore, several of these incidents were linked to gangsterism in the community (Moeng, 2012; Roane, 2012), leaving much to be desired, regarding this adjacent settlement.

### **2.2.3. Inclusive Citizenship Education**

In describing citizenship, one must firstly acknowledge that this concept generally suggests that there are certain values that people associate with this concept, which cuts across the various boundaries that divide them (Kabeer, 2005:3). These values may not be widespread but they are common enough to suggest that they make up a significant aspect of the collective life and the way in which people connect (Kabeer, 2005:3). Citizenship adheres to the notion of specific values, such as; justice, recognition, self-determinism and solidarity, to name just a few, that are of primary importance. These rights and values can be considered meta-values (Kabeer, 2005:9). According Arnot (as cited by Grossman, 2014:16), citizenship education can be defined as teaching democratic values in order to retrieve the moral order and social justice; to gain insight about the community and feel part of the community. To take the concept of citizenship education one step further, inclusive citizenship education can be considered. As citizenship education is a dichotomous concept that can be seen simultaneously as a force for both exclusion and inclusion (Lister, 2008:3), the principle of inclusion or inclusiveness is thus used to challenge this dynamic (Lister, 2008:4). Grossman (2014:21) defines the term inclusion as the right to be included intellectually, culturally, socially and personally, while social inclusion can be defined as a shared sense of community.

Inclusive citizenship education is, therefore, as with this study, focusing on strengthening aspects of the inclusive side of citizenship education, while acknowledging and challenging the exclusive side. According to Grossman (2014:17), citizenship and inclusion focus on membership and share a mutual value to accept and celebrate differences amongst individuals as well as celebrating diversity. It is with this primary concept in mind, that inclusive citizenship education can be considered when addressing gangsterism in the community at grass roots level within the school environment (Grossman, 2014:18). Grossman (2014:18) identified eight citizen characteristics of citizens living in the 21st century. These characteristics are needed in order for them to cope and manage undesirable trends and nurture desirable trends. These characteristics support the functioning of inclusive communities, inclusive schools and democratic societies. (See Figure 2.1)



**Figure 2.1: Eight citizen characteristics needed by 21<sup>st</sup> century citizens (Adapted from Grossman, 2014:18).**

These characteristics are essential for the effective functioning of inclusive societies and schools as well as in democratic societies. Incorporating inclusive citizenship education in the school environment can equip learners with the above-mentioned characteristics in an effort to address gangsterism.

#### **2.2.4. Gangsterism and inclusive citizenship education**

The Department of Basic Education (DBE) (2001:6-7) defines inclusive education and training as acknowledging that all learners can learn and need support, and to enable education structures and systems to meet the needs of the learners as well as changing behaviours, attitudes, teaching methods, and the environment, in order to accommodate all learners. Thus, inclusive education includes acknowledging and respecting the differences among learners and recognising the fact that learning occurs in the community and at home, suggesting that learning is broader than just formal schooling. In an inclusive system, every learner has the right to receive proper accommodation for their uniqueness in an inclusive setting (DBE

2014:14). This can further be defined through the DBE (2014:12-13), stating that not all learners who experience barriers to learning have access to the necessary support, which suggests that they acknowledge the concept, but at the same time, are realistically confirming that there is not always the necessary support for these individuals. Learners sometimes face challenges (barriers to learning) in the learning process due to experiences in the classroom, the school, the community, the home or their health conditions. These barriers to learning can include, socio-economic aspects (poverty, lack of access to basic services and under-development), attitudes, factors that place learners at risk (abuse, violence and health conditions), lack of parental involvement and inadequate provision of support services. However, whatever the challenge, inclusive education should bridge these gaps and promote unity and oneness between all learners, providing them with equal opportunities; this is no different regarding a learner who presents challenges that are connected to gangsterism.

The DBE (2014:32) added that support will be provided to families and communities by the Department of Social Development (DSD) services (social workers in the local community) as issues regarding child rights, their protection and safety are addressed through this channel. Louw and Louw (2014:253) noted that parental involvement is essential for inclusion to be successful.

The DBE (2014:7) notes that additional support services refer to additional support required for learning difficulties, bullying, behavioural difficulties (aggression and violence), parenthood, sensory or mobility impairments, school drop-out or bereavement. These additional support needs can arise from factors that contribute to barriers to learning, whether it is social, cognitive, emotional, linguistic, disability or family and care circumstances. Barriers to learning refer to difficulties experienced in the education system, the learning site or within the learner, which prevents learning and development (DBE, 2014:7).

Mcnube and Steinmann (2014:209), and Mncube and Madikizela-Madiya (2014:45) believe that well-organised, democratic and inclusive schools can reduce the impact of external gang-related violence due to the learners as well as the educators having a sense of belonging within the community, which presents a sense of purpose. Well-organised and inclusive schools reduce the impact of violence because the educators and learners are part of a community that has a sense of purpose (they feel they belong to something that is worth protecting). These schools usually have a safety or security committee who ensures proper fencing and locks. Safety and security have always been important, as UNESCO (United Nations Educational, Scientific and Cultural Organization) (1998:2) stated more than twenty years ago, an attitude of non-violence and behaviour should be a rule in schools.

Inclusive education has also been an ideal for many years. More than ten years ago, Lister (2008:3) and Lister (2008:5) identified four values of inclusive education, namely; justice (when it is fair to treat people the same and when it is fair to treat people differently); recognition (recognising and respecting the differences between individuals); self-determination (exercising control over their own lives); and solidarity (identifying with others as well as acting in unity for justice and recognition).

According to Grossman (2014:17), citizenship and inclusion are both concerned about “membership”, where citizenship focuses on the community and inclusion on the school community. Lister (2008:4) noted that inclusive citizenship includes membership and belonging; the rights due to the membership; and the equality of status, which should apply to all citizens. The growing social diversity enables marginalised groups to develop a voice. This works with the broad understanding of citizenship, which involves identity and participation as well as rights and responsibilities (Lister, 2008:10). According to UNESCO (1998:1) and Lister (2008:9), citizenship education refers to the education of children from an early age to become enlightened, clear-thinking citizens, who are able to make decisions about the society. Lister (2008:16-17) noted that the key goal of citizenship education is to provide knowledge and the capacity to achieve change. UNESCO (1998:1-2) identified three main objectives of citizenship education, namely; acquiring a sense of community and individual responsibilities; acquiring the ability to make one’s own judgement and critical faculty; as well as educating people in human rights and citizenship. UNESCO (1998:3) stated that citizenship education is based on practice, values and knowledge, which is constantly interacting. UNESCO (1998:1) added that the purpose of citizenship education is to educate the future citizens (children, adolescents and adults with a conscience and reason). Citizenship education trains excellent citizens with moral and ethical qualities and is aware of the human and political issues in their community (human rights education). They also respect and recognise the equality of all human beings. Therefore, citizenship education is more than merely educating citizens; it also involves training children for adulthood and citizenship. Lister (2008:9) noted that citizenship education (in schools and adult learning) can be used to strengthen citizenship as a force for inclusion.

Grossman (2014:18-19) identified 4 interconnected dimensions that comprise multidimensional citizenship. These dimensions include; personal (being committed to a civic purpose), social (the ability to work and live together for a civic purpose), spatial (see oneself as a member, who is part of several overlapping communities – local, regional, national and multinational) and temporal (identify present challenges in the context of the past as well as the future in order to focus on long-term solutions). Therefore, the schools (school structure and organisation, the faculty, staff, assessment measures, curriculum, students and

atmosphere of the school) should be structured in such a way that it becomes models of multidimensional citizenship in order to prepare citizens for the future. In order to achieve multidimensionality, learners need to live and learn in democracy from the beginning of their schooling years, where the school is a democratic institution. Therefore, multidimensional citizenship has to be the central priority of citizenship education.

Grossman (2014:16) is of opinion that democratic citizenship education and inclusion have the same ethos and language, based on their concerns for human rights, social justice and their sense of community. Therefore, there is a strong conceptual link between inclusion and democratic citizenship education. UNESCO (1998:2) noted that it is essential to expose the whole school life with a culture of democracy. Governing boards with representatives of learners (by open election system) and educators should be established to give learners the opportunity to express their views and for everyone to contribute to the decision making. According to Grossman (2014:21), three interrelated rights, namely; enhancement (critical understanding and new possibilities), inclusion (the right to be included socially, culturally, personally and intellectually, where social inclusion refers to a shared sense of community) and participation (prepare students for civic practice) should be institutionalised by schools that embrace democratic citizenship education.

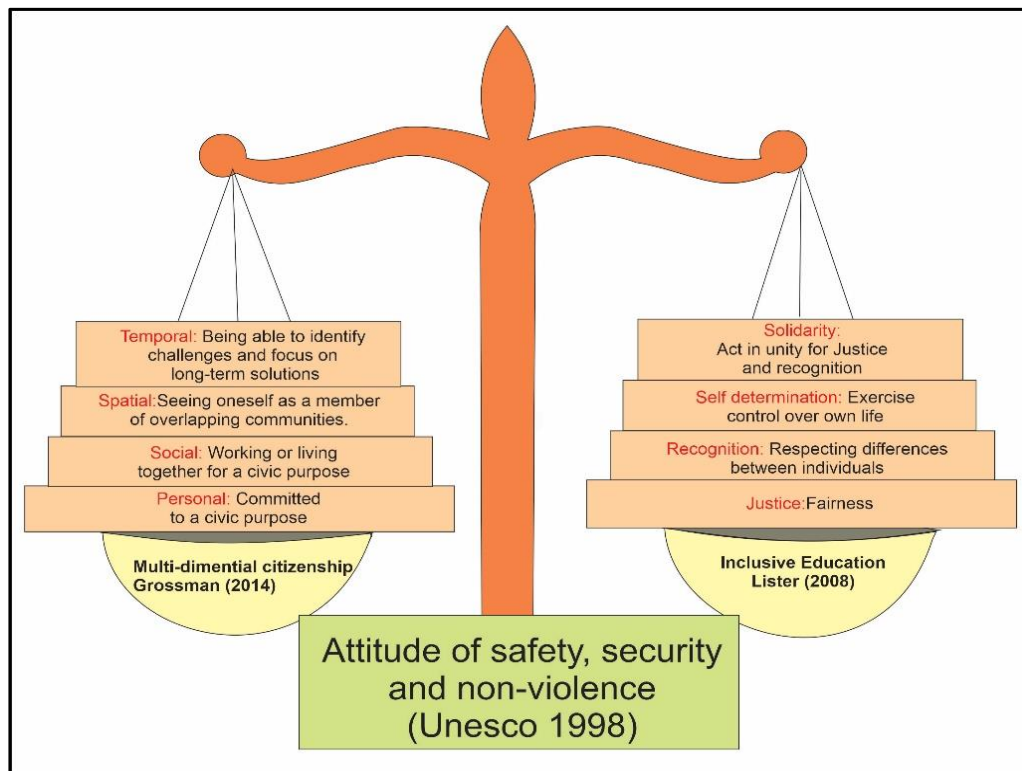


**Figure 2.2. The balance between democratic citizenship education and inclusive education supported by a safe, non-violent and secure school environment**

### **2.2.5. Gangsterism in South Africa**

The crime statistics in South Africa are considered to be some of the highest in the world, which is being influenced by high unemployment rates and low-income levels (Bhorat, Lilenstein, Monnakgotla, Thornton & Van Der Zee, 2017:1; Mosome, Poggenpoel & Myburgh, 2011:5), therefore, South Africa is considered to be one of the most violent countries in the world (Scorgie, Baron, Stadler, Venables, Brahmhatt, Mmari & Delany-Moretlwe, 2017:52; Souverein, Ward, Visser & Burton, 2016:1859). Young community members from poor urban South African settings experience and commit violence and gang-related crime as part of their everyday life, which has lasting effects on their physical and mental health as adults (Scorgie, Baron, Stadler, Venables, Brahmhatt, Mmari & Delany-Moretlwe, 2017:51; Sommer, Hinsberger, Elbert, Holtzhausen, Kaminer, Seedat, Madikane & Weierstall, 2017:30; Antunes & Ahlin, 2017:166; Ward, 2010:53; Clark, 2012:77).

According to Maringira and Masiya (2018:173-174), various strategies are evident, that tend to encourage or even coerce young individuals who do not want to join gangs, to feel that they must become part of this culture. These include harassing and threatening parents and the youths themselves (especially when parents are strict and aim to prevent their children from joining gangs). This often leads or prompts the young individual to join a gang in order to protect their loved ones and themselves (Maringira & Masiya, 2018:174). Gang initiation occurs in a number of ways, the recruit can be beaten up in order to test his genuineness, the recruit can also be forced to break into a house or shoot a target (Maringira & Masiya, 2018:173-174). This is done to increase trust, as the recruit now knows the gang and hence needs to prove that he can be trusted. Furthermore, after the recruit commits a crime, he needs to evade the police, thus he or she rather stays with the gang for added security (Maringira & Masiya, 2018:174-175) than be isolated. From this information, one can see that it is easier to become a gang member than to leave this way of life. This is usually because enemies were created along the way to becoming a gang member and fellow gang members are concerned that they will be sold out to authorities if gang members defect or leave the gang. This situation only leaves two ways of escaping the cycle of violence after becoming a gang member, which include; dying or trying to be forgotten (Hinsberger, Sommer, Kaminer, Holtzhausen, Weierstall, Seedat, Madikane & Elbert, 2016:1; Maringira & Masiya, 2018:173). In South Africa, this cycle is no different and it is noted that (Dong & Marvin, 2016:43) gang members only leave the gang completely once they have found a suitable substitute. Thus, internal factors attracting individuals to gangsterism include; loyalty (reliability and support from the gang), esteem (earning a rank, identity, superiority, reputation, status, attention, sexual interests and gaining respect), acceptance and belonging (sense of belonging from gangs while neglected by family) physiological and self-actualisation needs (Owen & Greeff,

2015:13-17; Wood, 2015:18; Maringira & Masiya, 2018:165; Ramson & Chetty, 2016:76; Wijnberg & Green, 2014:299).

Besides these internal and personal factors that engulf individuals into the world of gangsterism, external factors also attract individuals, these include; entertainment (pleasurable experiences, relief from boredom, parties), substance availability (drugs are acquired and provided by the gang), material gain (tax-free material and financial resources), dominance (a sense of superiority, access to weapons, freedom from responsibility, protection, strength) and survival (transporting and selling drugs for financial gain) (Owen & Greeff, 2015:13-17; Maringira & Masiya, 2018:160-176; Ayling, 2011:7; Lambrechts, 2012:793; Owen & Greeff, 2015:16; Wood, 2015:18; Wood, 2015:30; Daniels & Adams, 2010:49; Maphalala & Mabunda, 2014:64; Wegner, 2011:23; Gasa, 2010:18; Mabunda, 2014:65).

Another factor that can be considered in the South African context is that of geographical location in relationship to wealth, poverty and race. According to Maringira and Masiya, (2018:170) poor townships or informal settlements next to more affluent “*white suburbs*” (leafy suburbs, luxury cars, shopping centres), leads to youth having a quest for a more luxurious lifestyle. A sense of deprivation develops during an individual’s efforts to make a life within environments characterised by poverty and economic vulnerability, which can lead to gangsterism as the youths develop. These situations make it easy for adolescents (especially males) to admire the gang members who are displaying their power through violence and their affluence through access to material resources like substances, cell phones, glamour, power and the admiration of girls (Maringira & Masiya, 2018:176; Ward, 2010:54; Daniels & Adams, 2010:49; Maphalala & Mabunda, 2014:66). This is basic human nature and in the South African context there is no difference.

#### **2.2.6. Gangsterism in schools**

As previously stated, gangsterism, violence, crime and aggression co-exist in communities, mutually influencing each other. There is a cycle of violence evident in low-income urban communities, where rival gangs are constantly locked in a never-ending pattern of attack and counterattack, with the community attempting to reduce these acts of crime by vigilantism, or “mob justice” (Hinsberger, *et al.*, 2016:2; Segone, 2016). This situation further escalates, when multiple incidents of violent feuds and aggression infiltrate into the schoolyard, endangering the lives of fellow learners and educators, resulting in principals and educators becoming too scared to teach, especially at local high schools and vocational schools (Stingh & Steyn, 2013:1-2; Segone, 2016). This leads to a high rate of disruption during school hours as well as high absenteeism, leaving parents furious that their children’s education is being affected

(Mncube & Madikizela-Madiya, 2014:47-48; Segone, 2016). These gang-related activities affect educators, principals and learners alike (Stingh & Steyn, 2013:8). This scenario is far too familiar in the South African context and seems to be becoming the order of the day, with street gang activities and vigilantism posing challenges to the South African authorities. These acts of vigilantism are regarded as a response to high crime in the community, by community members who are dissatisfied with the services of the police, and their effectiveness in dealing with crime. These acts of vigilante violence are usually extreme and have an influence on the community as a whole (Petrus, 2015:26-27). Ncontasa and Shumba (2013:7-9), and Mncube and Steinmann (2014:209) emphasise that violence in communities is common, which in turn, leads to school violence. Thus, poverty, unemployment and a lack of recreational facilities (where adolescents would be given the opportunity to excel on the sports field to earn respect from their classmates) leads to school violence.

Scorgie, Baron, Stadler, Venables, Brahmbhatt, Mmari and Delany-Moretlwe (2017:63) also note that young people strive to gain access to positive recreational spaces and sanctuaries in their communities, in order to give them a sense of belonging; unfortunately, this does not occur in gang-ridden communities. Some communities (schools, homes and the local community) often offer limited opportunities to utilise leisure, cultural activities, recreational resources and sport, however, due to poverty and many other socio-economic difficulties, these opportunities are not fully utilised. This results in adolescents joining gangs instead of staying home (Wegner, 2011:21; Ward & Bakhuis, 2016:53; Souverein, Ward, Visser & Burton, 2016:1864) or positively engaging with their environment. Thus, adolescents who are involved in socially acceptable activities do not have time to be delinquent (Maphalala & Mabunda, 2014:62). Positive Interaction with peers provides adolescents the opportunity to observe the occurrences in the community and gives them something to do. On the other hand, activities with limited interaction with peers are often perceived as boring. Boredom is usually associated with feelings of restlessness, which causes adolescents to seek fun in the form of risky behaviour (Wegner, 2011:22; Ward, 2010:54). According to Wegner (2011:20-21), adolescents view parks as places for young children to play, while derelict houses are places where adolescents spend their free time. Derelict buildings and spaces are often known as "*suiker huisies*" (sugar houses), and are considered to be spaces where adolescents are free to do what they want, this includes alcohol and drug usage, and risky, anti-social activities (Wegner, 2011:20-21). Therefore, in an effort to address gangsterism, learners should have access to after-school activities (Ward, 2010:57), engaged with purposeful activities, which have a direct influence on the individual's health, development and wellness, promoting a cycle of positive performance and engagement (Wegner, 2011:19).

Gangsterism and school-based violence is common in South Africa and is not restricted to any one province or area but is found across South Africa, in most schools. School-based violence, which includes bullying, is visible by the drop-out rates of learners, their reluctance to attend school, the high transmission of HIV/aids and academic underperformance as well as teenage pregnancy and general community disintegration (Mncube & Madikizela-Madiya, 2014:49; Stingsh & Steyn, 2013:1; Mncube & Madikizela-Madiya, 2014:46; Meyer & Chetty, 2017:121; Mosome, Poggenpoel & Myburgh, 2011:1).

It is with regret, that learners often regard violence as the best method to achieve what they want, resulting in violence towards other learners and educators. In many communities, this method of functioning is modelled by the community in which the learner resides, but also at home and by politicians, who promote violence as a method to settle conflict; all contributing to the message that violence is an acceptable means to pursue causes (Bester & du Plessis, 2010:212-213). Aggressive youths often intimidate educators and learners, which leads to scared principals and educators, resulting in an inability to teach in the unsafe schools (Stingsh & Steyn, 2013:1). This situation causes a culture of disrespect, intensified by an unbalanced promotion of human rights in schools, as learners are aware of their rights, but rarely seem to recognise the responsibility it carries with respect to the rights of others (Mncube & Steinmann, 2014:208; Reckson & Becker, 2005:110). Another factor that escalates school violence is ascribed to easy access to schools, where people from outside can enter the school grounds to commit crime (Mncube & Madikizela-Madiya, 2014:46; Ncontsa & Shumba, 2013:6; Maphalala & Mabunda, 2014:66-67). This often leads to learners and educators being threatened by violence (Mncube & Steinmann, 2014: 203; Bester & Du Plessis, 2010:215; Bester & Du Plessis, 2010:203).

Gang membership is considered to be more “school-based” in rural settings due to less defined neighbourhood boundaries (Watkins & Taylor, 2016:139). The school is considered to be the next-best setting in which gangs function and recruitment can be organised (Watkins & Taylor, 2016:139-140). Gangsterism can be considered as one of the sources of school violence in South Africa, especially in the Western Cape schools, where learners as young as thirteen (13) are being recruited into gangsterism (Maphalala & Mabunda, 2014:64; Chu, Daffern, Thomas & Lim, 2012:310; Mncube & Madikizela-Madiya, 2014:45). Younger members are also recruited, especially when they are unhappy and struggling (poverty, language barriers and underachieving), with the promise of brotherhood (family) (Maphalala & Mabunda, 2014:64-65; Petrus & Kinnes, 2019:11; Mncube & Madikizela-Madiya, 2014:43-44). To compound this, adolescents find it easier to join gangs when they live in an environment where delinquent peers or family members are gang members or they have seen

a parent being killed by a gang member (Maringira & Masiya, 2018:175; Souverein, Ward, Visser & Burton, 2016:1872). Some adolescents enjoy being in the presence of gang members, who in turn introduce them to substance abuse and mentor them into other gang activities. These adolescents take up these activities in order to be accepted into the gang (Maringira & Masiya, 2018:172-175; Wijnberg & Green, 2014:288; Merrin, Hong & Espelage, 2015:523).

Absenteeism caused by learners and educators who fear being caught in the crossfire during gang attacks, not only at school but also on their way to school and back home, in turn, negatively affects teaching and learning (Mncube and Madikizela-Madiya, 2014:47; Macupe, 2017; Maphalala & Mabunda, 2014:65; Carson & Esbensen, 2017:6; Mothibi, Mathopo & Mofokeng, 2017:75; Ward, 2010:54). Absenteeism is not being addressed by schools, as schools neglect to follow up with parents regarding the situation, which leaves parents unaware of their children's movements (Wijnberg & Green, 2014:288). Classrooms and school grounds are supposed to be safe, yet violence occurs daily, resulting in children being harmed and experiencing danger. This situation is further compounded by absent educators, which leaves classrooms unsupervised (Meyer & Chetty, 2017:122; Macupe, 2017; Stingham & Steyn, 2013:1).

#### **2.2.7. Background to different types of gangs**

Roloff (2014:1) noted that the Western Cape in South Africa struggles with high levels of gang participation and violence. However, the gangs in this small geographical area are quite unique, with four gang typologies being identified, namely; the Crew, Clique, Street Gang and Prison Gang, which will be discussed to provide a background to the concept of gangs and gangsterism for this study. See comparative table Figure 2.2.

##### **2.2.7.1. Crew**

Crews are a common gang in black townships. They are similar to the youth crews that existed in South Africa during the Apartheid, with small groups between 15-35 members (Roloff, 2014:2). Memberships of crews are typically based on where they live; they become part of the Crew for protection against other Crews who destroy their neighbourhoods (Roloff, 2014:4). Crews typically use their fists, knives, stones, fire bombs and sticks, and they might break into houses, with violence emerging when rival Crews enter their territory (Roloff, 2014:5); they usually develop relationships with other gangs, especially Crews in Black and Coloured townships. It must be noted that Crews have a significant influence on schools, especially adolescents who belong to rival Crews outside the territory of school. This contributes to school dropouts (Roloff, 2014:4-6).

In general, Crews usually spend their time collecting coins from people in order to share drinks and sweets and are typically involved in illegal theft and muggings to sustain their drug addiction, which is either dagga or Mandrax (Roloff, 2014:2). Typically, Crews don't have official leaders, but usually influential members, who continually draw each other into fights, murders and assaults, where no leader picks a victim as everyone usually operates informally.

#### **2.2.7.2. Cliques**

Cliques typically exist in Black townships and commit untracked and significant crime, for which they are considered to be dangerous (Roloff, 2014:6). Cliques typically commit crimes of opportunity and are characteristically involved in house robbery; theft (vehicles; equipment); extortion and ATM (Automated Teller Machine) fraud, they also take money for contact killing (tenders) from formalised gangs in Coloured townships (Roloff, 2014:6-9). These crimes are usually committed to obtain money. Cliques also have more active members who are usually more influential, but they also do not have a leader (Roloff, 2014:6). Cliques are informal and tend to keep a low profile, which typically consists of a group of friends from the same neighbourhood (specific locations where they operate or hang out), with an informal operating process and a small membership of between 15-30 members. This gang type is, however, usually connected to a larger illicit network.

#### **2.2.7.3. Street Gangs**

These gangs are typically found in “*coloured*” townships. These gangs have risen due to the complete disintegration of community structures due to the high unemployment rate that has increased during the past 20-30 years (Roloff, 2014:8). Street Gangs typically obtain their money through legitimate businesses as well as illegal drug trade, which are used to support the members of the gang. This type of gang runs a complicated hierarchy, which include; Leaders (rarely involved in activities); Shot callers (reorganize territory and direct the soldiers; planners) and Soldiers (Roloff, 2014:9). Furthermore, smaller Street Gangs often become part of larger Street Syndicates, in order to protect themselves against other gangs in the area. Street Gangs have strong organisational management, where members are punished (sometimes by death) when they act outside the rules of the gang (Roloff, 2014:9-11; Petrus, 2015:30).

Street Gangs usually have very specific boundaries, where they know which area belongs to which gang. These territories cause regular shootouts, which usually start out as warning shots, but end in civilian injuries and deaths. Street Gangs also plan weeks/months in advance to kill someone (Roloff, 2014:9-11; Petrus, 2015:30). A street gang requires more than three

people who have a common identity, which includes engaging in illegal activities like violence and crime (Roloff, 2014:2). Adolescents who are aggressive and violent often have a bigger likelihood of joining street gangs or other troublesome youth groups, where the gangs/groups themselves promote and facilitate violence as well (Klein, Weerman & Thornberry, 2006:413). A final comment by Petrus (2015:31), suggests that street gangs do not exist in a vacuum, they are a product of the community in which they exist.

#### 2.2.7.4. Prison Gangs

According to Roloff (2014:12-15), Prison Gangs are one of the oldest institutions in South Africa that has developed over the past hundred years. Prison Gangs operate in every prison in South Africa. The number gangs are typically known as the 26's (responsible for money management, which includes cell phones and cigarettes); 27's (mediators and judges between gangs; dispute resolution) and 28's (governance). The violence of the Prison Gangs usually stays within the prison walls and typically include assault and murder.

|               | CREW                             | CLIQUES                                       | STREET GANGS                                                    | PRISON GANG                                                |
|---------------|----------------------------------|-----------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------|
| ECONOMICS     | None                             | Semi-Formal:<br>Illicit fraud                 | Formal and<br>informal drugs                                    | None<br>Insignificant                                      |
| HIERARCHY     | None                             | Low                                           | High                                                            | None                                                       |
| STRUCTURE     | None                             | Low                                           | Medium high                                                     | High                                                       |
| SIZE          | Small 15-35                      | Small 15-35                                   | Medium<br>15-200                                                | Large-1000s                                                |
| GEOGRAPHY     | Localized and<br>territory       | Localized and<br>Non-Territory                | Localized and<br>territory                                      | Within prisons                                             |
| VIOLENCE      | High visibility<br>Low mortality | Low visibility<br>High mortality              | High visibility<br>High mortality                               | Medium mostly<br>in prison                                 |
| OPERATION     | Informal                         | Formal but not<br>organized                   | Organized and<br>managed                                        | Highly organized<br>around operation                       |
| RELATIONSHIPS | Low: Rarely<br>formal            | Medium: Political<br>and criminal<br>networks | High police,<br>political<br>Community and<br>criminal networks | High: Criminal<br>networks, Political<br>and intra-prisons |

Figure 2.3. Comparative table of different types of gangs (Adapted from Roloff 2014)

Even though this study does not classify gangs, the structure of the various types of gangs must be noted, as this information will influence inclusive citizenship education interventions that may be considered when attempting to ameliorate gangsterism within the community of study. With this in mind, interventions that were in the available literature will be discussed and considered.

#### **2.2.8. Intervention**

School violence, which includes gangsterism and bullying, is considered to be a global phenomenon in schools, requiring an integrative approach, in which parents, educators and learners work together in order to be effective, innovative and proactive (Ncontsa & Shumba, 2013:13; Bester & Du Plessis, 2010:209; De Wet, 2016:7; Ncontsa & Shumba, 2013:5; Robards & Bennett, 2013:12). Aggressive behaviour amongst learners and violence in schools is not just a school problem but must be considered even wider and seen as a social problem. Schools will continue to be threatened with violence, senseless killings and weapons as long as the society (community) demonstrates these kinds of behaviour (Gasa, 2010:28).

Therefore, the whole community needs to be involved when these issues are addressed; good relationships have to be developed with the judicial, educational, health, religious sectors and non-profit organisations. Furthermore, positive adult role models as well as parents must also be involved while intervention programmes should not only focus on learners but on community members as well (Ncontsa & Shumba, 2013:13; Bester & Du Plessis, 2010:209; De Wet, 2016:7; Ncontsa & Shumba, 2013:5; Robards & Bennett, 2013:12). Thus, intervention programmes should be designed to address the learners as members of their family, school and community. School violence can be addressed within the school and the wider community when educators and community members have the necessary knowledge about the causes of gangsterism, gang organisation and purpose, as well as the different types of gangs that are active in their environment, which will ensure that various preventative measures and intervention methods will tackle the behaviour from all angles (Scorgie, Baron, Stadler, Venables, Brahmhatt, Mmari & Delany-Moretlwe, 2017:63; Maringira & Masiya, 2018:164; Roloff, 2014:1-16; Gasa, 2010:26-28; Mosome, Poggenpoel & Myburgh, 2011:4-6; McNube & Steinmann, 2014:209). Mosome, Poggenpoel and Myburgh (2011:5) noted that a specific information programme should be implemented, where experts offer workshops at schools with debates about these matters, encouraging a deeper understanding about the phenomenon in order for the stakeholders to implement, support and maintain an effective intervention program.

Programmes to prevent school violence are desperately needed in South Africa and should be aimed at teaching adolescents coping strategies, positive social skills, problems solving, emotional self-awareness, self-control, teamwork and conflict resolution (Souverein, Ward, Visser & Burton, 2016:1860; Rathinabalan & Naaraayan, 2017:2082; Mothibi, Mathopo & Mofokeng, 2017:84). These programmes should establish safe school environments, with the co-operation of the government, law enforcement and community leaders to ensure that schools are drug-free and weapon-free environments, where reporting of violence is encouraged (Ward, 2010:57; De Wet, 2016:9; Mosome, Poggenpoel & Myburgh, 2011:7; Petrus and Kinnes, 2019:15; Souverein, Ward, Visser & Burton, 2016:1859); search and seizure is implemented; drug testing is carried out on the school grounds (Mosome, Poggenpoel & Myburgh, 2011:7; Maphalala & Mabunda, 2014:67; Souverein, Ward, Visser & Burton, 2016:1859); bullying is addressed as the most common manifestation of gang-related school-based violence (McNube & Steinmann, 2014:205) and a “life choices” programme is implemented, where peer educators teach their peers about choices in life and the consequences of wrong choices (gangsterism, teenage pregnancy and substance abuse) (Mosome, Poggenpoel & Myburgh, 2011:7; Ward, 2010:57; Maphalala & Mabunda, 2014:69; Souverein, Ward, Visser & Burton, 2016:1859). The schools should provide counselling services to assist learners (both victims and bystanders) in coping with the exposure to violence due to its harmful side effects (Mothibi, Mathopo & Mofokeng, 2017:75; Stingham & Steyn, 2013:7).

According to Mothibi, Mathopo and Mofokeng (2017:78), adequate parenting and parental involvement holds the key to how learners respond to the threat of violence. However, peer pressure also plays a role. In order to intervene, good role models and mentors are of great necessity, while providing support to learners who are at high risk of dropping out. According to Stingham and Steyn (2013:1), learner aggression should also be managed at school in order to ensure the academic achievement of learners as well as their holistic development, therefore, it is essential to understand which factors contribute to aggression, (environmental factors; family factors; and school-related factors) and have knowledge about the various forms of aggression (physical aggression; verbal aggression and bullying). Students with low academic achievement should be encouraged by educators to be actively involved in the learning process. Partnerships should exist between the parents and the school, especially students who are performing on school level, where the school provides strategies to the parents in order to assist their children to be academically successful (Lacour & Tissington, 2011:526).

Long-term investment (education, opportunities, sports and jobs) in adolescents can be used to build their confidence. However, with no guarantee, this can ensure that the influences of gangs will be diminished; but there seems to be a glimmer of hope to these approaches, specifically hope being provided to adolescents. The Police and other authorities should be aware of the successes of the communities and spend their budgets on building and supporting the adolescents who show potential for success. If the police are involved with such an approach, more people will be involved in fighting gangs, which will in turn make the police's job easier while a better culture is being built and gang brands are broken down. Police personnel play a crucial role while in collaboration with community watches like CPF's. (Kinnes, 2014:23; Buthelezi, 2012:8; Bhorat, Lilenstein, Monnakgotla, Thornton & Van Der Zee, 2017:4).

#### **2.2.9. Summary of conceptual framework**

In the discussion of the concepts that were used in this study, one can see that the topic of research is a complex and convoluted scenario, that needs much more time and space to comprehensively provide adequate information into this unique phenomenon. However, due to the constraints of this dissertation, only the tip of the problem has been discussed to provide a limited perspective into this problem in order to set the scene of this study in the small rural community that was used for this study. It is thought necessary to remind the reader that gangsterism, wherever it is evident, can be tabseen as a universal phenomenon, which knows no limitations, no boundaries and was evident since time immemorial. Thus, with this literature background anchoring the study, the theoretical framework will now be discussed.

### **2.3. THEORETICAL FRAMEWORKS**

#### **2.3.1. Bronfenbrenner's Bioecological Theory**

Bronfenbrenner (1994:38) identified two propositions; the first proposition argues that human development takes place through the process of regular interaction between a bio-psychological organism and the people in its immediate environment (proximal processes). The second proposition argues that the power, content, form and direction of the proximal processes are a joint function of the characteristics of the individual and the environment or context (See figure 2.4).

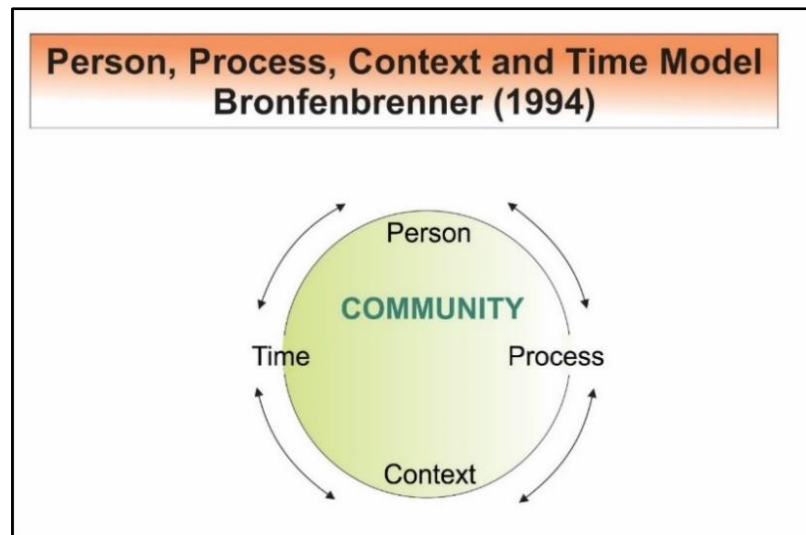


**Figure 2.4. Four process factors of human development (Bronfenbrenner 1994).**

This assumption has been the grounding for many researchers, theorists and scholars, thus according to the psychologists, Louw *et al.* (2014:28), it is no different. They also believe that the environment plays an important role in development; these environments include parents, siblings, extended family, peers, teachers, schools, the media, workplaces and the church or other places of religion. When all of these elements come together, they form the culture of a person (Louw *et al.*, 2014:28). A contributor to this perspective is Urie Bronfenbrenner. Bronfenbrenner (1994) identified four dimensions that are essential to the process of human development. The four dimensions include; Person factors (biopsychological characteristics – a combination of inherited biological characteristics and learned psychological elements as well as the moral, cognitive, emotional and spiritual development of the individual), Process factors (the interactions that occur in schools, classrooms, peer groups, families and the local community), context (microsystem, mesosystem, exosystem and macrosystem), and time (chronosystem) (See figure 2.4).

The microsystem includes the immediate environment of the individual, being the person's school, classroom, family, peer group and local community. The mesosystem represents the interaction between the microsystems, while the exosystem represents the broader social system. The macrosystem embodies the larger society, which includes, for example, the traditions, ethnic groups and cultural values. Within the bio-psycho-social environmental paradigm, biological predispositions are also considered and have an influence on behaviour (Lee, 2015:208; Louw *et al.*, 2014:29-30; Nienaber, Petersen & Kgantsi, 2014:42; Donald, Lazarus & Moolla, 2014:40-46; Bronfenbrenner & Cesi, 1994:576).

### **2.3.1.1. Person factors**

Ettekal and Mahoney (2017:243) noted that person factors include the individual characteristics of the person (age, competency and gender), which interacts with each setting, influencing development. For example, these person factors explain why certain individuals participate in out-of-school activities and others not; it also explains the different roles individuals occupy within the chosen activity. Under this heading, three aspects will be discussed, namely biological, cognitive and moral influences (See figure 2.5).

- *Biological influences*

It is essential to understand that human behaviour is a complex phenomenon, which is being influenced by the environment (nurture) as well as genetics (nature). Thus, genetic predispositions must be considered. Thus, adverse environments (structural violence) can lead to lower parental involvement, resulting in negative health outcomes. The link between genetic (nature) and the environment (nurture) suggests that the gene “*lives*” with the environment to shape the individual’s behaviour and personality (González-Tapia & Obsuth, 2015:60-64; Lee, 2015:208; Barnes, Beaver, Connolly & Schwartz, 2016:221). According to Walsh and Yun (2014:411), genetic and biosocial criminologists confirm the co-dependability between the genome and its environment. Thus, it is suggested that the effect of genetics depends on the environment, and the effects of the environment depend on genetics, therefore, the type of nurture children receive from the family and the community determine the resulting gene expression, as well as the heredity of the specific expression (Walsh and Yun, 2014:411).

Furthermore, according to Merrin, Hong and Espelage (2015:523), the individual is considered to be a biological system; therefore, development occurs when the individual’s biological and physical factors are embedded in various context. It is thus suggested that characteristics like age, gender, ethnicity, depression, suicidal behaviour, substance use and prior delinquency can contribute to gang involvement; when considering this biological perspective, behaviour can be seen as stemming from and determined by biological factors that focus on the role of heredity, the endocrine system and the nervous system (Louw *et al*, 2014:17), in addition to environmental factors.

Thus, person factors are greatly influenced by biological factors that have an influence on childhood development as well as the long-term biological functioning of the child (Rocque, Posick & Felix, 2015:90). Furthermore, children and adolescents who experience stress during childhood and early adolescence, have the potential to be set on a trajectory towards aggressive behaviour and delinquency. These negative social environments expose individuals to chronic stress, which negatively affects the functioning of the brain. Thus, it is

proposed that both these components (nature and nurture) lead to the development of a subculture of violence (Rocque, Posick & Felix, 2015:95). Biological examples include birth complication, prefrontal dysfunction or poor executive functions, all of which interact with negative home environments in predisposing to adult violence. However, environmental manipulations can be used to change biological risk factors (Raine, 2002:321-322; Souverein, Ward, Visser & Burton, 2016:1862; González-Tapia & Obsuth, 2015:60; Frisell, Pawitan, Langstrom & Lichtenstein, 2011:17) and to some extent, ameliorate the situation. According to Connolly and Beaver (2013:724-725), genetic predisposition becomes more prominent as children mature into adolescents and adults, this can be attributed to the greater levels of autonomy, where their genetic tendencies were not as easily stifled as when their parents had partial control over them. During adolescence and adulthood, siblings tend to have less shared environments, where their personalities and behaviours are shaped. Although siblings experienced the same rearing environment, they have different personality traits, once again highlighting the person factor in the theoretical framework. Furthermore, Fox (2017:26) adds that personality traits and underlying predispositions of an individual are influenced by genetics, which in turn results in their selection of peer group and peer association, all of which can lead to criminal and delinquent behaviour.

- *Cognitive influences*

The second aspect of the person factor is cognitive influences. Louw *et al.* (2014:25-26) noted that the manner in which children think and how their thinking changes, is called the cognitive developmental perspective. Piaget, as cited by Louw *et al.* (2014:25-26), a well-known contributor to this perspective, is of opinion that children are constantly trying to make sense of their physical and social world. He believes that in order for them to understand their world, children tend to create theories about their social as well as their physical worlds, and combine the information they gather from observing objects and other people and turn it into their own personal theories. These theories are then tested on a daily basis due to their expectation of certain things that can and do happen. When their theory is proven to be true, their belief in this theory grows stronger and when there is no conclusive evidence that their theory is true, the child needs to revise his theory. According to Louw *et al.* (2014:26), Piaget identified four stages in cognitive development, during which the child is likely to revise their theory. The sensorimotor stage (birth – 2 years), the preoperational stage (2-6 years), the concrete operational stage (7-11) and the formal operational stage (12 and older). For the sake of this research topic, the focus of the discussion will be on the concrete operational stage and the formal operational stage, as these two stages are the most pertinent to the topic of gangsterism.

During the concrete operational stage, the child develops logical thinking; however, this only applies to real concrete objects. The child is not able to think in an abstract manner. During the formal operational stage, the child has gained the ability to think abstractly, speculate on a hypothetical situation and reason (deductively) about the possibilities. Thus, children and adolescents who have achieved the ability to reason and think logically about possibilities, solutions and consequences of behaviour, should be less likely to be involved in criminal activity and gangsterism, and should have the ability to think outside the box and evaluate the “*real world*” by embracing concepts and ideas, hypothesising and sophisticatedly comparing their options. Thus, with an individual’s appropriate cognitive development, hypothetico-deductive thinking (develop alternative methods of solving problems and plan for the future), propositional thinking (envision alternative realities and examine the consequences), combinatorial analysis (organise possible combinations inherent in a problem), and relativistic thinking (ability to take the perspective of others, what they see and what they think) (Louw & Louw, 2014:325; Robards & Bennett, 2013:11) should be a factor that must be considered as a personal.

- *Moral influences*

As with cognitive influences, moral influences can also be seen as an influence on person factors. Louw and Louw (2014:379) noted that moral development (personal value system) is the most important development task in the development of individuals, as it guides an individual’s behaviour and assists them with socially- and morally responsive behaviour. Morality refers to the principles that enable people to differentiate between wrong and right (Louw & Louw, 2014:379). Moral development, on the other hand, refers to the process by which children learn principles, which enables them to distinguish between right and wrong and act accordingly (Louw & Louw, 2014:287). Louw and Louw (2014:287) also added that moral education aims at maintaining social order, enabling individuals to function in the community; all being important aspects to consider when reflecting on gangsterism. Furthermore, Louw and Louw (2014:290) noted that Lawrence Kohlberg, the founder of the moral development theory, believed that children go through different stages of moral development, based on cognitive development and social experiences; again, re-focussing the biological and cognitive influences that individuals are subject to, which can positively or negatively influence them when reflecting on the phenomenon of gangsterism. Fox (2017:26) added that personal and societal interactions lead to the development of learned associations and norms, distinguishing certain acts as right or wrong, moral or immoral and good or bad. According to Robards and Bennett (2013:11), the moral development of young individuals involves an increasing sense of self and sense of their own value. As these adolescents mature, they should develop empathy and an ability to see things from someone else’s

perspective, which helps them to make moral judgements, influencing the individual's decision on whether to participate in gang activities or not.

In conclusion, a person and in particular, an adolescent's reasoning (to discriminate between right and wrong) helps them to determine how to behave or act in certain situations, and how to react or feel about moral issues. Thus, the adolescent may also develop an interest regarding the community's values and issues, by volunteering, showing interest in religion, being politically active or environmentally aware, which are again all important when considering the phenomena of gangsterism. It is with this insight, that person factors are evaluated in conjunction with the phenomena of gangsterism and the decisions individuals take to participate and belong to a gang or not.

### **2.3.1.2. Process factors**

According to Bronfenbrenner (1994:38), human development occurs due to the interaction between the active and evolving bio-psychological individual, other people, symbols and objects, which occur in the immediate environment. Thus, process factors represent the interactions between the person and the context (See figure 2.5). This includes the exchanges between the active and evolving human (internal factors) and the immediate external environment (Ettekal & Mahoney, 2017:243). According to Donald *et al.* (2014:46-47), the individual's perceptions about their context are central to how they engage with the context. World-views, values, practices and relationships with others will influence the way in which the individual engages with the social context (environment) within a situation. Therefore, it is important to note that individuals are active participants of their own development, even though the environment has an influence on the individual.

As gangsterism and the challenges associated with it, are considered to be a global phenomenon (Petrus & Kinnes, 2019:2; Mncube & Madikizela-Madiya, 2014:43) and gang-related violence presents an extensive problem (Mcnube & Steinmann, 2014:207), which influences families and communities (including the school communities) alike, the use of Bronfenbrenner's Systems Theory is ideal, to ground the research and frame it within a theoretical framework. Furthermore, as gangsterism becomes institutionalised and the community considers the gang subculture as normal, with the presence of the gang being considered part of community life by community members (Ayling, 2011:7; Lambrechts, 2012:796), the Systems Theory again forms a solid theoretical framework.

### 2.3.1.3. Context factors

Bronfenbrenner (1994) initially divided the environment into four levels (socio-ecological model) namely; the *microsystem* (people and institutions in the child's immediate environment, namely the family, peers, religious settings and the classroom; these relationships shape cognitive, emotional, moral, social and spiritual development), the *mesosystem* (interaction between the microsystems, for instance the school, the home and the neighbourhood or local community); the *exosystem* (the social settings in which the individual is not directly involved) and finally; the *macrosystem* (different culture groups of South Africa, nationality and the society as well as Governmental influences, regarding economics; it also involves beliefs, values and practices that can influence other social systems) (Ettekal & Mahoney, 2017:243) (See Figure 2.5). According to Fox (2017: 25), in the social context or micro level (family, neighbourhood, location, school, etc.), an individual's choices regarding who they associate with can be restricted. Thus, an individual with delinquent tendencies, who lives in an environment with limited delinquent youth to associate with, may conform to these influences and show an interest in associating with other delinquent youth. Therefore, one can see that context factors can have a marked influence on various social phenomena, for example gangsterism. A discussion will now ensue to highlight the various levels within the theoretical framework and the influences these may have on the phenomena of gangsterism.

- *Micro level*

The microsystem consists of interpersonal relationships that are experienced by the developing individual during interaction within their immediate environment. This interaction is essential in order to build a sense of belonging within the individual in a safe environment, which will provide opportunities to try new things (Ettekal & Mahoney, 2017:241-242; Bronfenbrenner, 1994:39; Rathinabalan & Naaraayan, 2017:2079).

In the micro context, the street gang is seen as a product of poor social conditions (weak family structures, dysfunctional primary institutions) (Petrus, 2015:31). However, there is no clear evidence as to why certain individuals do not adhere to the subculture even though they are enmeshed therein. It is believed that parenting might be at the core of this difference, due to decent parents being stricter in their child-rearing practices (they encourage their children to respect authority, act morally acceptable and be on the lookout for situations that can lead to trouble). These parents are polite, considerate and teach their children by setting an example of appropriate behaviour (Rocque, Posick & Felix, 2015:87-88). Loving and sheltering families tend to have a protective effect in these environments because they protect their children from violence and abuse, causing their brains to develop in a healthier manner (Rocque, Posick & Felix, 2015:95).

According to Mncube and Madikizela-Madiya (2014:44), schools are considered to be a microsystem of a society, therefore, if there is violence in the broader community, it will be reflected in the school environment. Rathinabalan and Naaraayan (2017:2079) noted that the origin of juvenile delinquency has risk factors evident in all levels; the individual, the micro environment, the macro environment and even in the mesosystem. Thus, one cannot ascribe juvenile delinquency and gangsterism to only one systemic level; furthermore, within this system, there are also protective factors. These risk and protective factors prevent or encourage the likelihood of youth joining gangs at the family, school, neighbourhood and peer levels. Merrin, Hong and Espelage (2015:525) added that the social-ecological framework increases our understanding of the risk and protective factors that are related to gang involvement. This is done by examining: Which factors differentiate gang-involved youth from gang membership and in which contexts?

- *Meso level*

The mesosystem involves the processes that occur between the different microsystems of the individual (Bronfenbrenner, 1994:40). Thus, the mesosystem can be considered as a combination of microsystems. Therefore, what happens in one microsystem has an influence on what happens in another microsystem. The school and the family of the adolescent are the central microsystems that interact with the individual (Ettel & Mahoney, 2017:242; Bronfenbrenner, 1994:40).

Parents, who are victims of community violence, tend to be more aggressive towards their children. The more children observe community violence, the more aggressive they seem to be (Louw & Louw, 2014:214; Antunes & Ahlin, 2017:166). Thus, as the mesosystem involves the processes that occur between the different microsystems, community violence has a direct influence on the behaviour of parents and children. Thus, parents (micro level influence) can have a positive or a negative influence on their children and their school performance as well as the child's behaviour. Adequate parents tend to be strict and encourage their children to live morally and respect authority (Stingh & Steyn, 2013:6; Mncube & Steinmann, 2014:208), to remind their children to avoid people or risky situations that can cause trouble, teach their children to be as polite, responsible and considerate as they are and be able to handle crisis situations without harmful behaviour (Rocque, Posick & Felix, 2015: 87-88; Mosome, Poggenpoel & Myburgh, 2011:5-6; Robards & Bennett, 2013:12). Therefore, social support from parents can reduce the long-term and negative impact of adolescent gang affiliation (Dong & Marvin, 2016:49); parents who do not enforce discipline in their children, contribute to their disruptive behaviour (Stingh & Steyn, 2013:3). It is, therefore, on this meso level that one can see the importance of consistent and loving discipline.

Children in South Africa do not always grow up with the guidance of a parent; single-parent households, child-headed households and children growing up on the street exist (Bezuidenhout, 2018:162). Parental involvement seems to be lacking in some families, where parents do not attend parent meetings, show no interest in their children's academic performance or behaviour at school, abuse alcohol and revert to aggression in order to solve their problems (Mosome, Poggenpoel & Myburgh, 2011:5; Stingham & Steyn, 2013:3); factors that all lead to gang membership by the children and, in turn, gangsterism.

- *Exo level*

The exo system includes the microsystem in which the individual is not directly embedded but which still has an influence on the individual (Bronfenbrenner, 1994:40). For instance, the relationship between the home and the place of employment of the parents can be considered as an exo level or system. For example, due to the demanding work schedules of parents, stress at work and often, many negative general work requirements, a parent's work responsibilities often impede opportunities their children may have, to participate in activities (Ettekal & Mahoney, 2017:242; Bronfenbrenner, 1994:40).

- *Macro level*

The macro level includes aspects of culture or subcultures, belief systems, norms, values, material resources, life-style, hazards, opportunity structures, life course options and bodies of knowledge that are embedded in the broader systems (Bronfenbrenner, 1994:40). Therefore, the macro system is considered to be the societal blueprint of a specific culture or subculture (Bronfenbrenner, 1994:40). The social class (the families' economic as well as educational positions in the society) and the culture (set of values, beliefs and practices, which characterise a specific ethnic group) of the individual are important macro level influences, which have a direct effect on the individual and the activities in which they participate. For example, if one considers adolescents from lower social class families, who tend to participate less in activities than wealthier families due to the lack of resources, it is clear that socio-economic macro level influences are at play. Furthermore, family responsibilities, like childcare, provision of adequate food, clothing and housing are affected in communities where there are limited resources available and everyone's safety is at risk (Ettekal & Mahoney, 2017:243; Bronfenbrenner, 1994:40).

In the macro context, the street gangs that are evident in the communities, often use aggression and violence to protest their exclusion (social and economic marginalisation) (Petrus, 2015:31), which directly and indirectly affect individuals within these communities.

#### **2.3.1.4. Time factor**

Bronfenbrenner's later research included the chronosystem (developmental time has an influence on the interaction between the systems as well as the development of the individual) (Bronfenbrenner, 1994:40) (See Figure 2.5). According to Bronfenbrenner (1994:40), the chronosystem includes the change or consistencies over time. These include the characteristics of the individual and the environment in which the individual lives. For instance, changes over time in family structure, employment, place of residency, and socioeconomic status.

Gangsterism is a complex phenomenon (Du Toit, 2014:6) that, in South Africa, was created within the colonised indigenous communities (Petrus & Kinnes, 2019:3). It can thus be considered that over time, South African gangs appeared due to the resistance of colonial and apartheid subjugation by indigenous communities (Petrus & Kinnes, 2019:3). Clark (2012:77-78) is of opinion that crime is not considered as a new problem in South Africa; however, since the end of apartheid, crime has migrated and is no longer confined to townships. Abrahams (2010:500) noted that the past segregation laws of South Africa have been instrumental in creating a platform for violent crimes, reflecting in cities like Johannesburg and Cape Town, which are presently experiencing high levels of gang-based violence. Townships in which these young gangsters live were historically affected the most by apartheid policies; this is because gangsterism, murder and rape flourished in townships during the Apartheid era, as police officials largely ignored black-on-black violence (Maringira & Masiya, 2018:166). Furthermore, various areas in South Africa became ungovernable due to the lack of effort made by the police to combat gangsterism and prevent crime (Abrahams, 2010:504-505). Presently, many South Africans believe that the state is not capable of protecting them from criminals (Kynoch, 2016:75), even though the end of Apartheid was more than 20 years ago. Petrus (2015:31) noted that the violence of the past has not been resolved, regardless of the transition to a post-apartheid dispensation. This being stated, it is unfortunate to add that in this instance, time has not been an asset but rather a factor that has created a more serious situation, dividing communities and even promoting the social evil of gangsterism.

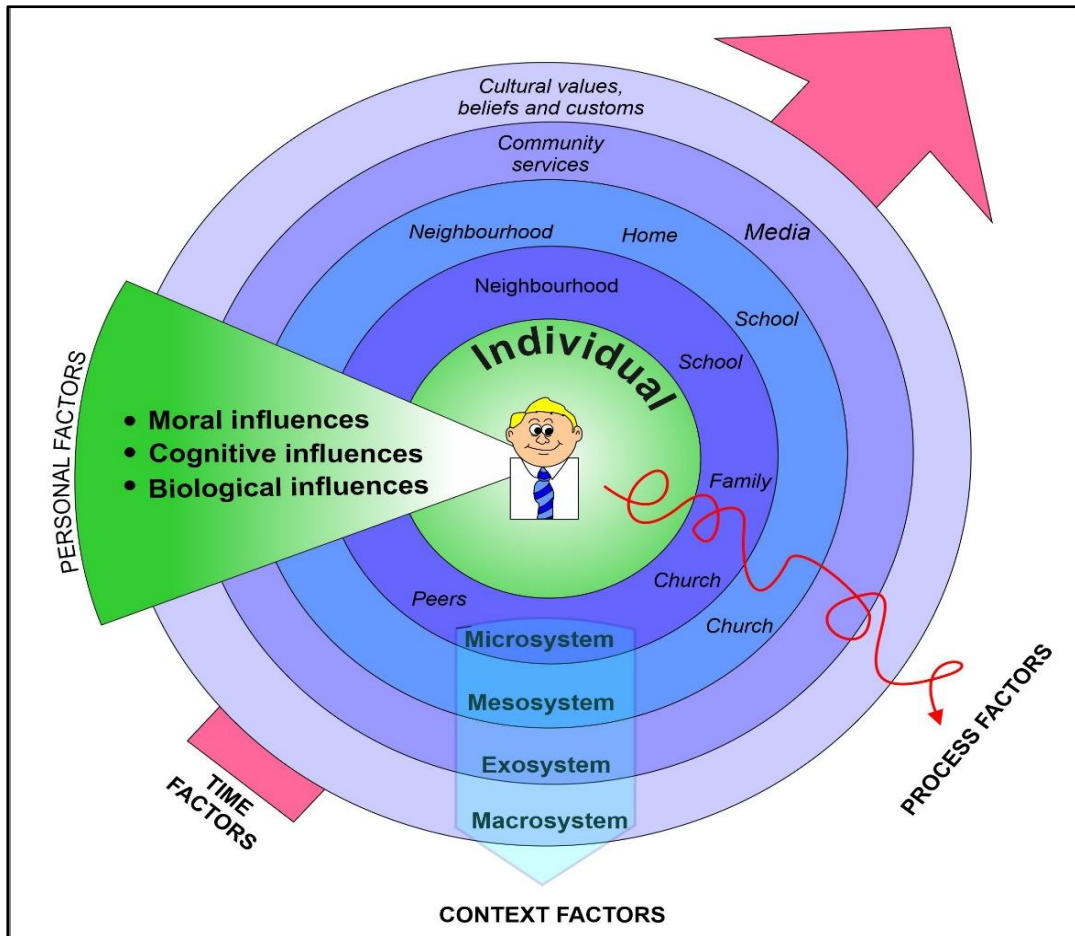


**Figure 2.5. The integrating of the four systemic factors into the study**

### **2.3.2. Social Disorganisation Theory**

Social Disorganisation Theory (SDT) was founded by Shaw and McKay (1969, as cited in Ravalin & Tevis, 2017: 29); it is the oldest and best-supported Ecological Theory developed to explain crime at a neighbourhood level (Shaw & McKay, 1942; Pratt & Cullen, 2005; Sampson, 2012, as cited in Louderback, *et al.*, 2018: 970) (See figure 2.6). Social disorganisation is believed to be “undesirable neighbourhoods”, that are transitory in nature, which make it difficult for residents to achieve the common goals and common values of their communities or solve commonly experienced problems (Kornhauser, 1978, as cited Louderback, *et al.*, 2018: 970).

Thus, Social Disorganisation Theory is a framework that is used in this study to examine organisational aspects or elements within a community (Ravalin & Tevis, 2017:29). These organisational elements include structures within the community, such as a school, church, police, etc, and have dynamic relationships and connections. Thus, this study aims at

obtaining opinions and perspectives from various community members so that these responses can be evaluated and considered when efforts are made to create awareness of inclusive citizenship, to ameliorate the phenomena of gangsterism within the community that was studied. According to Kubrin and Weitzer (2003:389), neighbourhood structures can influence crime, while crime and violence can also shape the neighbourhood conditions. Thus, good schools, clean environments and access to employment will facilitate and portray safe environments with limited crime, which are obviously highly valued, making these preferred areas, in which people decide they want to reside. Kubrin (2009:234) noted that the Social Disorganisation Theory contributes to the understanding of the distribution of crime across communities, as crime does not occur equally in every area; it seems to cluster in certain areas and not the others, therefore, community members can identify “good” and “bad” (Kubrin, 2009:225). For this reason, participants were voluntarily selected across the entire section of the community as aspects such as, poverty, racial/ethnic heterogeneity, divorce rates, unemployment and residential mobility influences the degree of social (dis)organisation of a community, all of which have implications on crime and delinquency (Kubrin, 2009:227-228); these are evident in the chosen community.

As the Social Disorganisation Theory focuses on the mechanisms in the neighbourhood that can reduce crime and delinquency, the research question that was posed considered how inclusive citizenship education in the classroom could address gangsterism in the community. In other words, as Kubrin and Weitzer (2003:375-376) suggest, social ties (citizenship) could increase the response of residents of the neighbourhood to exercise social control over individuals in the community in order to reduce crime and delinquency, mediating the effects of neighbourhood characteristics on crime and in doing that, successfully prevent criminal behaviour.

According to Daniels and Adams (2010:45), adolescent decisions cannot be separated from their community’s social disorganisation. Due to the lack of personal validation in their families, the inadequate role models and personal economic deprivation, they seek stability and validation that was lacking in their home and environment, this stability and validation is often offered by street gangs (Daniels & Adams, 2010:45). Gangsters are considered to be role models for children, especially when they declare there is money, and social power vested in gang activities (Lambrechts, 2012:802; Bowers Du Toit, 2014:2). Furthermore, Bezuidenhout (2018:10) states that gang formation can be influenced by adolescents feeling inadequate and uncertain, resulting in gangs being formed due to the needs of underprivileged youth in unsettled communities. With this in mind, it is suggested that by creating awareness at school

level (in the classroom) in providing inclusive citizenship education, gangsterism in communities can be highlighted and curbed from this early age.

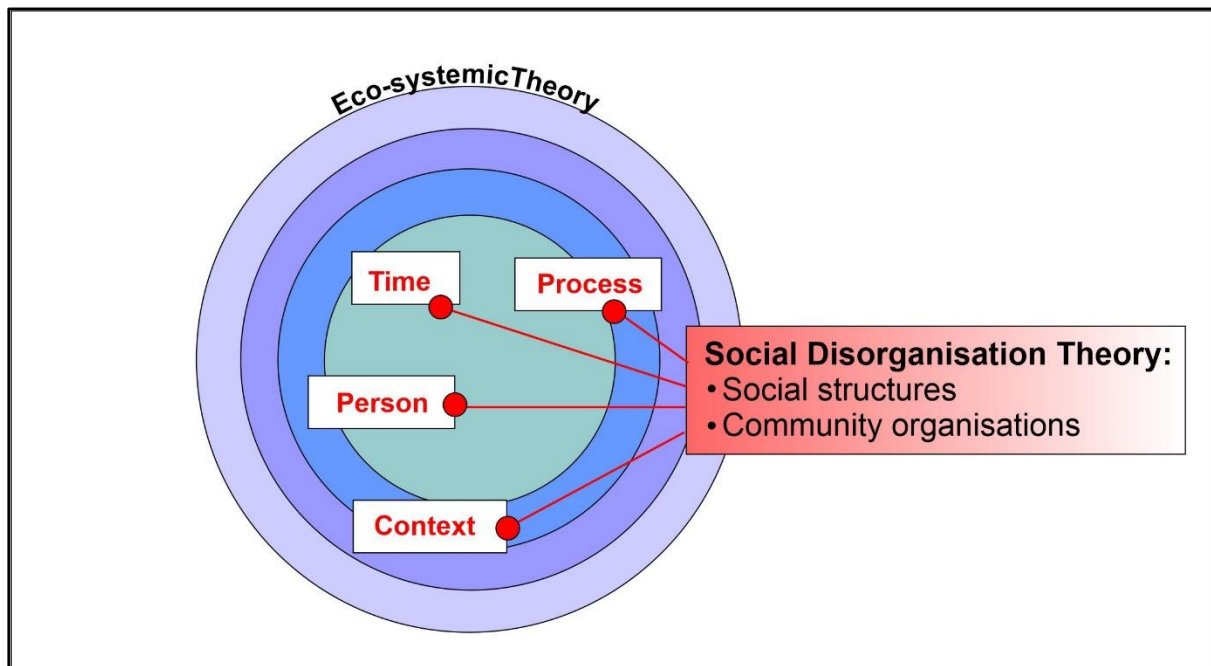


**Figure 2.6. The integration of the Systems Theory with the Social Disorganisation Theory**

In Figure 2.6, the community is shown with all its systemic levels. Within this system, Bronfenbrenner's PPTC model is infused, showing the involvement of the individual or Person factor (moral, cognitive and biological influences); the Process factor (relationships of family and community); Context factors (environment) and Time factors (duration and passing of time). The Social Disorganisation Theory has an impact on all these aspects as it underlies the social structures and the community organisations, two very pertinent structures involving gangsterism. Thus, the Social Disorganisation Theory will be used to provide insight into the phenomena of gangsterism through the lens of the PPCT model.

## 2.4. SUMMARY

Unsettled communities are characterised by inadequate schools, poor income, family disorganisation, inadequate religious institutions, limited recreational possibilities, child abuse, superficial morals and values, violence and other criminal behaviour; this leads to youth participating in behaviours such as, gang formation, recidivism and committing crime (Bezuidenhout, 2018:10; Gasa, 2010:17). It is evident that gangsterism, aggression, violence

and crime co-exist within communities and influence families and individuals (Gasa, 2010:18). According to Gasa (2010:17), the instability of a community is influenced by the social violence, political violence and crime in the community. These circumstances may place learners in stressful situations and can lead to aggressive behaviour, with distorted thoughts that violence is the only effective manner in which to handle conflict and address problems. Furthermore, it is evident that gangsterism has an influence on the individual, whether it is in the school setting, the home setting, or in the community. According to Jansen (2016:23), various elements are necessary to address and understand human behaviour. These elements include conventions, the social context as well as norms and standards of the individual or the community, it is with this in mind that the study, set in this literature background, will explore the use of inclusive citizen education to create awareness and address gangsterism in the community. In chapter 3, the research methodology will be discussed, which will pave the way to achieving this goal.

## **CHAPTER 3: RESEARCH METHODOLOGY**

*“There’s no discovery without a search and there’s no rediscovery without a research. Every discovery man ever made has always been concealed. It takes searchers and researchers to unveil them, that’s what makes an insightful leader.” - (Suulola:s.a.)*

### **3.1. INTRODUCTION**

Chapter 2 provided an in-depth discussion of the concepts that are evident in the study, giving the reader a clear perspective regarding these relevant issues. It also aligns the research to the available contemporary literature, grounding the study. Chapter 3 will give the reader insight into the research process that was employed during this study.

### **3.2. RESEARCH PARADIGM OR WORLD VIEW**

According to Merriam and Tisdell's (2016:9) interpretive research is the most common type of qualitative research and concludes that reality is socially constructed, facilitating multiple interpretations regarding an event. Research using this method emphasises the fact that knowledge is not found but constructed by the individual who operates within a situation or event.

The terms constructivism and interpretivism are frequently used interchangeably. According to Lichtman (2013:21), and Merriam and Tisdell (2016:23), interpretivists and constructivists believe that what exists in the world can be understood when the researcher engages with the individual and event and makes meaning of the phenomenon. Furthermore, social constructivism refers to co-constructing reality between the researcher and the participant, which is shaped by the individuals' lived experiences and their interaction with their social world (Creswell, 2018:35; Merriam & Tisdell, 2016:24). Qualitative researchers tend to have an interest in understanding the meaning that individuals have constructed (Jansen, 2016:22, Merriam & Tisdell, 2016:15), therefore, they focus on how individuals make sense of the experiences they have undergone. Thus, when engaging with the individual or phenomenon, qualitative researchers attempt to draw conclusions or relate their findings when they interpret these cognitions. These interpretations are often shaped by the researchers' experiences and their backgrounds (Creswell, 2018:24), as they attempt to interpret the meaning others have about the world.

Grey (2014:37) noted that interpretive studies explore the experiences of participants and obtain their views and perspectives. These studies are usually inductive and are associated

with qualitative data collection and analysis. According to Merriam and Tisdell (2016:17), the qualitative research process is inductive; therefore, the researcher collects data in an effort to build theories.

This study was undertaken from an interpretivist perspective, as the researcher believes that in order to answer the research question regarding the manner in which inclusive citizenship education can be employed in the classroom to address gangsterism in a specific community, participants' own construction of knowledge is needed. In obtaining this information or data, an understanding of the phenomena would enable the researcher to make logical assumptions regarding the community's perspective on gangsterism. This would facilitate the idea of using inclusive citizenship education in the school system in order possibly address gangsterism in the community.

### **3.3. RESEARCH PERSPECTIVE**

In order to understand something fully, it must be looked at closely (Lichtman, 2013:22). According to Jelsma and Clow (2005:4), phenomenology aims to intricately understand a phenomenon. In this study, the phenomenon that is under scrutiny is the social situation regarding gangsterism within in community.

Creswell (2018:75) and Lichtman (2013:83) state that a phenomenological study is used to describe the meaning individuals assign to their lived experiences of a phenomenon. Thus, phenomenologists allege that the relationship between objects and perceptions are not passive (Grey, 2014:165), resulting in human consciousness being constructed in the world as humans perceive it. Thus, the phenomenological researcher reduces the data obtain during interviews, ultimately developing a description of the shared experiences and opinions regarding the phenomenon (Creswell, 2018:122). Furthermore, phenomenology maintains that when trying to understand social realities, focus should be placed on the experiences of individuals who are personally involved in that social reality (Grey, 2014:24). Therefore, pre-existent understandings of the phenomena need to be set aside in order to revisit experiences and discover new meanings (Grey, 2014:24), and researchers need to have access to people's common-sense thinking to accurately interpret and understand their actions (Grey, 2014:165).

The phenomenological research perspective explores personal experiences accordingly and facilitates cultural understandings, adding value, which is not only ascribed to the interpretations made by the researcher but also by the views the participants express

regarding the phenomenon studied, hence, it is important to understand the phenomenon from the participant's perspective and not the perspective of the researcher (Merriam & Tisdell, 2016:16).

### **3.4. RESEARCH DESIGN**

Practitioners in the fields of social work, health and education deal with the everyday concerns of people's lives (Merriam & Tisdell, 2016:1). Therefore, in order to make a difference, researchable questions should be asked in order to gain an understanding of the perspectives of the people being studied, in their natural environments or contexts.

Qualitative research, which is a naturalistic approach, is aimed at understanding phenomena within a specific setting (Creswell, 2018:45). Creswell (2018:45-46) added that qualitative research is conducted to understand the context of the participants, in which they have to address the phenomenon; therefore, the participant cannot be separated from their context (home, family, place of employment). According to Creswell (2018:45-46), qualitative research is usually conducted regarding a phenomenon that needs to be investigated and explored, especially when a group or a community is studied and identified variables are not easily measurable. A qualitative approach empowers participants and gives them the opportunity to share their experiences and opinions resulting in a detailed complex understanding of the phenomenon. This design facilitates an intense and holistic overview of the context of the situation, where participants interact with the everyday life of others and communities (Grey, 2014:160). This can be noted through communication with individuals, without allowing literature or expectations to hinder the process (Creswell, 2018:45). Jelsma and Clow (2005:5) also note that qualitative research is essential in obtaining and discovering new knowledge through considering personal perspectives, ideas and viewpoints.

Qualitative research design can be emergent as the phases of the process may change after the researcher infiltrates the field and starts compiling data (Creswell, 2018:44). Various authors (Jackson, Drummond & Camara, 2007:21; Louw, *et al*, 2014:38; Merriam & Tisdell, 2016:24) all agree that the main purpose of qualitative research is to gain understanding in how people make sense of their experiences and their lives, using a humanistic and interpretive approach.

It is with this in mind, that one can confidently state that qualitative researchers collect data through interviews, observations and documents, and have face-to-face interactions with participants over a period of time (Creswell, 2018:43), in order to obtain comprehensive all-

embracing insight into the phenomena under research. This is usually done by the researcher, using their observational abilities and intuitive understandings, and by gathering data through interviews and performing document analysis; all in preparation of building a theory and enabling the researcher to answer the research question (Merriam & Tisdell, (2016:17). Furthermore, this is accomplished by making use of words and pictures to illustrate their descriptions and findings, and in doing so, giving the participant a voice that is heard by the researcher, the reader and the community in general (Jelsma & Clow, 2005:4).

In this study, a qualitative approach was used in order to gain understanding of the participants and how they address the gangsterism phenomenon in their natural environment (home, family, school and community). These participants were given the opportunity to share their experiences with gangsterism in order to gain a complex and detailed understanding of the phenomenon. In order to obtain comprehensive all-embracing insights into gangsterism within this community, semi-structured individual interviews were held with the participants, where they were given the opportunity to share their views, experiences and beliefs.

### **3.5. RESEARCH METHODS**

#### **3.5.1. Sample selection**

Showkat and Parveen (2017:1) state that sampling is considered to be a method of selecting participants (sample) from a population. Naderifar, Goli and Ghalijaie (2017:2) affirm the importance of this aspect, as they suggest that a more thorough evaluation can be conducted and a deeper understanding of the phenomenon gained, by carefully selecting the research sample. Participants are usually selected based on their experiences with the phenomenon (Creswell, 2018:121); therefore, individuals who have experienced the phenomenon are asked to provide information during interviews, an essential characteristic for participants who are involved in a phenomenological study (Creswell, 2018:148-150).

There are various techniques that can be used to obtain a sample; for this study, purposive sampling was used. This is a non-probability sampling method that refers to an intentional sample of people who can contribute information regarding the research phenomenon (Creswell, 2018:150). Purposeful sampling refers to careful consideration in selecting participants based on the notion that they represent the population who are experiencing the phenomenon that is being studied (Tongco, 2007:147; Merriam & Tisdell, 2016:96; Showkat & Parveen, 2017:6; Creswell, 2018:157). Furthermore, Grey (2014:174) noted that purposive non-probability sampling is usually used within qualitative research due to the insight being obtained into a particular phenomenon within a specific context and time. Purposive non-

probability sampling thus leads to participants being identified due to their knowledge regarding a specific phenomenon as the researcher decides which participants will contribute the best perspectives on the phenomenon and then invites these participants to participate in the study (Grey, 2014:217)

The ensuing strategy regarding the sampling technique that was used in this study was that of Snowball sampling. This refers to a method in which the researcher identifies a small number of participants who are knowledgeable about the phenomenon, and these participants in turn identify other individuals in the population who can contribute to the research (Grey, 2014:223; Creswell, 2018:159; Lichtman, 2013:192; Naderifar, Goli & Ghalijaie, 2017:2; Dragan & Isaic-Maniu, 2013:163). These additional individuals are then approached and requested to participate in the study. During this non-probability sampling method, snowball sampling, samples are collected in various stages. This process is continued until the purpose of the research is achieved. Dragan and Isiac-Maniu (2013:160-161) noted that snowball sampling is recommended when the study is about the perceptions of a specific population. According to Showkat and Parveen (2017:7), snowball sampling is also known as chain referral sampling.

For any sample, certain parameters are usually set, which defines the character of the sample. These parameters or criteria are set in order to obtain the best possible participant who will be able to provide the most relevant and applicable information, which can be used when answering the research question. The parameters that are set will define the characteristics that the researcher requires of participants who are to be included (inclusion criteria) and the characteristics that are not necessary, or will not add to appropriate information (exclusion criteria). Pertinent to this study, the following inclusion and exclusion criteria were set.

### **3.5.2. Inclusion criteria**

Participants of this study included members of the community, who had experienced the phenomenon of gangsterism and who could contribute towards answering the research question. A variety of members were selected in order to get a holistic view of the phenomenon within the specific community. Participants who were considered, were among others, a teacher, a principal, a nurse, a pastor, an Iman, a social worker, a parent, a psychologist and a police officer. These professions were chosen, as they contributed to the study by giving ideas regarding the types of values or characteristics that needed to be taught to learners, which was important when an attempt was made to address gangsterism.

### **3.5.3. Exclusion criteria**

Professional participants who were not community members.

## **3.6. DATA COLLECTION**

With the parameters set regarding the characteristics of the participants that were required, collection of the data could commence.

### **3.6.1. Individual interviews**

As noted by Merriam and Tisdell (2016:108) in qualitative research, data is usually collected through interviews; the phenomenological interview (primary method of collecting data) is usually the chosen method used to gain understanding regarding the essence of the meaning of an experience. This common technique is also considered by Grey (2014:323) and Alshenqeeti (2014:40), as the basic form of human activity (naturalistic approach), to collect data and to broaden the understanding of the phenomena under investigation. Creswell (2018:164) added that the aim of interviewing is to include individuals who have experienced the phenomenon that is being investigated, resulting in multiple interviews often being conducted with the many research participants. Thus, when defining the nature of the interview, it can be stated that individual interviewing refers to a purposeful conversation with a participant, which is directed by the researcher (Lichtman, 2013:189),

Therefore, the interview or goal of purposeful conversation is to acquire specific information about an individual's knowledge, preferences, values and attitudes; this method of data collection is essential when feelings, behaviour and perceptions cannot be observed or replicated (Merriam & Tisdell, 2016:108; Grey, 2014:323). Interviews are also useful when the participants enjoy talking about the phenomenon instead of filling in questionnaires; as this provides participants with the opportunity to reflect on events and understand unclear questions, resulting in a greater and more in-depth response rate. Interviews also provide opportunities for probing, when it is required, clarification of personalised data and opinions.

According to Merriam and Tisdell (2016:108), and Nieuwenhuis (2016:92-93), the person-to-person conversation is considered to be the most common form of interview. During this type of interview, a researcher receives information from a participant in order to gain understanding about the ideas, views, beliefs, opinions and the behaviour of the participant. When the participant who is being interviewed, feels that the phenomenon is important, they will provide information that will not be able to be collected in any other way (Nieuwenhuis, 2016:93; Jackson, Drummond & Camara, 2007:25).

### **3.6.2. Semi-structured interviews**

According to Creswell (2018:43), qualitative researchers rely on their own questions and seldom use instruments designed by other researchers. Creswell (2018:24) noted that it is better to prepare open-ended questions during qualitative research, in order for the researcher to listen to the participant's opinions. For the purpose of this study, data was collected through semi-structured, individual interviews. According to Nieuwenhuis (2016:93), semi-structured interviews are usually based on questions that the researcher has prepared before the interview. Certain open-ended questions are asked, followed by questions for further clarification. Researchers must be observant regarding the responses of the participants in order to identify new ideas. Semi-structured interviews are interviews that have a guideline or structure in the form of predetermined questions (Merriam & Tisdell, 2016:109), referred to as an interview guide. This interview guide (interview schedule), with various interview questions, can be used in a flexible manner. For the largest part of a semi-structured interview, it guides the researcher in maintaining a level of structure and in keeping with the basic questions that need to be explored; it also assists the researcher in their wording and the order of the questions, by requiring specific data from the respondents (Merriam & Tisdell, 2016:110) (see attached Annexure C).

Semi-structured interviews are preferred, as this technique allows more flexibility and responsiveness towards themes by both the researcher and the participants (Merriam & Tisdell, 2016:110), as well as centring everyone to maintain a focus on the goal of the interview. Semi-structured interviews provide the researcher with the opportunity to 'probe' (follow-up questions) for more detailed responses and to clarify what was said, however, it is impossible to predict probes ahead of time, as each participant will answer the questions differently (Grey, 2014:282; Adams, 2015:493; Merriam & Tisdell, 2016:122). Additional questions can be asked during a semi-structured interview especially when new issues arise during the interview process, which could not have been anticipated beforehand (Merriam & Tisdell, 2016:110; Lichtman, 2013:191; Grey, 2014:385). According to Adams (2015:503), improvisation can permit certain research questions can be omitted; the interview can be extended, or a follow-up interview can be scheduled when time is running out, empowering the researcher to explore unexpected or promising avenues of interest. In order to achieve the full benefit of a semi-structured interview, the researcher must be actively listening and have the ability to recognise avenues worth exploring, recognise opportunities worth probing, and obtain clarity by repeating the respondent's words and reflecting on the contents (Grey, 2014:395; Adams, 2015:502).

According to Merriam and Tisdell (2016:131), and Nieuwenhuis (2014:94), the most general way to record interview data is to digitally record the interview. This method ensures that the information is kept secure for analysis. This method also gives the interviewer the opportunity to listen for ways to improve the interview. However, possible disadvantages, including the malfunctioning of equipment, could be problematic. Another method of recording the data obtained during the interview is to make notes; it is common for some researchers to take notes while they are recording the interview. This method is helpful to review the answers provided and ask extra questions at the end of the interview. It is important to listen to the recording and review the notes made after the interview is finished. This method assists the researcher in reflecting on the interview and identifying gaps that need to be explored in a follow-up interview (Nieuwenhuis, 2014:94). For the purpose of this study, the researcher digitally recorded the interviews.

The researcher should take a casual approach, which is neutral, professional and pleasant, not overly cold or familiar, and record the participant's responses by taking notes or by recording the interview (Grey, 2014:386). If permission is obtained, a small digital recorder can be used to allow the researcher to be actively engaged in the conversation, instead of writing down responses (Adams, 2015:500). Merriam & Tisdell (2016:131) also note that audio recordings are the most secure practise to ensure that everything that was said is preserved for analysis. However, disadvantages regarding audio recordings include the malfunctioning of equipment and the hesitance of participants to be recorded (Merriam & Tisdell, 2016:131); but after the initial wariness, most participants tend to forget they are being recorded and respond well.

Written notes should be used in conjunction with audio recordings, where key words are used to describe the researcher's observations. This method enables the interviewer to record reactions like nervousness, anger or laughter (which should be placed in square brackets), or the importance of what is being said. This is helpful when reviewing the answers provided and to facilitate the practice of asking extra questions at the end of the interview (Grey, 2014:397; Nieuwenhuis, 2014:94; Merriam & Tisdell, 2016:131; Adams, 2015:501-503; Nieuwenhuis 2014:94). Transcriptions are done after this stage of data collection.

Merriam and Tisdell (2016:131-132) noted that the verbatim transcription of interview information that has been recorded, yields the best information for analysis. Adams (2015:501) is of opinion that it is essential to transcribe the recording and review the notes made as soon as the interview is finished, while the information is still fresh in the researcher's mind. This

method assists the researcher in reflecting on the interview, adding additional remarks that are recalled and identifying gaps that need to be explored in a follow-up interview. Merriam and Tisdell (2016:101), and Grey (2014:389), noted the importance of simultaneously analysing and collecting the data, in order to realise when data has reached a point of saturation, when no new information is being gathered and responses are similar. Furthermore, Merriam and Tisdell (2016:131) state that it is beneficial to transcribe the interview oneself, due to the increasing familiarity with the data as well as the opportunity to write analytic memos during the process.

It is important to take note that the researcher was personally involved with the transcribing of the data, which allowed the researcher to be more familiar with the data that had been acquired and enabled the researcher to immerse herself in the gathered data. This led the researcher in being well-informed and ensuring data that was trustworthy.

### **3.7. DATA ANALYSIS AND INTERPRETATION**

According to Merriam and Tisdell (2016:202), data analysis, also known as the process of making sense of the data, requires the researcher to reduce, consolidate and interpret the information obtained. Lichtman (2013:21) added that understandings, interpretations and descriptions are based on the data that was collected during the research, and on the ability to organise and integrate the data into meaningful concepts.

Braun and Clarke (2012:57) suggest that thematic analysis is considered to be the most popular method of qualitative data analysis due to its accessible and flexible nature, allowing the researcher to either focus on the entire data set or only examine a particular aspect in depth, Braun and Clarke (2012:57). Maguire and Delahunt (2017:2-5) confirm this by defining thematic analysis as a method in which themes are systematically identified and analysed, where the data is organised and described in detail, in order to answer the research question.

Braun and Burke (2006:86) noted that thematic analysis involves the researcher moving back and forth between the data set, searching for repeated patterns of meaning, facilitating an inductive approach (bottom up) or deductive approach (top down), to identify themes or patterns within data. Braun and Clarke (2012:58) noted that the inductive approach (bottom-up) to data coding and analysis, focuses on the content of the data. In contrast, the researcher uses concepts, ideas and topics in the codes and interpretation of the data, in the deductive approach (top-down) to data coding and analysis. In reality, coding and analysis incorporates

a combination of both these approaches. Braun and Clarke (2012: 60-69) identified 6 phases of thematic analysis;

- *Phase 1: Familiarising yourself with the data*

It is essential for the researcher to familiarise herself with the data, in order to do that, the data collected through interviews ought to be transcribed and checked against the audio to ensure the accuracy. The data collected also needs to be re-read in order to have complete understanding and insight regarding the information that was given. The transcripts are read and audio recordings are listened to in order for the researcher to immerse herself in the data. Notes have to be made on the data (transcripts and notes during the interview), while the researcher is becoming familiar with the entire body of data. The data needs to be read analytically, critically and actively, in order for the researcher to think about the meaning behind the data. It is essential for the researcher to become familiar with the data in order to notice data that might be relevant to the research question (Maguire and Delahunt, 2017:5).

- *Phase 2: Generating Initial Codes*

During this phase, data is being organised in a meaningful and semantic way. Coding is used to reduce data into smaller categories, where codes are identified (Creswell, 2018:183). Codes identify and provide a heading for a feature of the data, which have to be relevant to the research question. Codes are considered a mix of descriptive and interpretative shorthand ideas. There is no maximum to the number of codes that can be generated, as it depends on the topic, the data set and the precision in coding. However, there should be adequate codes to capture the diversity and the patterns in the data. Codes should occur in more than one data item (Maguire & Delahunt, 2017:5).

- *Phase 3: Searching for Themes*

During this phase, the analysis moves from codes to themes. A theme is considered to be a pattern that is interesting and that contributes to the research question. This phase is considered an active process, where themes are constructed and generated instead of discovered. Coded data is being reviewed to identify similarities between codes. Another essential element of this phase is to start exploring the relationship between themes and to determine how the themes will work together when the data tells a story. Coded material or themes that do not answer the research question and are not essential to the study, have to be removed (Maguire & Delahunt, 2017:6).

- *Phase 4: Reviewing Potential themes*

During this phase, the quality of the preliminary themes are reviewed, modified and developed in relation to the coded data and the data set. Potential themes can be joined or broken down into a number of coherent themes. Once the coherent set of themes are set, themes should be reviewed in relation to the entire data set. During this phase, the data is read to determine whether the themes meaningfully capture the relevant and important data (Maguire and Delahunt, 2017:8). According to Braun and Burke (2006:82-83), it is essential for the theme to represent something important about the data in relation to the research question. The theme represents a patterned meaning within the data set. There is no prescribed method of determining themes; therefore, the flexibility of thematic analysis allows the researcher to determine themes in various ways. Consistency, however, is important.

- *Phase 5: Defining and Naming Themes*

During this phase, the definition of the themes should indicate the unique and specific data from each theme. It should sum up the essence of the theme in a few sentences. Each theme needs to be described in order for the essence of the theme to be known. A detailed analysis needs to be written about each theme, to identify the story that each of these themes is telling. The names provided to each of the themes have to give the reader a sense of what the theme is about.

- *Phase 6: Producing the report*

This phase entails the full set of themes that was identified, as well as the final writing up of the report. The report needs to tell the story that was provided in the data, without repeating the information, providing coherent, concise and logical information. According to Adams (2015:501), quotations should be used when verbatim phrases are written. Adams (2015:504) added that certain comments have to be quoted to make the phenomenon vivid and explain it in more detail.

According to Maguire and Delahunt (2017:1), data analysis is essential for credible qualitative research. The qualitative researcher is considered to be the research instrument and, therefore, has the ability to understand, describe and interpret experiences. The perceptions of the researcher are essential to uncover meaning in particular contexts and circumstances.

### 3.8. TRUSTWORTHINESS

According to Merriam and Tisdell (2016:237), it is important to trust research results, especially in applied fields, due to human lives being involved. Therefore, it is important to produce valid and reliable knowledge. Merriam and Tisdell (2016:238) noted that researchers need to have confidence in the results of their study.

Every researcher aims at contributing knowledge that can be believed, therefore, the credibility, ethics and the dependability of research is important. According to Merriam and Tisdell (2016:242), the term methodological rigor can be defined as the steps a researcher takes in order to ensure the trustworthiness of the study. Research needs to be conducted rigorously, where the findings are believable and insightful (Merriam & Tisdell, 2016:238). As already noted in Chapter 1 (paragraph 1.11), a general introduction to trustworthiness was discussed; in table 3.1) below, the concept of trustworthiness will be applied to this research study.

**Table 3.1: Trustworthiness of the Study**

| TRUSTWORTHINESS OF THE STUDY                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element with literature/author references as stated in chapter 1 | Measures taken in the study to ensure trustworthiness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Credibility                                                      | <p>In this research, the picture being presented of the phenomenon is true to reality as it was observed in the community (Shenton, 2004:64- 96). Gangsterism, according to the statistics and the literature, does suggest that this phenomenon is evident in many of the South African communities (Jelsma and Clow, 2005:4); the community involved in the study is no exception.</p> <p>To ensure and enhance credibility for this study, the researcher adopted a well-established, qualitative research model, namely, the Social Disorganisation Theory (SDT), which is the oldest and best-supported ecological theoretical model developed, which explains crime at a neighbourhood level (See paragraph 2.3.2) (Nieuwenhuis, 2016:123). This,</p> |

backed by the Ecological Theory of Bronfenbrenner, ensured that the researcher considered a systemic approach to the phenomena and also became familiar with the culture of the participants and the community in which they functioned (Merriam and Tisdell, 2016:257; Lichtman, 2013:22). Thus, a holistic systemic evaluation was considered.

Member checking was also used to ensure that the data collected was as accurate as the researcher reflected with the participants in their responses. During this time, observations and notes were also made. This provided an in-depth, thick description of the data obtained.

Member checks also involved feedback from the participants to ensure the credibility of data obtained. Thus, determining whether the researcher's interpretation was accurate or whether adjustments needed to be made to capture other personal and unique perspectives of the participants (Merriam and Tisdell, 2016:246; Creswell, 2018:46; Grey 2014:182; Jackson, Drummond and Camara, 2007:26; Glesne, 2011:49). Merriam and Tisdell (2016:246), Lichtman (2013:22) and Nieuwenhuis (2016:123) stated that during member checks, the information is taken back to the participants to determine the accuracy of the representation of what was said. Jackson, Drummond and Camara (2007:23) added that member checking occurs because the researcher realises that in order to provide research that is trustworthy, he/she has to be subjective. All these aspects were carefully applied.

According to Merriam and Tisdell (2016:249-251), and Glesne (2011:49), a peer review can also be performed. Such a review was conducted by colleagues of the researcher (external reflection and input on the research), whereby assessment of the raw data was done and plausibility of the findings were confirmed.

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transferability</b> | <p>According to Shenton (2004:63), and Merriam and Tisdell (2016:253), sufficient detail is provided of the data collection and analysis, in order to determine whether or not the finding can be applied to other settings, this is known as transferability.</p> <p>For this study, pertinent attention was paid to all transcriptions, events and field notes that were obtained; this facilitated sufficient detail and in-depth knowledge resulting in thick descriptions. Thick descriptions represent a full and purposeful account of the participants, the research design and the context, in order for the readers to make their own decisions regarding transferability, where the findings are presented in the form of quotes from the interviews, which allows the reader to enter the research context. (Nieuwenhuis, 2016:124; Merriam &amp; Tisdell, 2016:257; Glesne, 2011:49).</p> <p>Furthermore, Grey (2014:183) noted that transferability can be ensured by taking extra care of the sample selection, where the similarities are seen between the sample and the target population. For this reason, purposeful sampling was done to obtain the best possible participants, who were able to add their insight, understanding and professional viewpoints to the study.</p> <p>Thus, transferability was ensured by using these sufficient thick descriptions of the phenomenon (Shenton 2004:69-70). This allowed the researcher and the reader to fully grasp the concept, understand it and if needs be, compare it with other situations.</p> |
| <b>Dependability</b>   | <p>According to Shenton (2004:63), dependability enables future researchers to repeat the study. Merriam and Tisdell (2016:252) added that a study is considered to be dependable when numerous interpretations of the same data can be made and is considered to be consistent with the data that was</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

presented. Furthermore, Shenton (2004:71-72) and Grey (2014:390) noted that dependability can be ensured by reporting the study in detail, in order to allow future researchers to be able to repeat the work and possibly gain the same results.

For this study, the researcher attempted to develop a deeper understanding of the phenomena by providing an in-depth discussion of the methods used during research, as well as the effectiveness thereof.

Furthermore, adequately describing the research design, and how each step was implemented during the study, including the process of data gathering, all added to the dependability of the study.

However, according to Merriam and Tisdell (2016:250-251), a qualitative study will not yield the same results when it is repeated; however, that does not discredit the results of the study. Numerous interpretations can be made of the same data; thus, it is essential for the results to be consistent with the data that was collected. This was one of the main aims of this study.

Merriam and Tisdell (2016:252-253), Grey (2014:180) and Nieuwenhuis (2016:125) noted that an audit trail reports how data was collected, how categories were selected and how decisions were made throughout the study, in order for any observer to follow the route of the research.

For this study, a research journal was kept regarding the research process. Reflections regarding questions, the decisions that were made to resolve problems, were included in the research journal. Therefore, for this study, the audit trail that was kept referred to all the records and notes that were kept, as well as the procedures and decisions that were made during the course of the study (Merriam & Tisdell, 2016:257).

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Conformability</b> | <p>According to Shenton (2004:63), during confirmability, the researcher indicates that the findings emerging from the data are not the predispositions of the researcher. Shenton (2004:72) added that the confirmability of the study can be ensured by using the audit trail, which allows the reader to trace the course of the research through the description of the decisions made and the procedures followed. According to Lichtman (2013:21), Nieuwenhuis (2016:125) and Creswell (2018:24), qualitative researchers acknowledge that it is difficult to be unbiased and objective. Thus, all the information gathered during the research had the possibility of being influenced by the researcher's experience, background, knowledge and skills, with her own cultural, historical and personal experiences influencing the interpretations. As mentioned previously, for this study an audit trail and reflection were the two main tools used to promote conformability.</p> <p>From a personal point of view, the researcher does acknowledge that the data collected is seen through the eyes of the participant (Grey, 2014:165), therefore, the researcher must 'bracket out' their own perceptions. The researcher did use this technique and allowed the phenomenon to 'speak for itself and the participants for themselves'. Thus, bracketing enabled the researcher to temporarily set aside bias regarding the phenomenon, which is essential to prevent interference (Merriam and Tisdell, 2016:27). Furthermore, by setting aside the researcher's own subjectivity (Glesne, 2011:49), interviewer bias was minimised (Grey, 2014:389). In a final effort to contain and minimise bias, which prevents impartial judgement, triangulation (evaluating data from multiple sources) and using multiple participants during data collection was encouraged.</p> |

### **3.9. ETHICAL CONSIDERATIONS**

According to Grey (2014:68), the term ethics is derived from the Greek word *ethos*, which refers to character or custom; therefore, the ethics of research must consider the appropriateness of the behaviour of the researcher in relation to the participants participating in the research study. Many ethical issues can be anticipated in a qualitative study; therefore, the necessary preparations need to be made in order to prevent or minimise any ethical issues.

Ethical dilemmas can develop at any stage of the research study, prior to conducting the research, while researchers seek approval for inquiry, during the data analysis phase, as well as during the reporting of the findings (Creswell, 2018:55-56). However, when the researcher is already in the field and is faced with ethical dilemmas, they have to be resolved within a situation and decisions need to be taken. For example, as Creswell (2018:150) noted, the researcher is supposed to anticipate issues regarding data collection, for instance, inadequate data, leaving the site early or lost information, all of which are challenges that could occur. This requires the researcher to think on their feet and depending on researcher's values and sensitivity (Merriam & Tisdell, 2016:261), situations must be appropriately controlled.

#### **3.9.1. Informed consent and voluntary participation**

Participants have to be informed about the nature of the study. The purpose of the study is usually noted on the informed consent form. The researcher has to inform participants that their participation is voluntary, and they have the right to withdraw at any given movement, they are also allowed to refuse to answer intrusive questions (Lichtman, 2013:53-54; Grey, 2014:78; Alshenqeeti, 2014:44; Creswell, 2018:56). Grey (2014:75) noted that it is essential to provide participants with information that is meaningful to them, which is not deceptive or that could be misinterpreted. This also refers to the misrepresentation of the nature of the research (Creswell, 2018:55; Grey, 2014:79).

Thus, informed consent must be obtained before conducting the interview (Creswell, 2018:154; Jelsma & Clow, 2005:4), as this is considered to be a key step that should be followed throughout the entire research study. Nieuwenhuis (2016:94) and Grey (2014:391) added that the importance of getting permission from the participant before interviews, gives participants the option and right to decline the interview, especially as the interviews are digitally recorded. During the study, participants were given the opportunity to give informed consent. The study was explained in detail, where participants were given the opportunity to

decide whether they want to partake in the study voluntarily (see attached Annexure B). During this stage, permission was also requested to record the interview.

### **3.9.2. Protection from harm**

According to Lichtman (2013:52), participants in a research study should have a reasonable expectation to not be harmed in any way. Participants should be safeguarded from anything that will harm them. Grey (2014:74-75) added that research is considered to be harmful to participants if it produces stress, anxiety or negative emotional reactions in the participants. Harming participants should be avoided at all costs and the researcher should instead aim for positive benefits, for instance, human knowledge, which benefits the participants when a summary of the results is provided (Grey, 2014:76). Therefore, the researcher's primary interest is protecting the participants from harm. In order to protect the participants in this study, the researcher has taken precautions to ensure that the identities of the participants are protected. The participants are also protected from emotional harm, by ensuring that the questions being asked do not provoke negative emotional distress.

According to Jelsma and Clow (2005:5), sensitive issues may arise during the research process, where the researcher has to promote the emotional integrity of the participant and refer the participant to the appropriate services whenever the need arises.

### **3.9.3. Privacy and confidentiality**

The right to privacy is considered to be one of the basic rights in a democratic society, therefore, the privacy of participants needs to be respected. According to Lichtman (2013:52-53), participants in a research study have a reasonable expectation that their privacy will be guaranteed. Identifying information about participants should be avoided in written or other communication; therefore, identifying information needs to be removed from all records. Lichtman (2013:54) and Grey (2014:78) noted that participants of the research study have a reasonable expectation that the researcher will not be overly intrusive on their time, space and personal lives.

Adams (2015:501) states that confidentiality should be discussed in the beginning of the interview and that confidentiality of participants need to be guaranteed (Flick, 2014:54). Thus, participants' identities need to be protected by masking their names in the encrypted data (Creswell, 2018:57; Flick, 2014:59).

It is with this in mind, that researchers should be aware that respondents can and often do disclose information, which they later regret. However, in order to avoid harming the participants and to protect their rights, the researcher should ensure that the data collected be kept strictly confidential, that all information be treated in a confidential manner throughout the process and that it will be kept anonymous, even in the early stages of transcription, before it is used in reports (Alshenqeeti, 2014:44; Flick, 2014:57; Lichtman, 2013:53).

During this study, the participant's identity was protected by removing any detail that could be used to identify them. The transcribed data has no identifying information, and each transcript is detailed with participant A, etc.

#### **3.9.4. Analysis and reporting**

According to Lichtman (2013:55), the researcher is expected to analyse the data without mis-statements, misinterpretations or fraudulent analysis. Reporting of the data is essential, and as suggested by Merriam and Tisdell (2016:18), data in the form of quotes are included to support the findings of the study and contribute to the descriptive nature of the qualitative research. Jelsma and Clow (2005:4) added that quotations are used to individualise the results, although the individuals are not being identified.

#### **3.10. SUMMARY**

This chapter discussed the research methodology, paving the way to achieving answers to the research question in a sound methodological manner. The researcher's word view and aspects of the research design were discussed, in order to ground the study in a firm theoretical and methodological foundation. Thus, a qualitative research approach was used as it was considered the most appropriate approach to the phenomenological research perspective, which favoured personal experience, and provided insight and understanding into gangsterism in the community that was studied.

## CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

*“The goal is to turn data into information, and information into insight.” – Carly Fiorina*

### 4.1. INTRODUCTION

The findings of the study are presented in this chapter (chapter 4). As indicated in chapter 3, data were collected by interviewing community members from a particular Gauteng community to determine how inclusive citizenship education in the classroom can address gangsterism in the community. The results of the findings are discussed below.

### 4.2. RESULTS OF THE STUDY

Four themes were identified. Various sub-themes, which supported these main themes, were also identified within the data collected. These themes and sub-themes are summarised in Table 4.1.

**Table 4.1: Overview of themes and sub-themes**

| THEMES                                           | SUB-THEMES                                                                                                           |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Theme 1:</b><br><b>Gangsterism is evident</b> | No sub-themes were evident as this theme was clearly identified and strongly reiterated by most of the participants. |
| <b>Theme 2:</b><br><b>Law and legal matters</b>  | Sub-theme 2.1: Crime                                                                                                 |
|                                                  | Sub-theme 2.2: Violence                                                                                              |
|                                                  | Sub-theme 2.3: Substance abuse                                                                                       |
|                                                  | Sub-theme 2.4: Vandalism                                                                                             |
| <b>Theme 3:</b><br><b>Community</b>              | Sub-theme 3.1: Influences                                                                                            |
|                                                  | Sub-theme 3.2: Inadequate policing                                                                                   |
|                                                  | Sub-theme 3.3: Safety                                                                                                |
|                                                  | Sub-theme 3.4: Schools                                                                                               |
|                                                  | Sub-theme 3.5: Role models                                                                                           |
| <b>Theme 4:</b><br><b>Possible intervention</b>  | Sub-theme 4.1: Community involvement                                                                                 |
|                                                  | Sub-theme 4.2: Recreational activities                                                                               |
|                                                  | Sub-theme 4.3: School programmes                                                                                     |
|                                                  | Sub-theme 4.4: Parental involvement                                                                                  |
|                                                  | Sub-theme 4.5: Bullying and peer pressure programmes                                                                 |
|                                                  | Sub-theme 4.6: Drug programmes                                                                                       |
|                                                  | Sub-theme 4.7: Moral education                                                                                       |
|                                                  | Sub-theme 4.8: Spiritual education                                                                                   |

#### 4.2.1. Theme 1: Gangsterism is evident

The theme of gangsterism was prominently evident throughout the data and noticeably emphasised by all participants. From the very first interview, participant A's response to the question concerning the idea of gangsterism within the community was overwhelmingly positive:

*"...ja ek dink hier is gangsters... hier is gangsters"* (yes, I think there are gangsters here... there are gangsters here). This participant, an elderly community member, stresses this idea and from the outset prominently states this is a common fact within the community. The second participant (participant B) also agrees, saying that, *"...absolutely, yes there is"*, and so the confirmation continues, *"...very much, it's getting worse by the day"*; *"...ja beslis, dis 'n groot probleem"*; (definitely, it is a big problem); *"...ja, ons sukkel met dit"* (yes, we struggle with it), *"...daar is beslis gangsterism hier"* (there is definitely gangsterism here) and one final comment that sums up the entire main theme, *"...gangsterism is definitely evident here in the ... community"*.

As this theme was so prominently evident in all the participant's responses, it was noted as the primary or main theme. Thus the majority of participants were aware of this phenomena within their community as they had, in some manner, either personally or through someone in the community, had to contend with some or other aspect of gangsterism, *"...ek was al deur gangsters gejaag, amper seer gekry, ons kan nie in die aand rondloop nie dis onveilig"* (I was chased by gangsters, almost got hurt, we cannot walk around in the evening as it is unsafe). This participant continues emphasising this main theme and includes other facets of the community that are also adversely affected by this aspect, *"... die kinders kan nie skool toe gaan nie, die bus word gestop end die kinders kry seer – Selfs gangsters word deur ander gangsters seergemaak"* (the children cannot go to school, the bus is stopped and the children get hurt – even gangsters are hurt by other gangsters).

As some of the participants were professional community members, they could comment on this theme by giving their personal views of gangsterism as seen through the lens of their professions. The participant involved professionally in policing, commented as such, *"...yes, most absolutely, yes there is. We are having so many problems with gang-related illnesses. We are trying very hard to fight the gangsters as a law enforcement agency. So we cannot do it alone, we need community involvement."*

Furthermore, the participant involved professionally in health care, commented as such: *“Daar is beslis gangsterism, as jy kyk na die hoeveelheid pasiënte wat ‘n mens inkry by die kliniek”* (There is definitely gangsterism, if a person takes a look at the amount of patients we get at the clinic)

Thus, to sum up this theme, it was evident that all participants see gangsterism as part of community life. In an overall evaluation of the participant’s responses, it was clear that gangsterism was experienced in the community by many of its members and that it affected almost all community members. With this aspect firmly established, the researcher continued to analyse the data in an effort to obtain more insight into this community and its people. This initial theme provided a base, which irrevocably established that gangsterism was a key aspect of community life in the community. This led to the second theme, namely, the law and legal matters within the community. Theme 2 highlighted the legal aspects of the phenomena of gangsterism within the community, which also provided a foundation as to which aspects should be covered or addressed in the proposed inclusive educational interventions that were to be considered.

#### **4.2.2. Theme 2: The Law and Legal matters**

As it was clearly established that gangsterism was evident in this community through the responses of the participants, it was further necessary to establish exactly what comprised the phenomenon of gangsterism and what it meant to the individuals who lived in the community. This was accomplished by considering important elements that the data provided regarding the law and legal matters as it would provide insight into, and facilitate an understanding of, how the community members considered the concept of gangsterism.

To facilitate this, the second theme was divided into sub-themes related to the participant’s responses, which delineated various aspects within the global concept of gangsterism. This made the views unique to this community and relevant to this study. Within this second theme, there are 5 sub-themes, which directly or indirectly underpin the Law or Legal matters.

- **Sub-theme 2.1: Crime**

The concept of crime was clearly understood and described by participant B, a professional police officer... “Gangsterism is a crime on its own.” This participant further elaborated on this aspect by adding his own personal ideas, stating that ... “Obviously, at the end of the day, people are crying, people become the victims of crime, relating from gangsterism”. Even ordinary community members are aware of the criminal elements of gangsterism as

shared by participant A, “... *daar het hulle ook ingekom en gevat en gesteel.*” (“There they also came in, they took and they stole”). Thus, the crime element of gangsterism is clearly reflected by law officials and ordinary community members. Furthermore, this theme was also strongly evident through the responses by other professionals. Participant D, a church leader, also noted that “...*Gangsterism is ‘n lelike ding neh, want die kinders kry niks daaruit. Hulle word seer of die wat groot is hulle gaan tronk toe. Want hulle kry niks daaruit neh so dis eintlik ‘n fruitless ding wat die kinders besig om te doen.*” (“Gangsterism is an ugly thing because children do not get anything from it. They get hurt or the older ones go to jail. Because they get nothing from it so it’s actually a fruitless thing the children are doing.”) Once again, this comment highlights the fact that gangsterism is very prominent in this particular community and that it leads to various criminal aspects, which are especially prominent within the younger generation.

- **Sub-theme 2.2: Violence**

Violence is the second sub-theme that was evident. Participant E comments, “...*Die gangsters maak die mense onnodig seer, veral as jy ‘n kleurling is en hulle is swart. Hulle soek nie kleurling mense hier nie.*” (“The gangsters hurt people unnecessarily, especially if you are a coloured and they are black. They do not want coloured people here”). This participant clearly states that these gang members do not want certain racial groups in the area in which they operate and they are prepared to cause injury or do harm to these community members. Furthermore, the participant further reflects on some causes of this violence and notes that there are insignificant reasons why fights and violence often break out:

*“By weekends as mense uit gaan, almal by een plek, stry hulle oor dom goeters. Wie trek die mooiste aan? Wie dans die mooiste? So as jy net op een se voet stamp is dit bakleiery op bakleiery. Maak nie saak of jy in die middel is nie, jy gaan ook seer kry.”* (“At weekends when people go out, everyone at one place, they argue about stupid things. Who dresses the best? Who dances better? So when you bump once foot, its fight after fight. It doesn’t matter if you are in the middle, you will also get hurt”).

These highly emotive comments reflect the very nature of the violence and the volatility of the situation within the community. Specific incidents are also related, which further consolidates this scenario:

*“Onlangs was daar ‘n groep wat iemand se huis af gebreek het en geslaan het, en die mense daar binne, hy weet van niks, hulle het die broer gesoek toe kap hulle hulle met die pangas, net hier af by die straat”,* participant A.

("Recently there was a group, who broke into someone's house, they hit them, the people inside knew about nothing, they were looking for the brother then they hit them with pangas, just down the road").

The theme of violence was related by professional community member. Participant F, a nurse, commented:

*"Gangsterism is gewone bullying, jy kry dit waar hulle fisies die mense seer maak, emosionele aftakeling van die gemeenskap en dan natuurlik ook fisiese harde geweld wat meer na die hospitale se kante toe verwys word. Ons haal die steke uit, ons kyk dat hulle hulle berading kry".* ("Gangsterism is ordinary bullying, you get it where they physically hurt people, emotional breakdown of the community and then of course physical harsh violence that is more referred to the hospitals. We take out the stitches, we see that they get their counselling").

This participant continues to relate her personal views by adding that:

*"Dit is vir my baie baie hartseer om te sien dat die geweld wat ons mee deel, op hierdie stadium van die wedstryd so verskriklik onder ons jong kinders toegeneem het. Aanvanklik was gangsterism iets wat ons geken het as meer van 'n volwasse tipe van ding, maar ons het tot laerskool kinders wat nou al mekaar met messe begin steek, wat mekaar met die vuiste begin bydamp, wat mekaar regtig bitterlik seer maak, selfs gif gee."*  
"It is very sad for me to see that the violence we are sharing has increased so much among our young children at this stage of the game. Initially, gangsterism was something we knew as more of an adult type of thing, but we even have elementary school kids who are already starting to stab each other with knives, starting to fight each other with their fists, that really hurt each other, even give poison".

It is noteworthy to see that this medical professional's comments on the involvement of the youth in this situation, and that this problem has filtered down to primary school children, and the levels and nature of violence are tending to increase and become more serious. Another professional participant (teacher/social worker) reinforced what the nurse has stated:

*"....geweld teenoor hulle ouers, uhm as daar dwelms betrokke is maar deurentyd uhm sal daar dwelms betrokke raak indien hulle nog nie betrokke is nie. Geweld teenoor ouer mense, kinders, vroumense uhm as gevolg van*

*verkrachtings uhm steel, uhm weereens dwelm misbruik uhm so my gevoel teenoor as daar bendes in 'n gemeenskap is my gevoel daar nie uhm standvastigheid is nie, daar is nie daai uhm orde nie*". ("Violence towards their parents, uhm if drugs are involved but all the time uhm there will be drugs if they are not involved. Violence against older people, children, women because of rapes, stealing, once again drug abuse uhm so my feeling if there are gangs in a community my feeling there is not stability, there is not that order.")

Furthermore, other participants also added their views regarding the violent aspects that they witnessed regarding the gangsterism in the community. These acts are not only physical but are also emotionally charged and verbally threatening, as participant H states:

*"Hulle hardloop in die strate met kieries en seer maak goete en bottel koppe en in die strate gehardloop en geskreeu: "Ons maak dood, ons maak dood"*. ("They run in the streets with canes and thing that can hurt and bottle heads and ran into the streets screaming, 'We kill, we kill.').

Participant F, a nurse, further elaborates on the aspect of physical violence that she has experienced in the community:

*"Gangsters, hulle het nie 'n saak waarmee hulle steek, of dit 'n bottle is, of dit 'n mes is, of dit 'n geweer is, of dit 'n kombuismes is, dit maak nie saak nie, enige skerp voorwerp wat kan seer maak, word gebruik. En as ek jou nie met 'n mes of 'n ding kan bykom nie dan kom ek jou by met, of drugs, of enige poison. So ja ek het al gehad waar hulle iemand dronk maak en dan voer hulle hom battery acid."* (Gangsters, they don't have a thing to steal, whether it's a bottle, whether it's a knife, or a gun, or a kitchen knife, it doesn't matter, any sharp object what can hurt is used. And if I can't reach you with a knife or a thing, I'll thank you for it, or drugs, or any poisons. So yeah I've had where they get somebody drunk and they feed him battery acid").

This participant reveals the intensity and levels of physical violence that she experiences within the clinic, where she is employed. This reflects the very essence of the violent nature of the deeds that are perpetrated against individuals in the community, whether they are gang members or not. There is also evidence that the youth within the community have lost their vision of hope and of the future:

*"....as gevolg van die feit dat hulle geweldig is teenoor ander kinders. Hulle gebruik dwelms, hulle is betowerig so hulle wil nie, leer nie, hulle*

*wil nie of hulle dink dat daar nie 'n toekoms is nie. So hulle is alreeds so ingesuij deur die geweld, of deur die bendes. Hulle is nie hoopvol of gemotiveerd vir 'n toekoms vir hulle self nie.*" (Due to the fact that they are violent towards other children. They use drugs, because they think they know better so they do not want to, they do not learn, they do not want to think that there is a future). (Participant I).

By being "sucked into the gangs" at such an early age, the youth often experience their future as dismal. They present as having lost hope and motivation, and there does not seem to be a future for them. These perceptions are further reflected by participant I:

*"...hulle luister min of glad nie na mense rondom hulle wat eintlik hulle probeer help nie, ... dis asof hulle dalk vrees het vir mense wat die leiers is in die bendes. Die gevoel wat ek kry is dat hulle dan liever wil aangaan daarmee as gevolg van vrees vir hulle eie lewens of vrees vir families; vir hulle eie families meen ek nou dat iets met hulle families gedoen kan word. So hulle word ingesuij in hierdie leuens en later glo hulle dit."* (They listen little or not at all to people around them who are actually trying to help them. It is as if they might be afraid of people who are the leaders in the gangs. The feeling I get is that they would then rather go on with it because of fear for their own lives or fear for families; for their own families. They believe that something can be done to their families. So they are sucked into these lies and later they believe it). (Participant I).

It is plain that violence is not just limited to the physical threats and actions, but also includes mental and verbal violence. Many community members are fearful of what can or could be done to themselves or their families. It is with acknowledgement of these viewpoints that are reflected in the comments, that the suggested framework of creating awareness of inclusive citizenship within a community have been noted and that these basic fears and concerns were considered in the suggested programme. Furthermore, it is also prominent that many of these threats come from the younger generation, therefore, it is again suggested that early interventions are needed, beginning in the classroom at grass roots level.

- **Sub-theme 2.3: Substance abuse**

As stated in Maringira and Masiya (2018:172-175), Wijnberg and Green (2014:288), and Merrin, Hong and Espelage (2015:523), certain adolescents find the presence of gang

members enjoyable, as these gang members introduce them to substance abuse while mentoring them into other gang activities. Participant D, a church leader in the community, states that, “...want van die goete begin gebeur daar by die by die taverns en sinkhuise.” (...because these thing happen, happen at the taverns and the sink houses), reflecting a revered community member, who is aware and acknowledges that substance abuse is rampant in the community. Participant E comments that, “...hulle doen onnodige goed soos rook, dagga en allerhande goed”. (They do unnecessary things like smoke, dagga and various other things.). Further professional perspectives reported similar viewpoints, for example, participant J, a teacher, commented that:

“Gangsterism often lead to substance abuse and addiction, youth becomes involved with gangs to get access to these substances. They use these substances to avoid their home life and the problems they are faced with there. In our school we have an enormous problem with substance abuse. This often has an influence on their academic achievement as well. Learners are often imprisoned due to substance abuse or gang-related activities”.

These participants reinforce the concept of substance abuse connecting with gangersterism within this community. Participant C, also a teacher, states that:

“...they have a new drug here in the community called “*sjosh*”, it’s the gangsters they run that thing. It’s making them crazy, they will cut themselves, “...it is killing our youth and the youth is the grownups of tomorrow, the leader of tomorrow, the teachers of tomorrow, but we are killing ourselves, so it should address that”.

To further endorse the sub-theme of substance abuse, participant D, a church leader, also indicated that substance abuse was rife and that, “... die mense baklei daar as hulle gesuip dan baklei hulle met die gevaarlike weapons soos pangas, maar daars nie skietery nie”. (“The people fight when they drink then they fight with dangerous weapons like pangas, but no shootings”). Furthermore, this participant added that the abuse of alcohol usually happens when, “...die klomp mense sit by ‘n plek noem tavern en suip. Die bakleiery begin net daarso”. (It happens where they drink. The bunch of people sit at a place we call tavern and they drink. The fights start there).

Finally, to maybe highlight the relationship between substance abuse within the community and the environment, participant E’s opinion that there is a link between home environment and substance abuse, particularly alcohol, is noteworthy. This participant comments that,

*“... hulle kom by die huis en die ouers is dronk. Hulle het die kos geld uitgedrink. Hulle stry alweer want daar is nie kos nie. Die kinders word in die middel gesit.”* (They come home and the parents are drunk. They drank the food money. They are arguing again because there is no food. The children are placed in the middle). *“...alles begin by die huis. Die huislike omstandighede dryf die kinders na dwelms en alkohol toe. As die kinders van die skool af kom, kom by die huis en sien daar is weer drama by die huis. Jy loop, jy gaan na jou “bra” toe, jou “bra” sê hiers ‘n pyp of daars dagga of iets. Dagga maak dat hulle breins “afswitch”, so dan doen hulle dit meer.”* (Everything starts at home. The home circumstances drive the children to drugs and alcohol. When the children come home from schools and see there is drama again. You walk, go to your brother, your brother says here’s the pipe, or there’s dagga or something. Dagga makes their brains switch off, so they do it more).

To sum up this sub-theme, it can be noted that this situation presents numerous challenges for families, their children and the community in general. As participant J, a teacher, comments, “.... if we take a look at the learners it is evident, they had poor parental care and their mothers abused alcohol and cigarettes during pregnancy.” This again reflects the close connection between the individual, their families and the community.

It is thus noted that the substance abuse problem is reflected and evident through many generations. Adolescents also partake in these activities, in order to be accepted by the gangs, parents are also not very good role models. Substance abuse was reported by various participants, professional and ordinary community members alike, and crime, substance abuse and gangsterism all seem to go hand in hand in this community, with all these elements being present.

While reflecting on the realities within the community, the proposed programme for this community was carefully considered, and the interconnectedness of violence, crime and substance abuse, as well as the inter-generational transference of negative actions, made it more clear that the programme should start at a young age, where all children are young enough to see the other side to their lives and be able to experience positive role models.

- **Sub-theme 2.4: Vandalism**

As with the previous sub-theme of substance abuse, this community is also ravaged by vandalism. This is confirmed by various participants, *“...toe is hulle oppad om die skool af te brand.”* (...then they were on their way to burn down the school”); *“ ... hulle was besig om die om die saal uh uh te vernietig”,* (“then they were busy to destroy the hall”.); *“... hulle*

*was besig by die biblioteek en hulle het die biblioteek vernietig*". (then they were busy with the library and they destroyed the library"). Vandalism is a clear indication of the lack of internal or external discipline, which once again is thought to be a value that can be taught to young children in the classroom situation.

#### **4.2.3. Theme 3: Community**

It is evident that participants in this community view gangsterism as being connected to crime, violence, substance abuse and vandalism. However, it is also necessary to establish how gangsterism influences this community, thus in this theme, the focus on the community was evident. Theme 3 has 7 sub-themes, namely influences, inadequate policing, safety, schools, role models, spirituality and youth.

- **Sub-theme 3.1: Influences**

*"Dit is net regtig een vicious cycle."* (It's just really one vicious cycle). Participant F (nurse): This professional nurse sums up the community in which this participant lives and works. Gangsterism is seen to have an endless negative influence on the community, especially for the youth. Many of the participants in this study believe that gangsterism is causing irreparable damage to the community through negative influences. To make sense of the negative influences that are suggested by the various participants, this section will address the following aspects; transgenerational influences, parental influences, the lack of activities to keep children occupied (extra mural activities), poverty and hunger.

##### *Transgenerational influences*

Participant I, a teacher and social worker, confirmed this by stating that; *"...in 'n gemeenskap as daar dan nou niks daaromtrent gedoen word nie kry die volgende generasie die idee dat dit is "the way to go"*. (In a community if nothing is done about it now, the next generation gets the idea that it is the way to go, the only way of survival). This idea that is being passed down from parents to children, gives the young child "permission" to act, as they want to. Parents blame everything and everyone; they condone the youth's negative actions on it being the only manner, in which one can survive,

*"...as ek iets wil doen of as ek iewers wil kom in my lewe, dit is die enigste ding om te doen, my enigste uitweg is dwelmmisbruik, dit is om my eintlik my lewe oop te veg."* (...if I want to do something or if I want to get somewhere in my life, it's my only thing to do, my only way out is drug abuse; it is actually a way to fight my life open). (Participant I)

This idea seems to be so entrenched in the community that another teacher (participant C) adds:

“It is of such a state that if you can’t beat them you join them. That’s what they are struggling with, and our kids of today they don’t have a backbone, they don’t have that self-confidence to say I don’t need this to be seen to be heart to be taken seriously, and they don’t have that in them. I don’t know is it because the parents don’t teach them at home or because of whatever the reasons but they don’t have that. So instead of fighting the gangsters or refusing to be a part of this they join it and make it a bigger thing.”

### *Parental influences*

The strength of trans- and intergenerational influences is corroborated in the literature by Louw and Louw (2014:214) as well as Antunes and Ahlin (2017:166), as they note that children from violent communities tend to be more aggressive as they witness more violence. It is with this in mind, that it is suggested that within this community, violence has a direct link to the behaviour of parents and children, creating the “...*regtig een vicious cycle*.” (One vicious cycle) that participant F, refers to. Participant A also noted that: “*Jongmense kan ook dink okay hulle doen dit kom ons doen dit ook*.” (Young people can think, okay they are doing it, let’s do it too.), or as participant J comments, “...the youth, following the example of a parent use substances/ drugs, turn to crime, have no empathy, and have no relationship skills.” Once again, parental influences can be seen, thus if parents are also involved with these negative activities, the community suffers: “*Ouers is ook nou al betrokke by dit en dit krap die hele gemeenskap om*.” (Parents are also already involved in this, so it is wreaking havoc on the community). (Participant G).

In particular, a lack of positive and involved father figures has an influence on youth’s gang involvement:

“*Meeste van hierdie kinders het nie vader figure nie*” (Most of these learner don’t have father figures); “... *dit is absoluut deur die vader figuur wat verwronge is, dat hulle skeef loop. Hulle soek ‘n manier om, te aanvaar te word en ek glo mederdeels is dit as gevolg van die feit dat vaders nie hulle kinders aanvaar nie, of dat die kinders ervaar dat die vader nie hulle aanvaar nie. En dit is wanneer hulle na bendes toe draai*.” (...it is absolutely through the distortion of the father figure that they do not have a positive path to follow. They are looking for a way to be accepted, and I believe in part, this is because fathers do not accept their children, or that the children

experience that the father does not accept them. In addition, that is when they turn to gangs). (Participant G).

*Influences that stem from the lack of activities to keep children occupied (extra mural activities)*

Another aspect worth noting within this community is the extra mural activities that seem to be limited or restricted. This contributing factor, which influences the community and gang involvement, is specifically noted by participant D. This participant (a church leader) notes that:

*“...hulle het niks om te doen nie, dis die eerste ding, hulle het nie ekstra mural activities, soos sports of iets, jy weet hulle het nie daai goete nie. So hulle word so maklik influenced by sulke goete want daar is niks vir hulle om te doen nie.”* (They do not have anything to do, the first thing, they do not have any extra mural activities like sport or something, and you know they don't have that stuff. So they get influenced easily by stuff like that because they have nothing to do).

This very simple aspect seems to have a large influence on the community as with its absence, the youth do not have any alternative activities to interest them or to provide alternative activities that children can engage in. This aspect leaves many children on the streets alone when parents are working or absent, providing an ideal free path to the world of gangsterism.

*Poverty and hunger*

A very real influence, as found in many South African communities, is the fact that there is immense poverty and hunger within the communities. Poverty can also be considered a compounding factor, which influences the very survival of individuals within communities. Participant J states that; “...the community struggles with poverty; they do not know where their next meal will come from”. In addition, participant H adds:

*“...die grootste probleem is dat die kinders wat matriek gekry het, het nie werk nie. Baie keer is hongersnood die probleem wat dit (gangsterism) veroorsaak. Die kindertjies kry baie honger hierso”,* (the biggest problem is the kids who got matric do not work. Many times its starvation that cause it (gangsterism). The children get very hungry here.). These two major universal South African problems are clearly seen within this community, adding no respite for these community members, even less for the youth.

- **Sub-theme 3.2: Inadequate policing**

As stated by Petrus (2015:26-27), street gang activities and vigilantism are considered to be a response to the high crime in communities, where community members challenge South African authorities because they are dissatisfied with the service of the police and the effectiveness of the police when dealing with crime in the community. As with this literature statement, this community reflects acts of vigilantism that are extreme and that have an influence on the entire community, as community members are of opinion that policing in their community is inadequate. As stated by participant E:

*“... dit help nie ons gaan na die polisie toe nie.”* (It doesn't help to go to the police), as this participant feels that, *“...hulle (die gangsters) gaan net weg hardloop, hulle (die polisie) gaan niks aan die saak maak nie. Jy gaan net 'n complaint lewer, more kom hulle net weer terug. Dis dieselfde ding oor en oor.”* (They (the gangsters) are just going to run away, they (the police) will do nothing. You will just lay a complaint, tomorrow they are back. The same thing over and over again). Participant A further confirms this by stating that, *“... nou word jy vandag gevang more sien jy hy is weer in die straat hy kom doen net dieselfde ding.”* (Now you get caught today, tomorrow you see him in the street again, doing the same thing again).

The continual lack of community support seems to be a general feeling among many of the participants and as Abrahams (2010:504-505) notes, that various areas within the South African border have become ungovernable, which can be ascribed to the lack of effort made by the police to prevent crime and gangsterism. This community is no different:

*“...ons se plek wat my betrek is in gevaar en die moeilikste van alles is ek weet nie hoe dink die polisie nie, hierdie gangsters draai om en hulle val meisies se huise aan, breek by die vensters in en so aan, ... die gangsters slaan die kind en die vrou (ma) kom en wil keer – sy begin nou ook te slaan. Toe kom die polisie – vat hulle die vrou en sluit die vrou toe. Hoe?”* (“... our place here, in my opinion is in danger and the most difficult of all is I do not know what the police think, these gangsters turn around and they attack girls' houses, break in at the windows and so on, the gangsters then hit the children and the woman (mother) comes and wants to stop them – she now also starts hitting. Then the police come – they take the woman and lock the woman up. How?”). (Participant A).

Besides the inadequacy of policing, there are also feelings that the police should take more serious action, even if these perpetrators are underage. Participant C (a teacher) comments:

“...I don’t want the police to be afraid to lock up these kids, cos its kids, seriously, if they can just take that responsibility and say if you break into a home we are taking you under arrest for trespassing, breaking in, things like that. Cos the police just stand back sometimes and say “no they are kids, we can’t just arrest them.”

Furthermore, other participants also feel that there should be more serious consequences and that legislation should be enforced, resulting in perpetrators obeying the law. For example, participant F, a nurse, states that:

“... *ek wil baie graag hê dat daar ordentlike wetgewing wees wat gestraf kan word as jy iemand anders seer maak*”, (I really want there to be decent legislation that one can be punished if you hurt someone else.). Further adding that: “... *ek wens net dat ons eintlik kan terug gaaan na ‘n meer straffregtelike gedeelte toe, waar, ja, ek verstaan daars mense regte, maar die krimineel se mense reg seevier ver bo-oor die arme individu wat geteiken word se mense reg*”, (I just wish we could actually go back to a more punitive time where, yes I understand there are people's rights, but these days the criminal's rights hang over (are above) the poor individual who is being targeted).

### • Sub-theme 3.3: Safety

In this sub-theme, it is evident that in this community, the majority of the participants fear for their safety as well as the safety of other’s in the community. This is confirmed by various comments that reflect this statement: “*ek was al deur gangsters gejaag, amper seer gekry. Ons kan nie in die aand rondloop nie dis onveilig*” (I have been chased by gangsters, almost got hurt. You cannot walk around at night, its unsafe); “... *die mense is onveilig, jy kan nie, jy word geroof. Die kinders kan nie skool toe gaan nie, die bus word gestop en die kinders kry seer. Selfs gangsters word deur ander gangsters seergemaak.*” (The people are unsafe, you get robbed. The children cannot go to school, they bus gets stopped and the children get hurt. Even gangsters get hurt by other gangsters); “...even in your home, you are not safe because they break in, they rape, they just do everything and anything feel like doing”; “... *die mense voel nie veilig nie*” (the people do not feel safe); “... *jy is regtig onveilig want net perongeluk beland jy ook in daardie spervuur want jy kry seer wanneer die mense so baklei*”, (You are really unsafe because accidentally you may just end up in the cross fire and get hurt when the people fight like that.); “... they are living in fear and we also fear as

teachers cos they can come in any moment to come and take a child and then you will not allow then and then they will hurt you”.

It is clear from all these comments that this community is “*under siege*”. All participants from all walks of life have the same comments, ones that reflect high criminality, living in fear and extreme violence; all aspects noted within the concept of gangsterism. More pertinently stated, participant C, a teacher noted that:

“It makes it an unsafe place for all of us, we live in fear, which is not nice. I think many years back Nelson Mandela fought for freedom but now we are in another situation which we need to be freed from, and it’s sad cos it’s our own people that is doing this to us, so it’s we are obstruct, we are condemned in, in always, cos you can’t go to work sometimes, you can’t go to school if you have to go, you are how can I say, you are caged.”

This feeling of being unsafe in the community was also experienced in the daily living routines of some of the participants. For example, participant A commented that they:

*“... ons kon nie eers dorp toe gegaan het nie so onveilig was dit, die kinders se bus van ‘n Hoërskool in die gemeenskap, hulle was voor gekeer in die dorp van daai crook, gangsters, bende. Die bure se groepe is besig met die pangas en goeters.”* (We couldn't even go to town it was that unsafe, the children's bus from the High School in the community, was stopped in the village of those crook, gangsters, gangs. The neighbouring groups are busy with the pangas and stuff).

These feelings were repeatedly reflected in many of the participant’s stories. The observation done reflected people visibly upset, with emotions and feelings often spilling over into their responses. Feelings of anger and absolute frustration at the situation that they had to endure were common, as accounted by participant A:

*“... so vir my as ‘n vrou, ek het ‘n alarm stelsel ingesit maar ek as ‘n vrou kan nie bekostig as daai alarm stelsel af gaan kan ek nie bekostig om in die gevaar in te loop nie, ek is ‘n vrou”,* (So to me as a woman, I installed an alarm system, but as a woman when that alarm system goes off, I cannot afford to go out and walk into danger, I am a woman). She continues: *“... dis te gevaarlik, dan is dit heeldyd die gemeenskap se gangs, teen die buur gemeenskap se gangs, so ek glo nie enige iemand hier in die gemeenskap se lewe is veilig hierso nie”,* (It is too dangerous, the community gangs are against the gangs from the neighbouring community the whole time: I don’t

think anyone's life in this community is safe).

It is with this final comment from participant A, that safety within this community can be seen as almost non-existent, with extreme gang violence being sited as a major factor contributing to the community's perilous situation.

- **Sub-theme 3.4: Schools**

As previously mentioned during the evaluation of sub-theme 3.3, gangsterism is considered a leading threat in this community regarding safety issues. This situation presents with an obvious impact on the youth, with negative spin offs affecting the schools in the area. One of the major behaviours that were identified was absenteeism. This aspect was highlighted by Mncube and Madikizela-Madiya (2014:44), the state that children being absent from school is linked to gangsterism, which indirectly leads to criminal activities and behavioural problems like undermining authority. Furthermore, Mncube and Madikizela-Madiya (2014:44) also add that violence in the community can be reflected in the school environment. This community seems to be no different, as participant B, a member of the police service, noted:

“... obviously the youth of today are the ones that are involved in gangsterism cos now it comes from their background, such as school, you see, cos now the more they form different types of friendships, as a result, it becomes gangsterism. They happen to confront each other, they happen to fight each other and we are left with casualties.”

With this comment, the origin of violence and gangs is seen as often starting from school relationships and the school environment, where the youth form groupings that later develop into gangs, thus negative aspects originate and are sparked in the school environment and are then transferred to the community. This viewpoint is verified by participant J, a teacher in the community, who comments:

“Learners are frequently absent. They are also involved in criminal activities, bullying and have behavioural problems. These learners undermine authority because they have no strong role models and they have absent fathers. They also live in poverty and gangsterism sometimes helps them to have access to material things and money”.

Once again, the participant associates the child's absenteeism with criminal activities, behavioural problems, gangsterism and then projects it into the wider community. Participants, many of who were teachers, also highlighted the severity of the school aspects

regarding absenteeism, school violence and lawlessness, and how they relate to gangsterism.

*“Die jeug wil nie meer skool toe gaan nie. Hulle wil betrokke raak by die gangs om hulself te beskerm”,* (The youth do not want to go to school. They get involved with gangs to protect themselves). (Participant E).

“It’s very hard because some of the kids don’t come to school because of their brothers and uncles and fathers, they are part of the gangsters so sometimes they are scared because the other gangster side will attack them or they don’t come because the gangsters are actively walking around, threatening, sometimes, physically attacking whatever because the gangster law is if you hurt me I’m going to hurt your siblings or your child.” (Participant C).

To further compound the problems of absenteeism, children are also influenced by their families, who are gangsters themselves. This aspect also feeds into the fear factor, which again highlights the atmosphere of physical and emotional violence evident in the community. In addition to this, very practical problems compound the issue. These are, as mentioned previously, children that have matric and then leave school, only to find that there are no work opportunities and very simple basic challenges, such as the acquisition of identity documents, not being registered and not being able to attend a school.

*“Nog ‘n ding wat teen dit tel is die ouers wat nie ID’s het nie. Meeste van die kinders wat gangsters is, kan nie by ‘n skool uitkom nie. Die ouers het nie ID’s nie so die kinders kan nie registreer nie. Hulle sê vir my reguit in die gesig “ek het maar besluit om te baklei in die strate en te steel, want ek kan nie by ‘n skool uitkom nie, my ouers het niks”,* (“Another thing that counts against this is the parents who do not have ID’s. Most of the children who are gangsters cannot get to school. The parents do not have ID’s so the children cannot register. They say to me straight in my face “I just decided to fight in the streets and steal, because I cannot get to a school, my parents have nothing”)

This administrative nightmare is so entrenched in this community and it comes from way back. Children have not even been registered at birth, which affects the entire situation, community and environment. This problem seems to be entrenched in the community with no interventions available to break the cycle. Gangsterism also seems to have an influence on younger children, where they form part of the gangs, due to these circumstances.

*“Die kinders het nie eers geboortesertifikate nie.”* (The children don't even have birth certificates.); *“Dit raak die skool heeltemal, want van so klein af soos kinders in graad 1 en graad 2, is ook tipe van betrokke by dit.”* (It affects the whole school, because from as young as grade 1 and grade 2 children are also involved). (Participant H).

*“...onse skool kinders, sewe jaar, agt jaar kindertjies, het ek gesien is deel van die gangsters”,* (... our school kids, seven or, eight-year-old kids, I have seen as being part of the gangs". (Participant G).

All these comments reinforce the sad and tragic situation, and traumatic challenges that this community's youth have to face on a daily basis. If even the teachers are so profoundly aware of this situation, it can be considered as a major threat to the youth within the community, and it is concerning.

*“Ek dink dat bendes ‘n groot probleem is in die skole, ek dink regtig daar moet iets gedoen word om dit aan te spreek sodat kinders veiliger by die skool kan voel en vir hulself ‘n toekoms kan maak”,* (I think that gangs are a big problem in schools, I really think something needs to be done to address this so that children can feel safer at school and make a future for themselves". (Participant I)

- **Sub-theme 3.5: Role models**

Lambrechts (2012:802) and Bowers Du Toit (2014:2) noted that gangsters are considered to be role models for youth and children; this is especially true when social power and money can be gained during the gang activities. The participants in this study shared similar beliefs. As participant G states:

*“...van die klein kinders, dis hulle groot broers en susters wat betrokke is by die ding en nou het hulle die idee dat die groot broers van hulle wat nou die gangsters is, en goeters is, is nou vir hulle tipe van rolemodels, en so raak daai kind groot met die idee van dat, die is reg... om te doen en as ek wil cool wees moet ek by daai gangster goete betrokke wees en alles”,* (...regarding the little kids, it's their big brothers and sisters who are involved in the thing (gangsterism) and now they have the idea that their big brothers, who are now the gangsters, are now their type of role models and that is how the kid grows up, with the idea that it is right to do what my brother does to

be cool -I have to be involved in that gangster stuff and everything). “... *die groot gangs speel 'n rol, tot die kleintjies op straat wil deel wees van hulle. Dis regtig erg.*” (The big gangs play a role, even the little ones on the street want to be part of them. It's really bad).

#### **4.2.4. Theme 4: Possible intervention**

The last theme that is listed is connected closely with the questions that were pertinently asked in the interviews:

“Do you think by introducing a programme in the school environment, gangsterism would be addressed in the community? If you think such a programme would help, what aspects do you think the programme should address?”

It was decided that this question be posed to obtain insight into what the community members thought were solutions to the problem of gangsterism within their community. When considering the possible intervention strategies for the proposed programme for this community, namely; creating citizenship awareness educational programme, these responses were vital. To create an in-depth view of the response, the analysis of this theme was divided into 8 sub-themes, which include; community involvement, recreational activities, school-programmes, parental involvement, bullying and peer pressure programmes, drug programmes, moral education and spiritual education. It was felt that these sub-themes would form the base to create an awareness of inclusive citizenship as a tool to address gangsterism within this community.

- **Sub-theme 4.1: Community involvement**

All of the participants agreed that community involvement was a possible intervention strategy, which could be implemented to reduce gangsterism in the community. Although, some participants felt that there should be more responsibility taken by the individual in the community. High on the list of suggestions was that people should stand together when taking action, as the police could not be relied on, “... *die gemeenskap moet net saam staan. Self-aksie vat van ons gemeenskap, want dit help nie ons gaan polisie toe nie. Dit moet self-aksie wees en hulle moet hulle kinders weg hou van die gangsters af.*” (The community have to stand together. They take action within the community, because it doesn't help to go to the police. It has to be self-action and they should keep their children away from the gangsters),

Other participants were also of the opinion that besides standing together, community members should work with police:

*“...dit is iets waaraan mens werklik gaan moet werk, waar jy letterlik saam met die polisie, die ouens wat werklik oortree gaan moet uit die gemeenskappe uithaal, maar dan moet jy hoop dat as jy hierdie uithaal, daar nie ‘n volgende een inkom om net daardie een se plek te vat nie, dit moet letterlik, met wortel en tak uitgeroei word”.* (It's something you really have to work on, where you literally have to get out into the communities with the police, the guys who are really offenders, you must take them out, but then you have to hope that if you take them out, there won't be another one coming in to just take that one's place, it literally has to be eradicated with root and all). (Participant F, a nurse).

This viewpoint is corroborated by participant C, who confirms this:

*“...een ding wat ek dink ons regtig kort is ondersteuning van tipe van polisie af, want die polisie is regtig nie betrokke by sulke goete nie. As jy hulle bel is dit tipies van hulle as hulle kom, of hulle kom na baie lang ure en hulle is net nie betrokke nie.”* (One thing I think is that we are really short of police support, because the police are really not involved in such good things. If you call them they come or they come after very long hours and they just aren't involved).

Participant B, a police officer, provides insight from his professional perspective and notes that, “...we cannot do it alone, we need community involvement” and as he puts it, “...gangsterism is a crime on its own. So therefore, it needs people to work together, to try and find a solution and see if we can be able to track down the culprits of gangsterism.” Therefore, no matter how one looks at the situation, unity within the community is evident, as all the participants agreed that the community needs to be involved, and that the community must be a “... hands-on team effort van baie mense af.” (Hands-on team effort from many people). From church leaders to teachers, all are convinced that the community must stand together to fight gangsterism.

*“Ek dink ons moet ook die stakeholders, as ek praat van die stakeholders, ek praat van die polisie, die social workers, die kliniek. Daai mense is ook gewillig om iets te doen, en hulle het mannekrag, jy verstaan as ek sê mannekrag. Die polisie het mense, die social workers het ondervinding, die kliniek hulle is die mense van gesondheid. So as ons saam daai mense kan*

*sê hier is ons, ons wil die jong mense help, dan kan julle maklik vortentoe gaan.”* (I think we need all the stakeholders too. When I talk about the stakeholders, I'm talking about the police, the social workers, and the clinic. Those people who are also willing to do something, and they have manpower, you understand when I say manpower. The police have people, the social workers have experience, the clinic they are the people of health. So if we can say those people together, here we are, we want to help the young people, then you can easily move forward) (Participant D)

*“My voorstel sal wees om dit ‘n algehele ding te maak nie net te fokus op miskien sê op Laerskole nie want dit gaan nie die problem regtig oplos nie, as julle tipe van miskien die Hoërskole ook gaan betrek, en miskien die kerke en sulke organisasies betrek sodat dit die hele gemeenskap dek, miskien sal dit help”,* (My suggestion would be to make it an overall thing not just focus on maybe say on Primary schools because it's not really going to solve the problem, you can maybe go to High Schools too, and maybe the churches and involve such organizations so that it covers the whole community, maybe it will help. (Participant G)

To elaborate more on the theme of community, some respondents came up with specific ideas, which were noted. For example, participant C suggested that:

*“...we must make it a community thing maybe on a Saturday or we get people from the community to speak to the kids so that they do not think it's just when we are at school, it's just the teachers and the principal that likes to bring these people in to talk to us and warn us about things, so we must make it a bigger thing, not just in the schools. It must go out.”*

This view was supported by Participant F, a nurse, who stated that:

*“Education, education, education dis maar basies al wat ‘n mens kan doen vir hierdie kinders en dit kom van ons as die polisie, verpleegkundiges, sosiale werkers by ons Tutuzela.”* (Education, education, education is basically all one can do for these children and it comes from us as the police, nurses, and social workers at our Tutuzela).

Another specific suggestion given was from Participant I, a social worker and teacher, who suggested that any programme should go beyond just the community in general and focus

specifically on men within the community:

*“... ’n tipe program wat die hele gemeenskap betrek maar veral die mans in die gemeenskap. Mans wat bereid is om betrokke te raak, half soos ’n mentorskap waar mans die kinders aanneem as hulle eie, maar nie op ’n manier wat dit bekend is nie, maar waar hulle sê okay ek gaan vir hierdie 3 seuns mentor en ek gaan daar wees vir hulle; hulle uit vat vir wat ook al, hulle bietjie leer van die lewe.”* (A type of programme that involves the whole community but especially the men in the community. Men who are willing to get involved, half like a mentorship where men look after the kids as their own but not in a way that's known, but where they say okay I'm going to mentor these 3 boys and I will be there for them, take them out for whatever, teach them a bit about life).

This type of mentorship will need people who are committed and dedicated as Participant I suggests:

*“... hierdie mense moet committed wees om in hierdie kinders se lewens in te ploeg en ek dink dit gaan daaroor dat jy, die kinders liefde ervaar op ’n ander manier nie valse liefde van ’n bende nie maar ware liefde van ’n vader wat betrokke sal wees of ’n vader figuur was betrokke sal wees’*, (These people have to be committed into plowing something positive into these children's lives and I think it's about that the children will then experience love in a different way, not fake love of a gang, but true love of a father who will be involved or a father figure who is involved).

- **Sub-theme 4.2: Recreational activities**

Scorgie, Baron, Stadler, Venables, Brahmbhatt, Mmari and Delany-Moretlwe (2017:63) are of opinion that youth desire to have access to positive recreational spaces in their communities, however, this doesn't happen in communities where gangsterism occurs. This study also provides evidence that there is a common belief among the participants that youth need activities, which will keep them out of trouble.

Participant G, a teacher noted that, *“... die grootste probleem met ons gemeenskap is, daar is nie aktiwiteite vir die kinders of vir die jeug om te doen nie. Daar is nie speelgronde nie, ons het nie ’n sportveld nie. Daar is absoluut niks nie. So die enigste ding wat die kinders regtig doen of kan doen hierso is gangsterism”*, (The biggest problem with our community is, and there are no activities for the children or for the youth to do. There are no

playgrounds, we don't have a sports field. There is absolutely nothing. So the only thing the kids really do or can do here is gangsterism).

This point was further highlighted by Participant B who added:

“... to reduce the gangsterism in the community means we as the law enforcement must, we must be able to try to convince the youth of today, to participate in school sporting activities, and just to stay away from the streets. I think that can help a lot in order to avoid such incidents from happening because now there won't be time for that. Our youth will be participating in sporting activities... they can play rugby, they can play pool. The most important thing is to participate in sporting activities that can take them away from the streets”.

Participant E, also commented:

*“... aktiwiteite waaraan die kinders belangstel. Dit gaan nie net oor waarop hulle moet fokus by die skool nie. Dit hang eintlik af in watter gemeenskap hy groot word en tipe vriende wat hulle het. Daarom moet hulle meer aktiwiteite hê waaraan die kinders belangstel, wat hulle sal help met hulle huislike omstandighede”,* (Activities the children are interested in. It's not only about what they should focus on at school. It actually depends on the community in which he grows up in and the type of friends they have. That's why they have to have activities the children are interested in, which will help them with their home circumstances). Furthermore, *“...aktiwiteite wat die kinders gaan besig hou. Nie alle kinders is goed in gewone tipe sportsoorte wat by die skole aangebied word nie. Hulle moet aktiwiteite hê waaraan die kinders gaan belangstel soos street ball, aktiwiteite waaraan hulle belangstel nie net die normale goed nie.”* (Activities to keep the children busy. Not all children perform in the usual sport types which is presented at school. They have to have activities children are interested in like street ball, activities they are interested in not just the normal stuff).  
(Participant E)

Most of the community members really emphasised extra mural activities, which would entertain and keep the youth within the community busy, for example, sporting activities.

Participant B, the police officer summed it up:

“... I think the youth can be encouraged to work hard, especially at school.

To study, to participate in sports and to be taught or be encouraged to advice other youth on the dangers of alcohol abuse and stuff like that. But most importantly, the youth must be encouraged to participate in sporting activities. Sporting activities can take them away from the street, can help them to draw the line between right and wrong.”

- **Sub-theme 4.3: School programmes**

“... children and youth should also be encouraged to perform well academically and they should be aware that a good education is one of the things that will lay the foundation to successful adulthood”. (Participant J).

This sub-theme came through strongly, especially in the teacher’s responses. The implementation of school programmes were suggested in order to support the child and help the youth. There were also specific programmes suggested that were aimed at the youth, such as:

“... our youth must be put under programs, programs relating to self-employment, to be encouraged to be more creative and innovative on such things that are positive in life.... so our youth needs to be encouraged and be supported. We take that experience and take it to the community.” (Participant B).

Another viewpoint, which was offered by participant J, a teacher suggested that gangsterism issues can be addressed by:

“...using examples of people in the community affiliated with gangs and how their lives are impacted. Gangster language should be discouraged as well as wearing clothing associated with gang signs or symbols and hand signals. Firm rules should be set where youth are taught that actions have consequences”.

This suggests that programmes should embrace the concept of gangsterism within the community and build on community experiences, in order to try and create awareness of the problems within the community and in doing so, positively influence the youth, and encourage them to be more responsible and make good choices.

- **Sub-theme 4.4: Parental involvement**

Mosome, Poggenpoel and Myburgh (2011:5), and Stingh and Steyn (2013:3) state that parental involvement is crucial, if a parent is not present, which often occurs in some

families, family and child vulnerability is evident. Thus, in cases where parents do not attend parent meetings at school, show little or no interest in their children's behaviour or performance, you often find that the parents themselves abuse substances and use aggression to solve their problems, it is most likely that these factors may lead to gang membership by younger members within a family. Mothibi, Mathopo and Mofokeng (2017:78) further noted that parental involvement has an influence on how learners respond to violence.

There is a definite feeling among the participants that firstly, parents are not very involved within this community, and secondly, parents must stand up to the youth and be decisive. As participant C (teacher) explains:

“...parents must start standing up saying “if you decide to be a gangsterism you can either go to a *verbeteringskool* (improvement school) or I’m calling the police or the social workers to take you somewhere, cos the parents can’t control the kids”.

It is clearly evident that teachers see the lack of parental control and discipline, and feel that they are at a disadvantage as they must educate the child and the parents. This gives rise the feeling of isolation and frustration among teachers, as they feel overwhelmed by being the only “responsible adult” in the child’s life.

“We must start educating the parents first and then we must go out to the children because the parents also allow these things, sometimes they are part of these things and if we can make the parents aware that this is, it’s just going to bring a downfall in the community then maybe they will talk to their kinds or refuse their kids to be active or be friends with people that are gangsters”. (Participant C)

Participant A further comments:

*“die gangsters van die gemeenskap, hulle vat hulle eie ouers nie kop toe nie maar soos ons gesê het, kom ons gaan by die skool en ons lei die kinders op, kom ons plant ‘n saadjie, kom ons plant ‘n saadjie en ons vertel wat kan drugs aan jou doen, hy verwoes jou lewe”*, (The gangsters from the community, they do not take their own parents seriously but like we said, when we go to school, we educate the kids, plant a seed, and tell them what drugs can do, it ruins your life).

Generally, from the responses, the feeling that parents do not support their children is also overtly evident, as comments like, “... *ek dink baie ouers is nie bewus daarvan van wat hulle impak is op hulle kinders*”, (I think many parents are not aware of their impact on their children) are voiced and that parents definitely need assistance, “...*ek dink ouerskapsleiding opleiding kursus om net vir hulle bietjie die ropes te leer sal great wees*”, (I think parenting training course just to teach them a little will be great). All opinions that demonstrate that the parents of the community are in need of assistance and that they are not really coping.

To sum up this theme, participant F succinctly stated that: “...*kyk dat jy jou gesinsverhouding baie goed kan bou*”, (build your family relationship really well); a statement that is well worth passing on to many parents within this community.

Thus, after acknowledging the literature, parental involvement within this community seems to be very low. This will have a lasting impact on the development of the youth; therefore, it is essential to ensure positive parental involvement in order to prevent gangsterism amongst the youth.

- **Sub-theme 4.5: Bullying and peer pressure**

The second last sub-theme, bullying and peer pressure programmes, were considered to be another possible intervention strategy for certain participants. Participant F, a nurse, is of opinion that, “... *ek dink peer pressure is een van jou hoof goed wat ‘n ou gaan moet aanspreek*”; (I think peer pressure is one of your main things that a person is going to have to address). This sentiment was, reaffirmed by Participant J, a teacher, adding that, “...parents and teachers should also address peer pressure and how children and youth should deal with it. They should be able to conflict without resorting to violence and know how to solve problems in a positive way.”

These sentiments were also shared by other participants as they noted that, “...*baie programme rakende boelie programme en geweld programme, wat die kinders eintlik sal help om nie geweldig te wees nie of om nie dwelms te gebruik nie is nodig*.” (Many bullying programmes and programmes curbing violence, which will actually help the children not to be violent or use drugs, are needed). As this aspect was pertinently mentioned, it was considered as an important community aspect, which was felt to be within the scope of being addressed by psycho-educational interventions

- **Sub-theme 4.6: Drug programmes**

Various participants are of the opinion that drug programmes could be a possible intervention strategy. Participant C, a teacher, is of opinion that:

“It should start at the drug abuse, uhm then it can go to the teenage pregnancies because it all has an effect, or it all builds up to the gangsterism because I’m starting to smoke now I think I’m somebody I’m not, and then I’m going to start hanging out with bigger kids that also smoke and those kids are part of gangsterism and so the cycle goes on. I make someone pregnant, that girl thinks ok fine I’m joining the gangsterism cos how am I gonna support my child. Parents, they can’t say anything cos they allowed it. So then they just leave the kids to do it, then it should be going to emphasise the importance of education, cos if kids know that when you don’t go to school you won’t be able to support your family one day, you won’t go to work somewhere and have a nice salary. You must be educated. Because they drop out of school, because they think this gangsterism thing is life and it’s not a life”.

Participant G, a teacher, noted that:

*“My gevoel is dat drugs speel ‘n baie groot rol in die hele ding. So as daar miskien daarop gefokus kan word, en die mense tipe van kan die gevare en alles vir hulle kan sê luister dit is verkeerd, dit is verkeerd, dit is verkeerd, dit is wat die ding aan jou doen, miskien ek dink dit sal help.”* My feeling is that drugs play a very big role in the whole thing. So if maybe it can be focused on, and the people kind of can tell the dangers and everything to them listen it’s wrong, it’s wrong, it’s wrong, that’s what the thing does to you, maybe I think it will help.”

Participant B, a police officer, is also of opinion that these programmes are essential and states that; “.... I think the social ills such as drugs, naupe, and dagga, all those things can be taken seriously and to advice, especially people on the dangers of consuming such things.” This was another aspect that was directly considered by the researcher in the planning of the intervention programme.

- **Sub-theme 4.7: Moral education**

Moral education, where norms and values are addressed, was another possible intervention strategy. Participant F, a nurse, noted that:

*“...en dan die identifisering oor wat verkeerd is. Nou verkeerd vir my is nie*

*noodwendig verkeerd vir 'n volgende persoon nie. Moraal reg vir my is nie moraal reg vir 'n volgende persoon nie. So 'n mens gaan letterlik moet gaan kyk hoe jou gemeenskap saamgesmelt is. Nou jou gemeenskap waarin ons huidiglik werk is 'n gemeenskap wat alkohol misbruik, ons het 'n gemeenskap wat gangsterism het, ons het 'n gemeenskap wat baie illegal drugs ook gebruik. So, veral jou naupe, so op hierdie stadium van die wedstryd is daar soveel blootstelling dat dit half norm en reg is vir baie kinders. So om daardie band gebreeLowk te kry, gaan nie net oornag gebeur nie.” “...and then identify what is wrong. Now wrong for me is not necessarily wrong for another person. Morally right for me is not morally right for another person. So you literally have to go and see how your community is merged. Now your community in which we currently work is a community that abuses alcohol, we have a community that has gangsterism, we have a community that uses a lot of illegal drugs as well. So, especially your naupe, so at this stage of the game there is so much exposure that it is half normal and right for many kids. So breaking that bond is not just going to happen overnight”.*

Participant J, a teacher, added a similar opinion:

*“Norms and values should also be addressed in the programme, where youth are taught to lead by example, report crime, don’t do drugs, respect the law and not buy stolen goods. It is essential for children to acknowledge that illegal and criminal behaviour is not condoned.”*

Moral education, was seen as important and linked up with the last facet, spiritual education. Thus, they were seen as important factors to incorporate in devising the community programme and were, therefore, essential in the intervention process.

- **Sub-theme 4.8: Spiritual education**

Spiritual education was the last intervention considered in this study, and it linked with the moral aspect. Participant D, a church leader noted that:

*“Geestelik ons kan die kinders help. Want kyk ons het nie geld nie ons is arm. Ons kan hulle nie geld gee nie, ons kan hulle nie iets gee nie. Maar geestelik ons gaan ons kan hulle help.” “Spiritually we can help these children. Because look we cannot give them money we are poor. We cannot give them money - we cannot give them anything. But spiritually we will and we can help them.”*

Spiritual education seemed, as with moral aspects, an important factor within the community. Therefore, it was essential to incorporate this factor during the intervention process.

#### **4.3. SUMMARY**

In this chapter, the researcher discussed the analysis of the data, identified themes and sub themes and highlighted aspects, which were evident in the data. The experiences were discussed in terms of 4 main themes and 17 sub themes, which individually supported the main themes

In Chapter 5, the discussion of the findings concerning the literature study and the research question posed in Chapter 1 will be presented. The contributions and limitations of the study as well as possible areas for further research are also discussed.

## CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

*“We have the duty of formulating, of summarizing, and of communicating our conclusions, in intelligible form, in recognition of the right of other free minds to utilize them in making their own decisions.” Ronald Fisher*

### 5.1. INTRODUCTION

The objective of this exploratory study was to explore inclusive citizenship education in addressing gangsterism in this community. The aims of the project were to explore and explain how a certain rural community experienced gangsterism. In the preceding chapter, the responses of the participants in the transcribed data were analysed in-depth by identifying themes and sub-themes that assisted in answering the research question. In this chapter, the researcher will, in an effort to answer the primary research question presented in Chapter 1, discuss the findings. Additionally, a reflection on the potential contributions, limitations and recommendations of the study will be made and recommendations for future research suggested.

### 5.2. REFLECTING ON THE RESEARCH QUESTIONS

In answering the primary research question on how inclusive citizenship education in the classroom addresses gangsterism in the community, the interviews that were done with the participants provided the richest data and produced most of the information required to answer the question. To provide enough insight into the answers, the researcher first considered the aims and objectives and sub-questions that delineated the study. These were:

- What is the community's perspective on gangsterism?
- How can inclusive citizenship education, used in the classroom, be effective in order to address gangsterism in schools?
- Would inclusive citizenship education at a school level be effective in addressing gangsterism in this particular community?

#### 5.2.1. What is the community's perspective on gangsterism?

In order to gain understanding about the community's perspective on gangsterism, it was ascertained that gangsterism was evident in the community and that everyone was aware of the phenomena. Nearly all the respondents had opinions regarding this matter. Therefore,

from these responses, the researcher was able to identify the community's perspective on gangsterism.

The community in question's view of gangsterism was that this phenomenon was seen and experienced as a group of people who were generally involved in crime, violence, substance abuse and vandalism. Their general response was that they felt threatened and unsafe in their community because of the gangsterism that was occurring and threatening their lives. Furthermore, the responses indicated that gangsterism was not just in the community but also in schools within the community. Many of the community members feel that the youth are being negatively influenced by poor or absent role models. Furthermore, respondents clearly indicated that gangsterism is deemed a problem because of inadequate policing in the area.

#### **5.2.2. How can inclusive citizenship education, used in the classroom, be effective in order to address gangsterism in school?**

To re-cap on the concepts of inclusion and citizenship, the reader will be reminded of these concepts by being referred back to Chapter 2. Inclusion can be seen as incorporating everyone, thus inclusion is usually seen as a universal human right that embraces all people, irrespective of race, gender, disability, medical- or other need (Anon, 2008). Inclusion can thus be referred to as providing everyone within the environment or scenario, equal access to opportunities and resources, and by removing any barrier that impedes this ideal Citizenship. This is the status of being a citizen, along with the rights, duties and privileges of being a citizen (Anon, 2020), thus, citizenship enables an individual to have access to and enjoy all the same freedoms, rights and privileges within that particular country, community or grouping of people.

Therefore, to join these two concepts, inclusive citizenship literally means to incorporate and include every individual in the country, community or grouping of people and to involve them. To add education, purely means to act or be in a process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and of generally preparing oneself or others intellectually, for mature life (Anon, 2012).

Therefore, inclusive citizenship education in the classroom provides opportunities to reach learners, and for every learner to be included in a programme that will assist them in becoming the best person they can be, to fulfil their potential as human beings.

### **5.2.3. Would inclusive citizenship education at a school level be effective in addressing gangsterism in this particular community?**

After analysing the responses from the participants, it is strongly felt that inclusive citizenship education can play a vital role in ameliorating this problem within this community. Starting at grass roots level, namely, citizen education in the classroom, where students are educated to become open-minded, knowledgeable and clear-thinking citizens who can contribute and facilitate innovative ideas and behaviours. Seeking solutions to these serious issues within the community (UNESCO, 1998) seems to be in line with the perceptions and views of the participants.

### **5.3. CONTRIBUTIONS OF THE STUDY**

This study provided insight into the experiences of rural community members who experience the phenomena of gangsterism. It revealed their perceptions and views concerning various aspects of their community. Valuable insight was gained into the experiences of these community members in the South African context, which can be compared and used in the wider context. Furthermore, these community members were given a voice, providing many aspects that did not differ much from the well-researched, more prominent gangster-infected environments. This study can thus inform future studies on the experiences of communities affected by the phenomena of gangsterism. Further intervention studies could also be designed to include aspects of this study in an effort to assist other communities and assist in fighting the scourge of gangsterism. This study will empower teachers and other community role players to gain better understanding regarding the gangsterism phenomenon they are facing, as well as how to implement inclusive citizen education in order to limit this phenomenon. This study also contributed to the understanding of teachers and other community role players from different communities, in gaining clarity on how this phenomenon can be addressed.

### **5.4. PROBLEMS AND LIMITATIONS OF THE STUDY**

A number of problems occurred during the implementation of the present research, the first being the passing of the mediator half way through the research, resulting in the search for another mediator. The second problem I encountered was that the majority of participants chose to do the interview in their home language (Afrikaans), which can result in translation errors and loss of meaning.

This study was conducted in the community, a rural community in Gauteng, characterised by poverty, violence, substance abuse and gangsterism. Should this study be repeated in

another community where these issues are not as prominent, coinciding results might be limited. Another limitation of this study could be seen in the process of participation selection, as participants are also only considered when they have experienced the gangsterism phenomenon in this community and are able to provide insight into the situation; this may be a limiting factor as there may be other community members who have relevant information that could contribute towards the research. This programme was not implemented; thus, the results could not be tested.

## **5.5. RECOMMENDATIONS FOR RESEARCH**

Based on the findings of this study, additional research is required to gain a better understanding and insight into the phenomena of gangsterism in other rural communities in South Africa. Further research should include more community members and perhaps, where possible, individual gang members, which would provide a comprehensive and more in-depth view of the phenomena.

## **5.6. CONCLUSION**

The purpose of this study was to explore the perceptions and views of rural community members regarding gangsterism in order to compile a suggested inclusive citizenship educational intervention for the community. The researcher became aware of the need for such an intervention when teaching in such a community. Such a programme should only be seen as a tool and not as an answer to the scourge of the phenomena of gangsterism

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## DECLARATION



NWU Higher Degrees Administration

### SOLEMN DECLARATION AND PERMISSION TO SUBMIT

#### Solemn declaration by student

I, **Verushka Pretorius**

declare herewith that the thesis/dissertation/mini-dissertation/article entitled (**exactly as registered/approved title**),

**Creating awareness of Inclusive Citizenship Education to address gangsterism in a community**

which I herewith submit to the North-West University is in compliance/partial compliance with the requirements set for the degree:

**M.Ed Educational Psychology**

is my own work, has been text-edited in accordance with the requirements and has not already been submitted to any other university.

**LATE SUBMISSION:** If a thesis/dissertation/mini-dissertation/article of a student is submitted after the deadline for submission, the period available for examination is limited. No guarantee can therefore be given that (should the examiner reports be positive) the degree will be conferred at the next applicable graduation ceremony. It may also imply that the student would have to re-register for the following academic year.

Ethics number:

NWU-00535-19-S2

ORCID: 0 0 0 0 - 0 0 0 2 - 1 5 0 9 - 6 2 5 8

Signature of Student

University Number 2 2 8 9 5 2 0 5

Signed on this 10 day of November of 2020

#### Permission to submit and solemn declaration by supervisor/promoter

The undersigned declares that the thesis/dissertation/mini-dissertation/article:

- ☒ complies with the A-rules and the technical requirements provided for in the Manual for Master's and Doctoral studies and in faculty rules;
- ☒ has been checked by me for plagiarism (by making use of TurnItIn software for example) and a satisfactory report has been obtained;
- ☒ and that the work was language edited before submission for examination.

**Faculty specific requirements as per A-rules: 1.3.2, 433, 4.2.4, 4.10.4, 5.3.2**

- ☒ complies with regards to faculty rules on submission or acceptance by an accredited scientific journal;
- ☒ complies with regards to faculty rules on peer reviewed conference proceedings;
- ☒ the student is hereby granted permission to submit his/her article/mini-dissertation/ dissertation/thesis for examination.

Signature of Supervisor/Promoter

Date 23 / 11 / 2020

## ANNEXURE A: Ethics certificate



Private Bag X1290, Potchefstroom  
South Africa 2520

Tel: 086 016 9698  
Web: <http://www.nwu.ac.za/>

**North-West University Education, Management  
and Economic Sciences, Law, Theology,  
Engineering and Natural Sciences Research  
Ethics Office (NWU-EMELTEN-REC)**

Tel: +2718 299 4707  
Email: [lukas.meyer@nwu.ac.za](mailto:lukas.meyer@nwu.ac.za)

26 November 2019

### ETHICS APPROVAL LETTER OF STUDY

Based on approval by the North-West University Education, Management and Economic Sciences, Law, Theology, Engineering and Natural Sciences Research Ethics Committee (NWU-NWU-EMELTEN-REC) on 24 October 2019, the NWU-EMELTEN-REC hereby approves your study as indicated below. This implies that the NWU-EMELTEN-REC grants its permission that, provided the general and specific conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

**Study title: Creating awareness of inclusive citizenship education to address gangsterism in a community**

**Principal Investigator/Study Supervisor/Researcher: Dr. LD Preston**

**Student: Ms. VI Pretorius**

**Ethics number:**

|             |   |   |              |   |   |   |   |      |   |   |        |   |   |   |
|-------------|---|---|--------------|---|---|---|---|------|---|---|--------|---|---|---|
| N           | W | U | -            | 0 | 0 | 5 | 3 | 5    | - | 1 | 9      | - | A | 2 |
| Institution |   |   | Study Number |   |   |   |   | Year |   |   | Status |   |   |   |

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation;  
A = Authorisation

**Application Type: Single study**

**Commencement date: 25/10/2019**

**Expiry date: 24/10/2020**

**Risk:**

**Medium**

**Approval of the study is provided for a year, after which continuation of the study is dependent on receipt and review of a six-monthly monitoring report and the concomitant issuing of a letter of continuation.**

#### **General conditions:**

*While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:*

- The principal investigator/study supervisor/researcher must report in the prescribed format to the NWU-EMELTEN-REC:
  - six-monthly on the monitoring of the study, whereby a letter of continuation will be provided annually, and upon completion of the study; and
  - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the principal investigator/study supervisor/researcher must apply for approval of these amendments at the NWU-EMELTEN-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.

- *Annually a number of studies may be randomly selected for active monitoring.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-EMELTEN-REC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the study are revealed or suspected;*
    - *it becomes apparent that any relevant information was withheld from the NWU-EMELTEN-REC or that information has been false or misrepresented;*
    - *submission of the six-monthly monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and/or*
    - *new institutional rules, national legislation or international conventions deem it necessary.*
- *NWU-EMELTEN-REC can be contacted for further information via [Ethics-EMELTEN-apply@nwu.ac.za](mailto:Ethics-EMELTEN-apply@nwu.ac.za) or 018 299 4707*

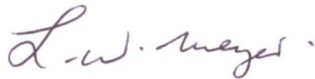
**Special conditions of the research approval:**

1. At the onset of the study a risk assessment related to the physical safety of the researcher and participants must be done and submitted to the NWU-EMELTEN-REC
2. Once data-saturation has been reached, a report must be submitted to the NWU-EMELTEN-REC, indicating that data collection has been completed in the particular community.
3. Should any adverse events take place at any time during the research, the principal investigator must notify the NWU-EMELTEN-REC immediately.
4. Because this is a medium risk study, a monitoring report must be submitted to NWU-EMELTEN-REC every six months.

The NWU-EMELTEN-REC would like to remain at your service and wishes you well with your study.

Please do not hesitate to contact the NWU-EMELTEN-REC for any further enquiries or requests for assistance.

Yours sincerely,




---

Prof Lukas Meyer  
Chairperson NWU-EMELTEN-REC

## ANNEXURE B: Informed consent



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
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The Faculty of Health Sciences Ethics Office of the North-West University is acknowledged for the use of their document with minor adjustments made by the North-West University Education, Management and Economic Sciences, Law, Theology, Engineering and Natural Sciences Research Ethics Committee (NWU-EMELTEN-REC)

**NWU - EMELTEN - REC**

2019 -11- 05

NORTH WEST University  
(Potchefstroom Campus)

**NWU-EMELTEN-REC Stamp**

### INFORMED CONSENT DOCUMENTATION FOR COMMUNITY MEMBERS

**TITLE OF THE RESEARCH STUDY:** Creating awareness of Inclusive Citizenship Education to address gangsterism in a community.

**ETHICS REFERENCE NUMBER:** 00535-19-S2

**PRINCIPAL INVESTIGATOR:** Dr. L. Preston

**POST GRADUATE STUDENT:** Miss V. Pretorius

**ADDRESS:** North West University, Building C6 room 233

**CONTACT NUMBER:** 018 299 4765

You are being invited to take part in a **research study** that forms part of my Master's study. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is

Page 1 of 5

about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the **North-West University Education, Management and Economic Sciences, Law, Theology, Engineering and Natural Sciences Research Ethics Committee (NWU00535-19-S2)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

#### **What is this research study all about?**

- *We plan to explore Citizenship Education in addressing gangsterism in your community.*
- *This study will be conducted in your community during 2019 and will be conducted by experienced researchers. Participants from the various sectors of your community will be included in the study.*

#### **Why have you been invited to participate?**

- *A variety of members have been selected in order to obtain a holistic view of the phenomenon of gangsterism within your community. Participants which we consider to include, amongst others are, a teacher, a principal, a nurse, a pastor, an Iman, a social worker, a parent, a psychologist and a police officer. If, during the research process, other individuals, who are able to add information and value to the research are identified, they will also be invited to participate in the study.*
- *You have been invited to be part of this research because you are a respected member of your community who can contribute towards a better understanding of the phenomenon of gangsterism that is prevailing in your community. The ideas and suggestions which you can offer regarding the values and content that needs to be taught to learners at school in order to counteract the gangsterism phenomenon, will be of immense value to the study.*
- *You will unfortunately not be able to take part in this research if you are not residing in the community or do not spend enough time interacting within this community.*

#### **What will be expected of you?**

- *You will be expected to be available for a 30 minute interview, with the possibility of a follow-up interview if necessary.*

#### **Will you gain anything from taking part in this research?**

- *There is no direct gains or benefits for you in participating in this study.*
- *There will however, be indirect gains and benefits for the community and for the education of children in your community as your ideas, views and comments will provide input in coping with the challenges gangsterism is creating in your community.*

**Are there risks involved in you taking part in this research and what will be done to prevent them?**

- *No risks are foreseen in participating in this study, but should your participation in the interview evoke feelings of emotional discomfort, a counsellor will be available to render the necessary emotional support to you.*
- *There are more gains for you in joining this study than there are risks.*

**How will we protect your confidentiality and who will see the findings?**

- *Anonymity of the findings will be protected by removing your name on any data sets and replacing it with code names. All data (hard copy and electronic) will be kept in safe keeping in locked cupboards and a password protected computer in the study leader's office. Once the audio recorded data has been transcribed, the recorded interviews will be erased. Only the research team will have access to the transcribed anonymized data. After a period of 5 years all hard copy and electronic data will be destroyed by the study leader.*

**What will happen with the findings?**

- *The findings emanating from this study will be used for the purposes of this study and for publication in scientific journals.*

**How will you know about the results of this research?**

- *We will share a summary of the most important findings on an information pamphlet with you when the study is completed and the dissertation is approved.*

**Will you be paid to take part in this study and are there any costs for you?**

You will not be paid to take part in the study because there will not be any personal expenses for you by participating in the study. Refreshments will be provided to you on the day of the interview and a small token of appreciation will be given to you for participating in the study.

**Is there anything else that you should know or do?**

- *You can contact Verushka Pretorius at 082 725 9536 or the supervisor, Dr Lynn Preston, 083 252 7763, if you have any further questions or have any problems.*
- *You can also contact the North-West University Education, Management and Economic Sciences, Law, Theology, Engineering and Natural Sciences Research Ethics Committee via Mrs Marlize Bisschoff at 018 299 4707 or [marlize.bisschoff@nwu.ac.za](mailto:marlize.bisschoff@nwu.ac.za) if you have any concerns that were not answered about the research or if you have complaints about the research.*
- *You will receive a copy of this information and consent form for your own purposes.*

### Declaration by participant

By signing below, I ..... agree to take part in the research study titled:

***Creating awareness of Inclusive Citizenship Education to address gangsterism in a community.***

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.

Signed at (place) ..... on (date) ..... 20....

.....  
Signature of participant

.....  
Signature of witness

### Declaration by person obtaining consent

I (name) ..... declare that:

- I clearly and in detail explained the information in this document to  
.....
- I did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Page 4 of 5

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of person obtaining consent**

**Declaration by researcher**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I did/did not use an interpreter
- I encouraged him/her to ask questions and took adequate time to answer them.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understands all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) ..... on (*date*) ..... 20....

.....  
**Signature of researcher**

## **ANNEXURE C: Interview schedule**

### **Interview schedule**

Questions for the semi-structured interview

1. In your professional capacity, comment on the phenomena of gangsterism in the community?  
Probing questions:
  - Do you think gangsterism is evident in the community?
  - How do you experience this phenomenon in your professional capacity?
  - How does this phenomenon impact on the community in general?
  - How does this phenomenon impact on the youth in the community?
2. In your professional capacity, what do you think the community (or you personally) can suggest to reduce gangsterism in the community?
3. Do you think by introducing a programme in the school environment, gangsterism would be addressed in the community?
4. If you think such a programme would help, what aspects do you think the programme should address?

## ANNEXURE D: Turnit in report

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# GANGSTERISM AWARENESS PROGRAMME:

CURES for a social problem

## Vision

The vision of this project is to create a community where members feel safe and secure. Where community awareness enables learners to identify behaviour that makes them inclined towards gangsterism and joining gangs. We want to teach skills to promote competent community citizens and world class individuals.

## Mission

The mission of the programme is curb the phenomena of gangsterism and minimize the contributing factors that lead to gangsterism in the community. We want to also equip learners with skills which will enable them to be good citizens in their community and world class individuals.

## Background

This short course will be initiated over a period of one month. It will be included in the classroom activities during Life orientation once a week.

## Teaching methods

During all interactive sessions the underlying teaching and learning foundations will be based on the following principles known as the CURES method:

## CURES TEACHING METHOD FOR CONFLICT RESOLUTION

**C**ommunication – Learners need to be able to use their words to solve conflict situations (Verbalisations). They need to be able to talk about the issue, their feelings and accept other's feelings and come to a mutually beneficial solution.

**U**nderstanding – Learners should understand what conflict is and understand how it could negatively affect any person (insight). Conflict can be defined as a misunderstanding or a fight between two or more people which is experienced because of a difference in the individuals' thinking, attitudes, understanding, perceptions and actions.

**R**esponsibility – Learners need to acknowledge and take responsibility for their own part in the conflict (Acceptance). Learners should be willing to do their part in order to solve the conflict.

**E**mpathy – Conflict affects more than just one person therefore it is important to empathise with the other person who is involved. Empathy can be taught by focussing on the differences between everyone, the feelings everyone experiences and putting yourself in that person's shoes.

**S**elections – Teach learners a variety of strategies to solve conflict independently. Choices are important teach learners about the wheel of choice, which offers them simple and effective strategies, for example, ask for help, go to another activity, use an “I” message, compromise, talk it out, walk away, say “STOP”, and apologise.

# Week 1

## Me and others

### Overview

Who am I (Self-discovery?)

Recognition and Respect (Respecting yourself and the differences between individuals)

Justice (Fairness, right, wrong and indifference)

I, we and us (Working or living together for a civic purpose)

### Session 1

Everyone in the group completes the personal sentence completion self-discover questionnaire.

Everyone completes the activity worksheet.

Discussions are held after the activity (worksheet) to compare and understand everyone's answers

The teacher facilitates group discussion

## The Self discover questionnaire

I am the happiest when .....

.....

I am most unhappy when .....

.....

I am thankful for .....

.....

I love .....

.....

I hate .....

.....

I will never .....

.....

I cannot do .....

.....

I can do .....

.....

I can't wait to .....

.....

I feel .....

.....

I wish .....

.....

I am special because .....

.....

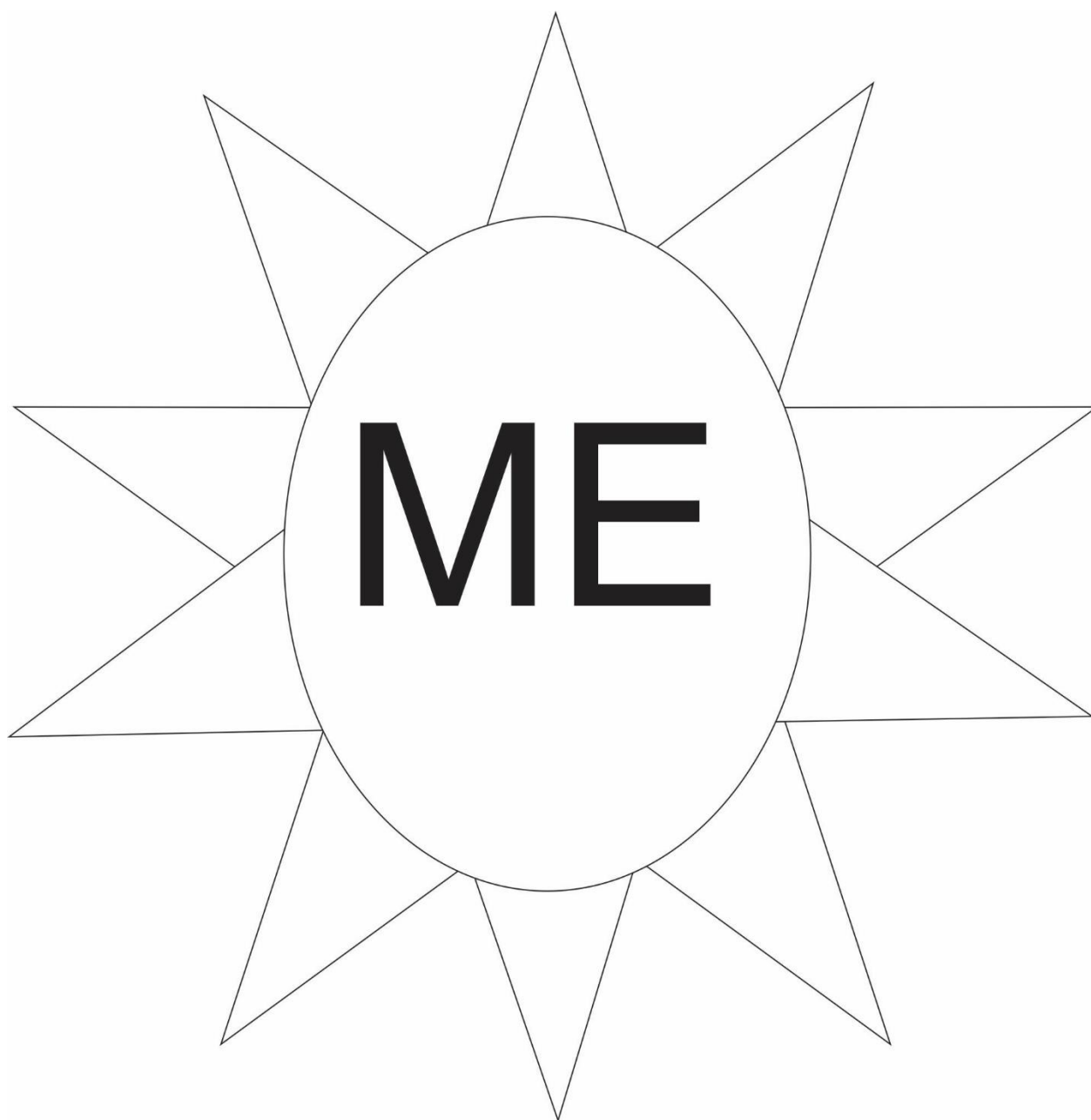
I can teach you .....

.....

I see myself in the future as a .....

.....

## Me and others



# Week 2:

## Community Mapping-

### Who are you? Who are they? Who is anybody?

#### Overview

Exploring everyone- community mapping

Me in the community - How do I fit in to this community?

Who has what rights?

#### Session 2:

Equipment needed: Large A 0 paper pens for everyone in the group. Copies of the Bill of rights must be available

Divide the learners into small groups while asking them to draw a map of their community. This map should include their homes, major public buildings (churches, schools, parks etc.), public services (police stations, hospitals etc.) as well as any other places they think is important to the community (grocery stores etc.)

Allow the learners to analyse the maps from a human rights perspective. They should indicate what human right they associate with each place on the map. For instance, the church is being associated with freedom of thought, the school is being associated with the right to education. (They may use the Bill of Rights).

Discuss the following:

Are there any places in this community where people's rights are violated?

Are there people in this community who maybe violate other's rights?

What happens in this community when the rights of people are being violated?

Are there any places in this community, where people can go to take action to protect human rights or prevent violations from occurring?

## Week 3

# Creating a Community in the Classroom?

### Overview

What everyone wants in a community

Working together to achieve this- human rights for all.

Human rights in the Classroom- everyone matters!

### Session 3:

Use the community map created in the previous session. The teacher explains to the learners that everyone wants to live in their communities and enjoy peace while being treated with dignity and respect. However, in order to achieve this goal, everyone's participation is required.

Understanding Human Rights – learners should understand their rights and the rights of others.

Taking responsibility for Human Rights – the learner should be committed during this step to uphold everyone's human rights. They should understand and accept the responsibilities that goes along with human rights.

Taking Action for Human Rights – With this understanding learners should aim to prevent abuse of any individual and defend the rights of others. Thus, they must show an ability to:

Assess situations by getting the facts straight and identifying the community and their own needs and rights.

Develop and implement an action plan to help themselves and others considering everyone's human rights.

## Creating a Classroom Community: The poster Project

Divide the learners into groups of 4 to 5 learners. Every group should draw up a list of 10 rules for their classroom community in order for everyone to live together with respect and peace.

A representative from each group should present their ideas. Combine the rules.

Rephrase the rule statements into right statements. For example, people should not steal from others, should be restated into “Everyone has the right to enjoy and keep their own property”.

Ask the learners to write a responsibility statement for every right statement on the list. For instance, everyone has the right to enjoy and keep their own property, might have the responsibility statement “Everyone has the responsibility not to take the property of others.”

Once the list of rights and responsibilities are complete, ask the learners to name the list.

Make a community classroom poster. Copy the list onto a poster and place it where everyone is able to see it. This list will serve as a standard for how people will treat each other. (Take note that the list is not final, the list will be updated on regular intervals – remove or amend unnecessary rights and responsibilities).

The final task is to ask the learners how they can carry these rights and responsibilities over to their communities.

## Week 4

# Classroom communities expand into the bigger community?

### Overview

Analysing situations

Making good choices

Getting everyone on board

Resolving conflict in a non-violent manner

### Lesson 4:

Teach the students how to analyse conflict in order for them to identify the problem and understand what is causing the problem. Using everyday examples and situations the teacher must focus on teaching the CURES method of resolving conflict and when this is firmly established “Fairy Tale Conflict” activity can be attempted.

## Fairy tale conflicts

Many fairy tales are often loaded with conflict and as most children know of fairy tales it is a wonderful way to discuss this topic.

Some examples:

Goldilocks: Little girl breaks into the bears' house – crime stealing, infringing on personal rights ran away and did not take responsibility.

Big Bad Wolf in Little Red Riding Hood: Impersonation, lying, “murder” violence to animals.

The three little pigs: Pigs' property was destroyed, threats were made, violence.

Cinderella: She was treated unfairly by her stepmother, she was bullied and degraded.

So it is time that someone helps these fairy tale characters to resolve their predicaments in positive and healthy ways. So the learners must first go and find a fairy tale that appeals to them and then examine the story and conflict issues. They must write a few lines on the following:

What was the main conflict evident in the story?

What were the feelings that the characters experienced?

What were the characters wants and needs?

How would you (the learner) solve the problems that the characters encountered?

## Taking the Classroom out into the Community

Think of ways that the learners can redirect his new found knowledge into the community. Ideas can come from the learners. Options can be as follows:

Start a weekly walk where communication is the sole purpose

Start a Secret Buddy system within the school where one learner carers for someone outside their class (In the school, church or community). Small gifts and letters can be sent to their "Buddies"

Get Learners to do a "Rent for a Cent" project where they volunteer to work for a charity.

# Resources

