

**THE REHABILITATION OF JUVENILE DELINQUENTS:  
A MODIFIED MODEL FOR USE BY THE CHURCH IN HEIDEDAL**

**BY**

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**DECLARATION**

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I declare that the new model I am proposing to be used in Heidedal as a method of rehabilitating Juvenile Delinquents is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature

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Date

**PERMISSION TO SUBMIT**

**As the supervisor of this thesis, I approve of its submission in partial fulfillment of the requirements for the degree Masters in theology in Ministerial Studies, at the University of KwaZulu-Natal, Pietermaritzburg.**



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## **DEDICATION**

**This dissertation is dedicated to Timothy the son of my eldest brother and all other children in Heidedal, who find themselves in conflict with the law and are trying so hard to turn their lives around.**

## **Acknowledgements**

I would firstly like to thank God the Almighty for giving me the strength and determination to finish this paper. It was not an easy road but as the word says in the book of Phil 4:6 “ I can do all things through that strengthens me”.

I would like express my heart felt thanks to my supervisor Dr Edwina Ward, for all her patience and encouragement. I do not think anybody else would have gone as far as she did in assisting me.

I would also like to thank my parents for their support, without them I would have given up along time ago.

I have come to the realization that, **Failures are Rehearsals for Success.**

## **An Abstract**

### **THE REHABILITATION OF JUVENILE DELIQUENTS: A MODIFIED MODEL FOR USE BY THE CHURCH IN HEIDEDAL**

Young people in South Africa are increasingly turning to crime. The majority of those who fall into this trap are between the ages of twelve and eighteen years. According to the Human Rights Watch World Report on Children' Rights, 'in South Africa despite a November 1997 national program intended to keep children out of prisons, the Minister of Welfare reported in May 1998, that approximately 1,000 children were still detained in prisons with adults', (HRW 2005:3). This idea is even more disturbing if one considers the impact of rehabilitation in prison and how young people will be equipped to become hardened criminals through institutionalization.

The focus of the paper will be on the rehabilitation of juvenile delinquents in the Heidedal community. Therefore it is important to find out what causes the child to become deviant and to help the child to deal with it. The National Institute of Crime Rehabilitation of Offenders (NICRO), have very good programs for the rehabilitation of juvenile delinquents. Unfortunately, these programs do not reach everyone in need, due to the fact that Heidedal does not fall into the geographical area that is being covered by NICRO. Therefore, if we want to help the children in the Heidedal community, the church and society need to get involved in the implementation of rehabilitation programs. The research project will therefore focus on proposing an adapted model, which may be used by the church in an effort to help in the rehabilitation of juvenile delinquents within the Heidedal community.

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## **DEFINITIONS**

For the purpose of this study the following terms should be defined:

**Juvenile Delinquency:** Is defined as a law violation committed by a person under the age of majority, usually age 18. These cases involve children who have committed violations of law that if committed by an adult would be considered crimes.

**Juvenile Status Offences:** These offences concern non-criminal behaviors that are illegal because of the child's age. These behaviors are not illegal for adults. For example, typical status offences are truancy and running away from home.

**Rehabilitation:** For our study the definition in the *Dictionary of Sociology* will be used: 'The process or technique of re-education and redirecting the attitude and motivations of the delinquent or criminal so as to bring his or her behavior into full harmony with the law and his or her own willing acceptance of social regulations and restrictions', (1957:254).

**Abbreviations used in this study**

**NICRO:** National Institute for Crime Prevention and Rehabilitation of Offenders

**NIMRO:** National Institute for Managing and Rehabilitating of Offenders

**NYDO:** National Youth Development Outreach

**YDO:** Youth Development Outreach

**AURORA:** Is the name of the alcohol and drug rehabilitation center in Bloemfontein and it means, 'A Place to Rest'

## CHAPTER ONE

### INTRODUCTION AND METHODOLOGICAL FOUNDATION

#### 1.1 Introduction

Research in Developmental Psychology has proven that adolescence is a time in our lives when our behavioral patterns are most susceptible to influences. We find that these transitional years are often accompanied by new wants and desires, sexual and drug experimentation and peer pressure, a search for one's identity. According to Flowers, 'given that most juveniles must confront some combination of these elements during their teen years, it is reasonable to suggest that for many, delinquent behavior is inevitable', (1990:ix).

Young people in South Africa are increasingly turning to crime. The majority of those who fall into this trap are between the ages of twelve and eighteen years. According to the Human Rights Watch World Report on Children's Rights, 'in South Africa despite a November 1997 national program intended to keep children out of prisons, the Minister of Welfare reported in May 1998, that approximately 1,000 children were still detained in prisons with adults', (HRW 2005:3). This idea is even more disturbing if one considers the impact of rehabilitation in prison and how young people will be equipped to become hardened criminals through institutionalization. The literature indicates that certain factors in rehabilitation and family background increase vulnerability to the development of delinquent behavior, which in turn leads to recidivism.

Juvenile delinquency almost never arises suddenly. There is usually a pattern of factors that make a young person vulnerable to delinquency. The point of departure in this dissertation is to look at

the reason why boys predominantly become delinquent within the Heidedal community and what role the Church can play in their rehabilitation.

In order to execute the research in a proper way, this chapter will give attention to the methodological detail of the research. A short explanation of the purpose of the investigation, the statement of the problem, the motivation, the methods and techniques utilized during the research, the hypothesis that was utilized in the research and the boundaries or delimitation of the scope of the research, will follow.

### **1.2 Aim of the investigation**

The aim of the investigation is to study and inquire into the rehabilitation of juvenile delinquents in the Heidedal community. No child becomes deviant without a reason. Therefore it is important to find out what causes the child to become deviant and to help the child to deal with it. The National Institute of Crime Rehabilitation of Offenders (NICRO), have very good programs for the rehabilitation of juvenile delinquents. Unfortunately, these programs do not reach everyone in need, due to the fact that Heidedal does not fall into the geographical area that is being covered by NICRO. Therefore, if we want to help the children in the Heidedal community, the church and society need to get involved in the implementation of rehabilitation programs. The research project will therefore focus on proposing an adapted model, which may be used by the church in an effort to help in the rehabilitation of juvenile delinquents within the Heidedal community.

### **1.3 Statement of the problem**

The number of young children becoming delinquent in the Heidedal community is growing fast. The society and the church largely ignore the rehabilitation process of these children.

The parents of these children are not provided with skills to cope with the problems they face with regard to their children offending. They want to help their children, but they do not know how. They end up giving the children a hiding or a beating, out of frustration, thereby making the problem worse.

Case Study one: John a sixteen year old boy has a five-year suspended record against him, because he was a first time offender was caught stealing his brother's bicycle. He is fully aware of the fact that if he should be caught stealing anything during these five years, he will be sent to jail. Out of frustration and not wanting to report the incident to the police, Timothy's father gave him a hiding which of course just made Timothy angrier and made him feel even more useless. His parents do not know what to do anymore, because they have tried about everything and even enrolled him at the Bloemfontein College to do his grade 11. He only attended classes for the first three months after which he dropped out.

Sad to say the social workers assigned to the families and children are not able to actually help them. The social workers are assigned by Legal Aid to help with the rehabilitation of the children. They have one session with the child and his or her parents and then disappear from the scene. However, it is not a matter of not doing their work, but a problem of having been assigned to too many cases, the result being that they do not have the time to deal effectively with a single case. Another problem is that the geographical area that one social worker has to cover is too large.

Crow states that, “the majority of serious criminal careers start as instances of delinquency”, (2001:75). Therefore it is important to identify delinquency at an early age and to deal with it effectively.

Many young people drop out of school out of sheer economic necessity. Faced with frustration, lack of training and lack of legitimate opportunities for success, many youngsters acquire a sense of hopelessness that affect a large part of their adult life. Too often they try to find their answers through unlawful means.

#### **1.4 Motivation**

The problem of juvenile delinquency has been with us for a long time and its causes and cures have been deliberated upon by various persons and in various ways. Despite all previous efforts, the problem has not abated; rather it has grown to serious proportions.

Drug addiction has become a serious problem within the Heidedal community. Many young boys are stealing to support their addictions. However, this is not the only cause of delinquency.

Many young lives are being lost through delinquent activities, having criminal records and never getting a chance in life to make something of themselves. For most their delinquent acts are a cry for help. The community and the church have largely ignored the problem. The Christian command is, ‘to act justly and to love tenderly and to walk humbly with your God’, (Micah 6:8). Juvenile delinquency presents an opportunity to obey this command.

## **1.5 Method of research**

The study will comprise mainly of two methods, namely a literature study and an empirical investigation. The literature study will gain information with regard to juvenile delinquency, what it means, what the causes are, the different types of delinquency, its characteristics, as well as trying to develop a new model for rehabilitation. According to Grobler and Snyman, 'criminological research is dependent on the gathering of data from sources such as historical and field sources,' (1989:20). When analyzing the different techniques of data gathering, it will be clear that historical as well as field sources were used in this research project.

Historical sources such as books, newspapers, magazines and personal interviews were utilized to gather data for the research. Field sources in the form of questionnaires to schools, the police and Youth Development Outreach staff, were used in to gather information.

The empirical investigation of the study will determine whether there is a need for a rehabilitation program in Heidedal. Interviews with juvenile delinquents and their families were also arranged to obtain a fuller and more comprehensive description of the problem and discussion included what they thought may be helpful. I will analyze the comments critically and include them in various chapters of my dissertation. In this dissertation, when quoting or explaining I will make use of the masculine pronoun, but it is to be understood that both male and female delinquents are being referred to.

## **1.6 Hypothesis to be tested**

The church and the society have failed to help the children and their families. Therefore, there is a need to create support systems for these children and their families. The Church can establish a center that will cater for the needs of the children and their families. The model that the writer will be proposing has recently been used very successfully in the Eersterus community.

Church organizations need to offer redemptive justice to restore and reconcile juvenile offenders so that they may be rehabilitated in the community once more. The parable of the Good Samaritan teaches us that we need to be concerned about our neighbors and their well being. As Christians we should be motivated by love to lend a helping hand to those in need. Children who become delinquent as well as their families need our help to cope as a family and also to help the children become responsible citizens.

The education system needs to provide necessary life skills especially for those adolescents most likely to abandon the school system.

Programs need to be offered in Delinquency Prevention, Drug Abuse Treatment and Prevention, Employment, Education, Recreation and Religion, Life Skills Training and Restorative Justice Practices. These programs are essential in the rehabilitation of juvenile delinquents.

## **1.7 Is there any known work done in this field?**

There is some work done in the field of juvenile delinquency, but not much in that of rehabilitation in the South African context. Most of the books consulted are American-based books for example Bartolla , C E & Miller, S J, The Juvenile Offender, Carney, L P, Corrections and the Community and Coffey, A R, Juvenile Justice as a System. To my knowledge there is no research in regard to

the rehabilitation of juvenile delinquency in the Heidedal community. There is currently no program or any public awareness program in the community. Therefore, I am confident that my work will make a significant contribution in the study of this topic.

### **1.8 Layout of the research**

To achieve the goals of the research in a systematic way, the results of the literature and the research are presented as follows:

In chapter 1 the methodological foundation and the introduction are presented. Chapter 2 follows with a discussion of what delinquency is, its nature and characteristics. Chapter 3 deals explicitly with the causes of delinquency. In chapter 4 a new model is being proposed to address the issue of the rehabilitation of juvenile delinquents within the Heidedal community. In chapter 5 the findings of the questionnaires will be discussed. In chapter 6 the findings and conclusions are listed and offered as a way forward.

### **1.9 An Adapted Model for use in the Heidedal Community**

There are no programs or centers within the Heidedal community to address the issue of the prevention or rehabilitation of juvenile delinquents. The purpose of proposing this model is by no means a way of suggesting or putting in place an easy way out or a quick model, solving all the problems the children have that will just be implemented in the Heidedal community without being changed to fit into its context.

It will be up to the church in Heidedal to develop the model so that it may have its own unique character.

The new model that is being referred to is a center with the name of the National Youth Development Outreach Center (NYDO), commonly referred to as Youth Development Outreach Center (YDO). This center is based in a community with the name of Eersterus in Pretoria. The vision of the center is to develop a new nation of young, diligent and responsible citizens who will serve our nation with dignity, character and love.

For the past fourteen years YDO has worked unceasingly to influence the Eersterus and surrounding communities to become a positive role model for other communities across South Africa that are in similar socio-economic positions to themselves. Today, NYDO can boast of endless success stories through its prevention and rehabilitation programs.

Heidedal in Bloemfontein can benefit from establishing a center like YDO in the sense of the programs that YDO offers and because are in a similar socio-economic position. The Church in Heidedal can adapt or establish a center like this as a way of becoming involved in the rehabilitation of juvenile delinquents within the Heidedal community. With the problem that the government is facing with over crowding jails and juveniles being sexually abused in our prisons, it has become of the utmost importance that the church and communities become involved in the rehabilitation of juveniles and also have preventative programs to focus on those youth who have not succumbed to the temptation of becoming involved with criminal activities.

### **1.10 Conclusion**

In this chapter the methodology of looking at delinquency during the research is given, namely the aim of the investigation, the statement of the problem, the motivation, the method of research, the hypothesis to be tested, known work done in this field and the layout of the research.

Chapter 2 proceeds with a discussion of the nature and characteristics of delinquency.

## **CHAPTER TWO**

### **DEFINING DELINQUENCY**

#### **2.1 Introduction**

According to Cloete and Stevens, 'the study field of criminology deals with crime in its totality and consists of crime, the perpetrator, the victim, the justice system and crime prevention', (1990:21-23). Therefore it is important that attention be given to these areas. Cloete and Stevens also argue that 'it is important to know more about the perpetrator as a person and how his or her criminal behavior could be explained,' (1990:30).

Therefore, in this chapter the focus will be on juveniles within the Heidedal community who become involved with criminal activities, also looking at delinquency, its nature and characteristics, with special reference to crimes committed the focus of the chapter.

#### **2.2 What is deviant behavior?**

Lang states that, 'deviant behavior is best described as activities which in terms of conventional norms and customs are regarded as undesirable or even unacceptable,' (1996:2).

People in the community find it irritating and it provokes feelings of annoyance and insecurity. In some cases it goes as far as provoking a response from the authorities.

#### **2.3 What then is delinquency?**

Juvenile delinquency is not an easy term to define. It means different things to different individuals and groups, yet at the same time it also means different things to individuals in the same group.

Eldefonso defines juvenile delinquency as, 'acts of children of a specific age range, that are forbidden by the law,' (1973:5). In others words juvenile delinquency refers to behavior which society does not accept and which justifies some kind of admonishment, punishment or corrective measures in the public interest. At certain times these acts may lead to court appearances. However they often do not.

Shoemaker defines juvenile delinquency as 'collective, illegal acts, whether criminal or status offenses, which are committed by youth under the age of eighteen' (1990:3).

Sandhu offers another definition. He defines juvenile delinquency as 'any act, course of conduct or situation, which might be brought before court and adjudicated whether in fact it comes to be treated there or by some other resource, or indeed remains untreated' (1977:2).

Juvenile Delinquency is the behavior of children and adolescents which society has defined as illegal.

Looking then at these definitions, one aspect is very clear and that is that delinquency has to do with youth who get into trouble with the law. What is important to understand here is that only serious offences are considered when juvenile delinquency is talked about.

A juvenile delinquent is further defined by Sandhu as 'a person who has been adjudicated as such by a court of proper jurisdiction, though he may be no different, up until the time of court contact and adjudication, at any rate, from masses of children who are not delinquent' (1977:2). Most of the other writers on this topic agree with this definition.

### **2.3.1 Opportunity**

In trying to define delinquency it is also very important to look at the aspect of opportunity. The expression 'opportunity makes the thief' definitely applies when it comes to juvenile delinquency.

According to Lang, 'the cause of the theft behavior is not only found in the person who commits the crime, but also in the situation at the time, a situation which, as it were, invited the thief to strike,' (1996:15). Lang goes on to state that there are three factors one needs to consider (1996:15-16):

a) The Ease Factor

Opportunity determines the ease with which delinquent acts can be committed. If it is going to involve a lot of effort to steal something, young people will refrain from committing a crime. For example, a bicycle that is secured with a good quality lock is less likely to be stolen than one that is unsecured.

b) Attainability

Objects that are out of reach are less often vandalized than those within reach. Opportunity in this case is given when a door is left open, when a broken window has not been repaired or when a door has a lock that can be easily forced opened.

c) Surveyability

Surveyability is determined by the extent to which the area has been built up and how well lit it is during the night. The hidden or darkened character of some public buildings, stores, houses and large buildings increases the potential of delinquency.

#### **2.4 The nature of delinquency**

According to Eldefonso, "truancy, incorrigibility, delinquency, are but symptomatic pictures of underlying conditions, the roots of which may be found in the family relationships, the school adjustments, the environmental background of the child or in some psychological or physiological aspect of the individual's personality" (1973:6). Based on this one can say that delinquency is a

symptom not a disease. A combination of factors, some of which may be found in the environment of the child and others within the child himself or herself, often results in delinquency.

There has been a frightening deterioration of standards in relation to juvenile delinquency in recent years, because such behavior can no longer be defined simply through actions like 'tipping over the outhouse' at rural schools or 'throwing rocks at streetlights', or 'soaping windows on Guy Fawks'. Today there are severe alcohol and narcotic addictions and even drug pushers among pre-teenagers. Rape and murder committed at fifteen or sixteen is not uncommon anymore. Shoplifting, auto theft, burglary or hold-ups in the early to mid-teens is widespread.

Shoemaker states that, " there are runaways by the thousand who, rather than return home when it is dark and their lunch money is gone, may well embark on a career of drugs and prostitution. Sexual activity now extends into pre-teen years in some instances and sexual promiscuity and illegitimate pregnancies have become the norm among some segments of the youth population" (1990:5).

Truancy, dropping out of school, street vagrancy and a general contempt for rules and authority are all too widely spread.

The juvenile crime problem is serious.

According to Shoemaker,

some of the prevailing social conditions and circumstances today that may be conducive to juvenile delinquency may be exacerbated in the future with an even more pessimistic outcome. Such conditions might include an ineffective secondary education system, widespread unemployment and underemployment among some minority groups, the continued trend in disintegration of a stable family life, the dysfunctional aspects of the mass media with the vivid contrasts in economic life-styles, the easy availability of drugs and the potential for vast profits in drugs and the continued decline in respect for authority and social order (1990:7).

The range of activities that can be considered delinquent is wide and varied. Delinquency can be categorized as follows: on the most serious end of the scale are those that violate the criminal law and on the least serious end are juvenile status offenses. According to Sanders, "serious criminal offenses are the least common but most notorious types of delinquent activities committed by youths. These include violent crimes such as murder, rape, robbery and assault" (1981:3).

A more common juvenile offence is some type of property crime, such as grand larceny, burglary or automobile theft where no violence is involved. Petty offences are a far more common type of violation of the criminal law. These include smoking of marijuana, shoplifting and malicious mischief.

Most of these offences go undetected and those that are uncovered usually do not result in arrests. When such offenders are caught, they are sent home instead of being arrested.

Carney asserts that, "a juvenile is never arrested. He is taken into temporary custody. this means that delinquent behavior, although it may invoke breaches of the penal code, does not constitute criminality" (1977:178). It can thus be assumed that society does not wish violations of the criminal code to be considered as crimes when being committed by a certain age group.

## **2.5 Types of Delinquency**

### **a) The Middle-class Delinquent**

According to Hurdy and Cull, 'these types of offenders' cases seldom go to court. Their parents usually prevent the process by settling the case out of court. They are one-time offenders and their offending does not form a pattern' (1977:23). However, my research in Heidedal has proven just the opposite. The more the parents intervene in their children's delinquent acts and settle cases out of court, the more delinquent acts the children get involved in. The children see that nothing

happens to them, so they get away with committing crime time after time, because their parents intervene and settle the case before the police are called. Instead of refraining from delinquent acts, this approach encourages delinquent acts, because the children know that there is a safety net under them. The children learn no sense of responsibility, because they do not have to face up to their actions. An example is a child who very seldom or just once commits a delinquent act, because the opportunity presents itself. There is one boy I interviewed who said that he does not see himself as a juvenile delinquent, because he only got involved once with some of his friends, because they were bored.

#### b) The Occasional Delinquent

Lang states that 'opportunity plays a relatively important role in the criminal behavior of occasional delinquents' (1996:17). According to Hurdy and Cull, 'these delinquents usually participate in-group acts of petty theft or vandalism. They tend to come from unbroken homes with little tension and have average grades in school' (1977:23). They use simple methods and not a lot of planning is involved. According to Lang, 'criminal behavior plays only a marginal role in the life of the occasional delinquent' (1996:17).

#### c) The Habitual Gang delinquent

According to Hurdy and Cull, 'these types of delinquents are involved in more serious infractions. They come from larger, broken families, live in poor residential areas, are poor students in school and they are anti-social' (1977:23). Lang states that 'their delinquent behavior becomes routine and assumes a central role in their lives' (1996:17). They prepare themselves better than

occasional delinquents and go out of their way to commit crimes. They prefer the company of a small group of people they know very well.

There is currently in Heidedal a group of twelve boys who fall into this category. They have been sentenced and have gone through the diversion programs of NICRO. However, they keep on re-offending. Their delinquent behavior has assumed a central role in their lives. They commit crimes on a regular basis and they are heavily into drugs. The One Stop Justice Center is a facility in Bloemfontein, where children who are at risk are taken. At this facility there is a court, NICRO and Social Workers. The setting is very informal so as not to frighten the children. The children are sentenced and are then placed in the supervision of either NICRO or a Social Worker to go through the programs that are available. These twelve boys from Heidedal are regular visitors at 'One Stop' and are well known by everyone there. They are well on their way to becoming professional criminals who will end up in prison as adult offenders.

#### d) The Maladjusted Delinquent

According to Hurdy and Cull, 'their delinquency stems from personality disturbances rather than involvement with a gang or residing in a slum area' (1977:23). This type of delinquency is not often found in the society.

## **2.6 Types of offences committed in Heidedal**

### **2.6.1 Aggressive Crimes**

Through gangsterism aggressive crimes in the form of assault and violent crimes are on the increase and are becoming a serious problem. The gangs are mixed which means that both boys

and girls are involved in the gangs. The age group is between sixteen and eighteen years. Incidents occur mostly over weekends when the nightclubs are open.

### **2.6.2 Drug Offences**

Drug offences have decreased over the last few months. The age group is between twelve and eighteen years. Drug offences include the unlawful possession of drugs and the attempt to procure drugs. Drug use is one the biggest reasons for re-offending, because children steal to support their habit.

### **2.6.3 Sex Offences**

Sex offences are on the increase and are becoming a big problem in Heidedal. What is shocking is that the age group affected is between eight and thirteen years. This indicates that the problem is occurring at primary schools. The same problem existed three years ago. The Social Worker was called in and he started a program of having talks with the different grades on sex and sexually transmitted diseases. After this initiative there was a tremendous decline in sex offences at the schools. However, the problem has re-surfaced again and is on the increase. Sex offences include unlawful sexual intercourse, indecent exposure and sodomy. The Social Worker has found that in children between the ages of eight and nine years there has been actual intercourse, involving penetration.

### **2.6.4. Crimes against Property**

Burglary and theft are also on the increase. Children are not stealing out of need, but simply to support their drug habit and to obtain items their parents cannot afford to buy them.

### **2.6.5. Beyond Control Youth**

The behavior of these children has become totally uncontrolled by their parents and their guardians. These children have not yet committed any crimes, but they are at risk. Most of them become school dropouts. The fact that these children very seldom get arrested is making it very difficult to help them. Even if they are placed into programs at NICRO or 'One Stop' is it up to them to honor appointments and sadly they do not do so.

### **2.7 Rationalization of juvenile offenders**

According to Sanders, delinquents use five types of basic denial techniques to rationalize their criminal acts. These are as follows: they deny responsibility, they deny the fact that others are hurt through their actions, they believe damage caused to the sufferer is alleviated, law enforcers are blamed, loyalty to friends is misplaced and friends are highly respected (1974:86).

### **2.8 The characteristics of delinquents**

The delinquents form a very diverse population. It becomes clear that delinquents range from truants to murderers, from exhibitionists to rapists, from kleptomaniacs to professional robbers. We also find that while there are some similarities among these types of delinquents, there are even more differences.

According to Sandhu, each individual in a delinquent typology is unique in personality and circumstances, but share some common characteristics and attitudes with other members of the typology (1977:105).

He states that, there are three types of juvenile characteristics and they are as follows:

### **2.8.1 The Violent Offender**

The violent offender is said by Sandu, not to have a long delinquent history, but tends to act impulsively and violently (1977:106).

According to Bartollas & Miller, the predominant characteristic of these youths is their commitment to crime and their involvement in one crime after another, often very serious crimes, (1978:38).

#### **a) Murderers**

According to Sandhu, an empirical study of children and adolescents who kill presented the following causative factors and they are; intensification of a family rivalry situation, foster-home situations in which the feelings of love are insufficient to curb aggressive tendencies, organic inferiority, educational difficulty and the tendency to identify with aggressive parents and to pattern after their behavior (1977:109). This type of delinquency is not yet found in Heidedal.

#### **b) Homicide and subculture of violence**

Taking a look at homicide offenders, we find that they are generally young members of minority groups and predominantly males.

Sandhu states that these offenders are products of a subculture of violence, which is found in many societies to varying degrees (1977:109).

In Heidedal communities we find groups that place a premium on physical aggression, vendettas, an exaggerated sense of honor and prestige. Acts requiring courage, bravado, fearlessness and recklessness are extolled. Other young boys look up to their peers who have proven to be courageous. Sandhu states that, "the responses of individuals depend on how deeply they are

involved in such subcultures of violence. What comes out clearly is that people respond violently to acts perceived by them as derogatory to their honor” (1977:109).

Sandhu argues that when violence is a norm in a subculture, it is imperative to be violent in certain situations and restraint from using violence may be a frustrating, ego-deflating, even a guilt-ridden experience (1977:109-110).

### **c) Disregard for Human Life**

Some offenders are insensitive to the pain they inflict on others. Sandhu states that the young slayer does not think about his own death and the life of the other has no particular significance for him. It appears that these murderers, who are not otherwise so badly adapted to their reality, show particular infantile trends in their reaction to life and death (1977:111).

One can almost say that they kill because they do not appreciate the deprivation they inflict upon others. This is especially true for the country that we live in. People are senselessly killed everyday. There is a culture of utter disregard for human life in our respective communities. We read daily in newspapers of people being high jacked, killed and children being kidnapped.

### **d) Aggravated Assault**

Sandhu comments on ‘aggravated assault as an unlawful attack. It is usually accomplished with a weapon or other means likely to produce death or other bodily harm (1977:116).

Most aggravated assaults occur within the family unit or among neighbours or acquaintances. The victim-offender relationship, as well as the nature of the attack, makes this crime similar to murder. There is said to be a very thin line between committers of aggravated assault and murders. The two

types of offenders are very much alike in most respects. It is stated by Sandhu that these people are always ready to fight to prove themselves (1977:117).

## **2.8.2 The Property Offender**

### **a) Robbery**

Youthful robbers frequently act in groups. Robbery has been found to be primarily a large city crime. Robbery is one of the crimes that strike everywhere: in the street, banks, taxi's, stores, garages and buses. According to Sandhu, robbery is a vicious crime that subjects the victim both to loss of property and to violence or the threat of personal violence (1977:118). In our communities it has greatly hampered the free movement of people on the streets. Many people are compelled to keep themselves confined to their homes for fear of being robbed. What makes robbery so particularly terrifying is the fact that the victim is exposed to violence from a criminal who is a stranger. Sandhu argues that when a stranger robs or kills on the street, this spreads more terror; the whole social order is threatened (1977:118). The writer agrees with Sandhu and would add that it does not occur only when it is a stranger, but more likely when the person is known in the community.

Sandhu identifies four types of robbery offenders, the professional who is a sophisticated planner, the opportunist who is not looking for a large sum of money, the addict who must rob to buy drugs and the alcoholic robber who starts a fight under the influence of drink and commits robbery as an after thought (1977:128).

### **b) Burglary**

Burglary seems to be a juvenile offense, since more than half of all burglary arrests are of persons below age eighteen. Burglars who start their delinquent careers in their early teens often become career criminals. Most burglars start with petty theft and then graduate to breaking and entering houses. According to Sandhu, burglars like most career criminals, establish contacts with fences, fellow burglars, bonding agents and lawyers (1977:128). In Heidedal the burglars establish contacts with the drug dealers, in this way they get rid of goods they have stolen easily, because they trade it for mandrax and other drugs depending on what they are using.

### **c) Larcenist**

Larceny is very common at all ages and in all social classes. The habit of stealing generally shows up early in life and its roots are often found in childhood. Adolescents are said to steal in reaction to the pinch of poverty or the opportunity of abundance. They may be tempted to steal by a pressing need or just for the fun of it. Sandhu states that the reasons may be material or non-material; people steal for love, security, and belongingness (1977:123). The act of stealing may symbolize an attempt to hurt someone and/ or punish oneself out of a sense of guilt.

## **2.8.3 The Authority Offender**

### **a) Runaway**

Wanderlust is not new and it is certainly not unique to juveniles. We find that people run away at all ages, driven by economic, social and political pressures. However, in the case of juveniles, running away from home without the consent of their parents constitutes an offense under the juvenile law. Runaway boys are said to come from unstable homes and rely heavily on the advice of their peers and make decisions impulsively. Runaway girls on the other hand, run away from

unpleasant homes or to more exciting places. Juveniles who run away, place most of the blame on the family.

#### **b) The “Beyond Control” Youth**

There are many more girls than boys in this category of delinquency. According to Sandhu, they form a heterogeneous group that includes youths described as ungovernable, unmanageable, incorrigible, wayward or pre-delinquent (1977:125).

This category also includes youngsters whose behaviour is persistently displeasing, deviant, disobedient, sexually promiscuous and threatening. According to Sandhu, “statistics in America showed that about one-third to one-half of all juvenile arrests are, for behavior beyond control” (1977:124). Research has shown that the principal targets of beyond control behavior are authority figures, parents, teachers, employers and law enforcement officers. According to Sandhu, ‘the behavior is expressed through running away from home, school truancy, sexual promiscuity, and precocity and sex delinquency’ (1977:24). Sexual delinquency starts pretty early among many juveniles but remains invisible, unreported and unrecognized. Some delinquent boys boast about sexual conquests and like to add unnecessary sadism to sex.

Sandhu states that the sexual activity of delinquent youth is likely to be confined to the physical level, without any emotional involvement or moral commitment (1977:127).

#### **2.9 Delinquent Associates**

Johnson asserts that, “in its broadest terms the subculture perspective simply states that deviance is committed in accordance with deviant values and attitudes” (1979:25). These values and attitudes must come from somewhere and this being from delinquent associates. Delinquents have been

taught in their groups to hold attitudes and values conducive to anti-legal behavior. According to Johnson,

the focal concerns of the adolescent corner group are, belonging and status, two key propellants into illegal acts committed to gain peer approval. The greater the association with delinquent others, the greater the likelihood of differential association with definitions conducive to law violation (1979:7).

This implies that delinquent associates are a tremendous influence in generating delinquent involvement. Johnson concludes by saying that, “regardless of the nature or quality of relationships among juvenile law violators, it is clear that the role of delinquent associates cannot be ignored when the development of causal models of delinquent behavior is considered” (1979:27).

### **2.10 Delinquency as a Transitory and Permanent Phenomenon**

The juvenile phase in life that we all pass through lasts only a few years. It is stated by Sanders that the majority of youths who are engaged in delinquency, including those who are officially recognized as delinquents, grow out of it as they mature and become social and legal adults (1981:18).

As children grow older they are no longer subject to juvenile-status statutes and therefore give up delinquency as they mature.

On the other hand, delinquency can become permanent over a period of time. Everyone passing through this in between stage of life has fallen into delinquent situations to a greater or lesser extent. For some it is merely a single stumble and for others it is a leap into the official records, but delinquency is a definite pattern among juveniles. Sandu argues that at social occasions for example ‘housas’ (these are parties that student have during the day when they have dodged from school), at end of term parties that are being held in Clubs and even birthday parties these days, we

can begin to understand why youths enter in to such activities and at the same time why they grow out of them. The social occasions of delinquency during the juvenile years are transgenerational and while the forms and funds may differ, the delinquency situations remain, only the actors change. In this way it can be understood why delinquency is both transitory and simultaneously permanent (1981:19).

### **2.11 Deviances and Crime**

When talking about delinquency we need to understand the relationship between deviance and crime. According to Sanders, social norms refer to guides or rules of behavior for people in given situations at given times. Therefore, the violation of norms is deviance (1981:24). We also find that there is a great deal of situational relativity in deviance and what is perfectly acceptable in one situation is outrageous in another.

Sanders states that deviance depends upon the group one is with when the questions of deviance arise. For example smoking marijuana is illegal and as such it violates a norm, but among many groups anyone who refuses to take part in the activity, no matter what the situation, is considered deviant by the marijuana-using group (1981:24).

Sanders states that, “crime on the other hand can be defined as an offense against the state punishable by a fine, imprisonment or some the other specified penalty” (1981:25).

The writer understands this then to imply that a person who has committed a crime has committed an offense against society as a whole and punishment is in the name of all people. Crime is more specified and is not subject to the kind of group relativity in society as maybe a deviance.

### **2.12 Delinquency and Socialization**

According to Mays, “an important fact is that much of law-breaking begins and has its roots in childhood and is inextricably linked with the general process of growing up in modern society” (1972:4). One can therefore argue that a substantial number of delinquents are individuals who at some point and in certain ways, have failed to grow up and behave in the required manner. According to Mays, we can say that their social education has been unperfected, meaning that the socialization process to which they were exposed has failed (1972:5). There are quite a few reasons cited for this and Mays states some of them:

1. Children who have been brought up by criminal parents may well develop criminal attitudes themselves.
2. It may be that they were brought up without proper control and supervision, that they were allowed to mix with street-corner groups and conformed to the partially delinquent norms of their associates.
3. It could be that they found themselves depressed by the continued experience of failure at school and elsewhere. This would have been frustrating and de-meaning. They would then develop chip-on-the-shoulder attitudes that would make them resentful of authority and ready to indulge in hooliganism and similar aggressive reactions. Delinquency could also arise from a combination of these processes (1972:4).

He continued by saying that, ‘whatever the combination and whatever the mix, this kind of delinquent behavior results from environmental circumstances which, to a considerable, extent lie outside the individuals psychic life and moral control’, (1972:4).

### **2.13 The impact of Self-image and the Delinquent**

Coffey states that, "self-esteem develops only to the degree that the child learns to make room for both himself and other people" (1974:13). Family rules help the child to understand how much he or she can expect from others and what he or she can allow others to expect from him or her. The child learns to accept or reject his own and other's feelings of anger, love and sadness.

According to Coffey, there are only four possible means of making room for self and others and they are:

1. Count self in - Count other in. When an individual has been raised in a family in which honest differences have appropriate rules for resolution, societal efforts to control behavior are generally acceptable.

2. Count self in - Count other out. Individuals in families who show considerable concern about who is right often find an absence of rules that would permit agree-to-disagree or other methods of seeing-the-other-persons-point-of-view. Rule structures in this family situation frequently generate hostility toward all rules in which another person might also be right.

3. Count self out - Count other in. Families operating in this frame of reference are the reverse of the preceding self/other position although they share relatively low self-esteem. In essence, family members focus great concern on how-the-other-person-feels to the exclusion of how self feels. People from these family backgrounds customarily develop an extraordinary willingness to have their behavior regulated.

4. Count self out - Count other out. Family rules that in fact disqualify the importance of either the individual or family group render the concept of family rules useless. The rules

that society seeks to enforce may or may not be perceived as relevant by the individual from such a family background and other personality and sociological variables emerge as more significant (1974:13).

## **2.14 Conclusion**

In this chapter delinquency was defined as well as the relationship between delinquency and deviance. The nature of delinquency, its characteristics and types and the specific crimes committed by young people in Heidedal were also discussed.

Chapter Three follows with the causes of delinquency.

## **CHAPTER THREE**

### **THE CAUSES OF DELINQUENCY**

#### **3.1 INTRODUCTION**

Delinquency is one of the nation's unsolved problems. Delinquency is a tangle of profoundly interwoven problems that are inseparable from the social system in which we live. It is a chronic problem that will not easily yield to effects of prevention and control. The majority of serious criminal careers start as instances of delinquency.

De Kock states that, 'international experience has also shown that four types of information are acquired by asking, 'who?', 'where?', 'when?' and 'why?', and can be used to fight crime, (1998:2). In chapter two we dealt with the 'who', explaining who the delinquent is, in chapter three the focus is on the 'why'.

#### **3.2 Poverty**

Poverty is defined by the Concise English Dictionary as, 'the condition of being without adequate food, money, etc.'. One does not have to probe very far into the back grounds of children who wind up in the police stations and courtrooms to find a common denominator: poverty.

When looking at the causes of delinquency in the Heidedal community it is important to look at the role poverty might be playing in the criminal behavior of children who get involved in criminal acts. There are numerous arguments being presented on the role poverty plays in delinquency. What is very surprising is the fact that although one would think that poverty would be one of the main causes of delinquency, according to Eldefonso, poverty does not actually play a very significant role in leading to delinquency.

Eldfonso states that,

...there is almost a null relationship between poverty and delinquency, due to the fact that delinquency rates are higher during today's era of relative prosperity. However, this does not mean that conditions of poverty no longer breed crime and delinquency. Adverse economy conditions do appear to be potent stimuli to delinquency. Low economy status is not a direct cause of delinquency. We can safely assert that although poverty and low economic status are concomitant with delinquency, they are not indispensable characteristics, (1973:67).

In the Heidedal community, half of all delinquent acts committed, is a direct result of poverty and unemployment. Young people who live on welfare or who live on minimum income, due to the unemployment of parents better their material income through illegal means. Palme states that, 'in developing countries, poverty often forces children out of the house when they are as young as ten years, sometimes even younger', (2005:4). They may never have had the opportunity to go to school, or may have attended irregularly or been 'pushed' out, their performance hindered by hunger or not being very hygienic. Therefore, the writer would disagree with Lang when he says that, "poverty is part of the framework of social conditions in which the delinquency occurs", (1996:173). This might be true of first world countries, but not of developing countries.

### **3.3 The Family and Delinquency**

Self-study in Heidedal has shown that children who are most at risk and who are involved in delinquent acts come from dysfunctional families. Parents show no interest in their children and they do not make an effort to get involved in their children's lives. Some of the parents have a complete sense of hopelessness, because of the unemployment rate and do not motivate their children to stay in school and study in order to have a better life. Therefore, in this section the focus will be on the relationship between the family and delinquency.

Of all the groups that affect the lives of individuals in society none touches them so intimately or so continuously, as does the family. Haskell states that the family is the first social group we

encounter in our inchoate experience and it is the group with which we shall have the most enduring relationship (1978:435). The family, almost without question, is the most important of any of the groups that human experience offers. The family is always with us. It is the family who gives us our identity and even our very name, which is the label of this identity in the larger society of which we are a part. The family is therefore an important determinant of whether or not a child will become delinquent or not.

Lang states that, 'the family plays an important role in the development of children's personalities. The security and shelter it provides gives the youngsters the opportunity to mature and grow in a protective and safe environment' (1996:87).

The family plays a central role in the socialization process. Haskell defines socialization as a process by which a newcomer learns to participate effectively with the social groups to acquire new skills, a process that continues throughout life (1978:438). The family is the place where children are taught how to inter-act with others and are taught, what is right and what is wrong.

A family that is beset with chronic conflicts and tensions produces an inadequately socialized child, one who is ill prepared to face and accept values, standards and codes of conduct that are law abiding. As an inadequately socialized child grows older, he or she may turn from their family and seek comfort in a clique or gang, where he or she eagerly accepts all the anti-social delinquent values of the group. This indicates that the family prepares children to take their place in society.

### **3.3.1 Family Incompleteness**

Families with both biological parents present are referred to as complete families. Incomplete families or single parent families are families where only one of the parents is present. In Heidedal this is the case with most of the children who become delinquent. Their fathers have either passed on or they are not playing an active role in the lives of their children or the parents are divorced with the result that children only grow up with their mothers.

According to Lang, 'the effect of family incompleteness on delinquency depends very much on the extent to which the absence of a parent affects the identity and particularly the self-image of the child', (1996:94). The relationship between family incompleteness and delinquency is also said to vary with the age and gender of the children.

Lang states that 'in cases where the father is absent, compulsive masculinity could be an issue. Boys in these circumstances lack an identification figure that could teach them how to come to terms with their masculinity. They may be inclined to deliberately demonstrate their masculinity through aggressive and criminal behaviour', (1996:94).

### **3.3.2 Family influences on Roles and Norms**

In the course of socialization the child learns his or her roles as to what is expected of him or her by parents and other adults, by siblings and other peers and by his or her school and other institutions in society. The child also learns the norms or rules of behavior defined by socializing agencies and come to accept their standards of behavior. Knowing the rules helps them to determine what they are supposed to do in a given situation. Knowing the norms helps them select the right way of doing it.

Parents simply do not have the necessary training and are not sufficiently familiar with the social and career requirements confronting their children to teach them what they need to know. My research in the Heidedal community has proven this over and over again. Parents do not know how to deal with their children's behavior. They just want to send their children away.

It is heartbreaking to see that parents have just given up. They have no hope for their children and this just makes the children feel more worthless.

The family also influences the friendship associations of the child, first by selecting the neighborhood he or she grows up in and then by influencing the choice of friends invited to the home. The uncompleted family, characterized by the absence of one parent, has an additional handicap. The mother often finds it difficult to provide sustenance and guidance and the absence of the father leaves the male children without an adult model. In Heidedal children from single parent families are more at risk of becoming delinquent than children from complete families. Mothers are at work the whole day and there is no one at home to supervise the children and to make sure that they socialize with the 'right' friends. The other problem is the fact that where there is only one parent working there is not always enough money to buy things that children need or would like to have. With the result that boys would get involved in delinquent acts as a means to provide for themselves.

### **3.3.3 Parent, Children Interaction**

An important aspect of the socialization process and insulator to delinquency is the quality and process of interaction between parent and child. Haskell states that in a study done between delinquents and non-delinquents on the question of parental affection and love the following findings were made:

- a) Delinquents tend to feel that their mothers love them the most, where as non-delinquents tend to feel loved by both parents thus the differentiating feature here was the inadequate love given by the father among delinquents.
- b) Delinquent boys tend to feel that their parents, especially their fathers are embarrassed to show open affection for them whereas non-delinquent boys did not feel this.
- c) There was a tendency for delinquents to feel embarrassment at showing open love for their parents, implying a casual link between parent's incivility to show open love and that of the child.
- d) There was a tendency for delinquents to feel parental hostility towards them.
- e) There was a tendency for delinquents to feel that they had their mothers' ways rather than their fathers' ways, thus indicating delinquents tend to identify less with their fathers (1978:447).

These findings indicate that delinquent boys receive less strong and open love from their parents and that the father's affective role is less satisfactory than the mothers among delinquents. Contact with deviant peers might make a delinquency involvement more likely among those who have weak ties to their families. My research in Heidedal has proven this to be true. During my interviews with delinquent boys it became clear that they felt that their fathers did not pay much attention to them. They felt that their fathers did not make enough effort to build a relationship with them. Those who have fathers felt that they only stepped in when they wanted to discipline them. Haskell states that more of the boys in the delinquent group regarded their fathers as unacceptable of emulation (1978:448). Disciplinary practice is said to be a crucial interaction pattern in the development of delinquent behavior patterns. Therefore, consistency and persistence in discipline are needed if controls are to be adequately internalized into a youth's personality.

### **3.3.4 Family relationships and family structure: role in deviant behavior**

The family role in deviant behavior can also be analyzed by separating the institution of the family into two entities: Family relationships, referring to how members feel about and act towards one another, and family structure, referring to the inscriptive variables that place the child into the lethal society, as stated by Eldefonzo (1978:165). He continues by saying that of the two entities, family relationships are more important variables in accusing children of delinquent behavior (1978:165). Home conditions seem to play a large role in the child's acquiring deviant values. During my discussions in the Heidedal community with children who are involved in delinquent acts it became clear that these children felt that they were not accepted by the fellow siblings or their parents. The relationships between the members of the family were not very good either. The fact that there was not really money to buy things that the children wanted and the conflict between parents over money drove these children from their homes into the streets.

### **3.3.5 Juvenile Delinquency in Problem Families**

Juvenile poverty-delinquency is home centered. Material deprivation and emotional insecurity of children are features of problem families. Material deprivation can be described in terms of long-term unemployment, irregular work and low wages in a large family, and all of these have the same effect on children. There is not enough money to feed and clothe them adequately, to keep the house reasonably well equipped and to have some money to spare for other things. My research in Heidedal has shown that problem families are practically dependent upon the grant they receive from the government. Some problem families have fathers with reasonably good work records, but either with very low incomes or who have alcohol abuse problems, which have the same ultimate

effect. My research in the Heidedal community has shown that alcohol abuse by parents plays a very big role in children becoming delinquent. This is usually the case with problem families. Mays argues that the daily budgeting battle of all problem family mothers would be an extraordinary struggle even for a woman of reasonable intelligence and a high degree of self-discipline. The resources of a problem family are overstrained by the necessity of buying durable goods of cheapest quality and of not being able to afford a second article for replacement during repair, (1972:175). This in particular is one of the main causes leading to delinquency in Heidedal amongst lower class families. Children steal in order to be able to keep up with their friends, to support their drug habit and to provide for themselves because their parents are not able to do so sufficiently.

The second important feature in the lives of families is the emotional insecurity experienced by the children in their relationship with their parents. Here the father or the mother cannot always be depended upon. The discipline of the father and the supervision of the mother are, on the whole, of an erratic kind, according to Mays. He also states that the mother takes little or no interest in the children, even to the point of neglecting them or some of them, (1972:176). I agree with the first part of Mays's statement where he talks about emotional insecurity experienced by the children. This came out very clearly in my discussions with some of the children. They felt very unloved by their parents and very lonely. I also picked up a strong sense of worthlessness. In Heidedal just the opposite of what Mays is describing in the second part of the above statement is happening. It is the fathers who take little or no interest in their children's lives and the mother's are the ones supporting their children.

The child, in this setting of extreme material shortages that is not buffered by the parents' caring presence, grows up in a very chill wind.

Mays states that, 'the problem family infant who does not have his needs fully satisfied, experiences frequent frustrations. He learns at an early age that not many people around him can be depended upon'. Mays continues by saying that the development of the ego ideal is impeded, there are no generally accepted standards of behavior in the erratic, unplanned, day-to-day way of living' (1972:176). The child gets no chance to experience the gratification obtained by conforming to the parents' wishes. Mays would argue that, 'the initial impact of school life on a child so ill prepared is so tremendous that it impedes the learning process' (1972:176). One can almost say that these children start school with a handicap, as they lack the background that other children have had before entering school. They are unable to fit into the school routine, their speech is very poor and their clothing is poor and often ill fitting. Their classmates shun them because of their smell. All these difficulties discourage the problem family child from attending school regularly. This starts in primary school already, so by the time the children reach high school there is little motivation left for continuing with their education.

According to Mays, this sense of insecurity found in the material and the emotional field, coupled with the absence of a set of ideals to live up to, conditions the child from a problem family for a delinquent career (1972:177). This however, does not only happen in problem families, but also in families who seem to be very happy and stable. It is not only lower income families who have problems with delinquent children in Heidedal, but middle class families as well. Children who come from families who have everything they need also become delinquent. About two years ago one child set their house on fire while

his parents were on holiday in Cape Town, simply because the money they left for him with which to buy drugs with was finished and his father refused to deposit more money. This is how middle and upper class families try to hide their children's addiction and delinquent acts. To keep their children from stealing from other people and disgracing the family, they give them money to buy drugs.

#### **3.4. The School and Delinquency**

Truancy and school dropouts are also a big concern in Heidedal, especially amongst children who have been sentenced or have appeared in court for delinquent acts. The Social worker responsible for Heidedal has found that it is very difficult to motivate these children to stay in school. The result being that these children roam around in the streets all day long, looking for opportunities to commit delinquent acts. In Dessedarius and Daley Streets respectively, a Home Base School project was started to accommodate these children. However, the project was not a great success. During my research, I have found that some of the schools have refused to re-instate children who have been sentenced. This also creates a problem for a child who has gone through the diversion programs and who has been motivated to turn his life around, because it breaks the spirit of the child, who already feels like a failure. Therefore, in this section, we will examine the relationship between delinquency and the school. Looking at the role of the school in a child's development and how it may contribute towards delinquency.

The schools impact on delinquency appears to be an extremely controversial topic. School is a place where young people acquire knowledge, but it is also a place where they are trained in social relations. Schools have virtually every child in the community at a very early point in his or her development. According to Lang, youngsters learn to function in an achievement-orientated

system, they learn about ambition, competition and the struggle for life. They meet friends and peers, learn to function in groups and form all sorts of practical alliances in order to collectively cope with life at school. All in all, school is an important frame of reference for youngsters, (1996:117).

From the above it becomes clear that demands have been placed on schools to produce better educated people who can handle the problems they face within society.

West argues that the school plays an important role in leading to delinquency, since this is the time of life when most juvenile convictions occur (1973:120).

#### **3.4.1 Function of the School**

In general all of us assume that children and youth must be given those skills, attitudes and values that will enable them to perform adult activities and meet adult obligations. So the role assigned to public schools far exceeds teaching the ABC's only. According to Haskell, "The school's function is to educate and where the family and the community fail to promote the social adjustment and the psychological development necessary to prepare the young to receive the education the school offers, it must step in to provide it with the area of its capacity" (1978:469). Apart from the family, the school is the first institution entrusted with the care of a child, therefore it acts as a socializing agency. In its capacity as a socializing agency, it is expected to train children to accept the rules laid down by strangers and enforced impersonally.

It is also expected of the school to teach children to read, write and acquire intellectual skills. The child is expected by his parents and society to succeed in life. However, Haskell states that, "neither the family nor the school defines for the child what success

means in his or her particular case, what he has to do to achieve it and how his education will help toward that end”, (1978:470).

The family does not socialize the child in adult occupational goals and sees no connection between what they learn in school and what they will do when they leave (1978:470). It does become clear that the teacher is the key person upon whom the educational system depends. His or her behavior and his or her attitudes, once he or she closes the door to the classroom, determine whether indifference to learning or rejection takes place.

### **3.4.2 Peers at School**

Young people have a need to belong. This explains why many do their utmost to be accepted by friends and peers. In the high schools in the Heidedal community, your family background, financial status, the clothes you wear, the sport you participate in and how strong you are academically, determines to which group you will belong to at school. Even the teachers make a clear distinction between the children in the same class and if your parents are also teachers, you are being treated differently from the rest of the class. The perception has always been that it is only the children whose parents are teachers that are intelligent, good mannered and that they are the only children who will make something of their lives. Lang states that the way in which students function in school depends on their relation with other students, especially those in the same class (1996:123). From my own experience I can say that young people influence each other's behavior greatly. Lang continues to say that a flexible relationship with friends and peers is no luxury, but rather an essential condition for adequate identity formation and social development (1996:123). Therefore, young people do not want to be rejected by their peers. So, students who do not

function very well in school, are gradually ignored by other well-adjusted students. During my research in Heidedal, some teachers have said that non-functioning students are usually disruptive in the class room and do not get along with them as teachers or with other students in the class. Their peers regard them as being annoying. Lang states that non-functioning students often become alienated from not only the school as an institution, but also from their fellow students, (1996:123).

### **3.4.3 The School as a Delinquency-Producing Institution**

According to Kratcoski, the indictment of many schools as delinquency-producing institutions seems to center on two types of accusations:

1. The school has failed as a socialization institution and delinquency is produced because young people have not been taught the social skills that enable them to interact appropriately with peers and adults.
2. Failure in academic subjects leads to situations in which youths are shamed or degraded by peers and teachers or in which they develop such negative self images that they undertake the alternative of delinquent behavior as a defense mechanism or a method of gaining attention or status (1979:160). In the Heidedal community this is one of the factors leading to children becoming school dropouts. These children have a sense of total failure and they do not see any reason for staying in school. They also feel that the teachers are picking on them all the time.

### **3.4.4 Fear of Social Failure**

Kratcoski states that, "the fear of social failure may act as a strong force for many young people to withdraw from school through truancy or to dissociate themselves from the

mainstream of socially successful students through either drug or alcohol use or apathy toward school activities” (1979:164). Rebellious behavior among children is largely a reaction to the school itself and to its promises, not a failure of the family or community. Rebellious youths are those for whom the school had little to offer, either in terms of pleasant socialization experiences or realistic preparation for future careers. Kratcoski states that boys with lower degrees of school commitment had much higher rates of rebellion and delinquency than those with high degrees of school commitment (1979:165).

#### **3.4.5 Students Failure in Academic Endeavors**

The inability to succeed academically has also been correlated with delinquency development. Many children enter school from home and neighborhood environments that have predisposed them toward academic failure. They may come from homes where the degree of environmental disorganization is such that any thought of serious intellectual pursuit is a near impossibility. Factors that may handicap the entering child and make it difficult for the child to succeed are overcrowding, noisiness, lack of attention from the parents, inexperience with books and writing materials. The school may contribute toward academic failure by not developing programmes to assist such environmentally handicapped children to overcome their problems. Kratcoski states that, ‘environmental disadvantages may also result in poor showings on achievement and intelligence tests, which in turn result in placement in schools or in ability groups within schools, where disadvantage youth interact almost exclusively with those from the same social background’ (1979:167).

### **3.4.6 School Problems and Delinquency**

One form of rejection is reflected through the attitude that lower class children are slow, dull and intellectually inferior. According to Haskell, 'the tendency to talk down to the deprived child, to speak his language, to initiate slang and speech inflections, the lowering of academic standards and the failure to set high goals for the deprived, the too quickly taken-for-granted attitude, that these children are not interested in learning, all these attitudes provides the children with a license to failure' (1978:437). These attitudes give the impression to the children that they are not expected to succeed and that there really is not much point in trying because they cannot make it anyway. If failure is expected, the children will give failure. The school is said to provide lower class children with an irrelevant fairy-tale world. When the ghetto child walks into the school system, he or she walks into a middle class world that may literally shock him. He may stumble into the right classroom but immediately decide that it is the wrong room for him, when confronted with subtle or overt rejection by teachers and middle class students. Haskell states that, 'the school presents lower class children with a make-believe world that does not even introduce the real problems in the world. The lower classes consequently get let out, run out and pushed out of this rejecting, unreal, irrelevant, middle class setting. Their anger provides the fuel that runs many delinquents and deviant subcultures' (1978:476).

### **3.4.7 Truancy and Dropping out**

This is a serious concern in Heidedal. One of the high schools, Dr Block Secondary School, has a truancy policy that clearly states what the rules are and how they deal with

children who stay away from school for no reason. However, some students do not adhere to the policy, due to a lack of discipline and motivation from their parents. Habitual truancy leads to school drop-outs. One very sad aspect that became clear during my research is that there is no future for school dropouts. With an already high unemployment rate, it is virtually impossible for these children to find work. If they do find work at all, it is usually work of an unskilled, unpleasant and poorly paid nature, with the result that these children feel that it is more profitable for them to continue with their delinquent behavior than to work for a salary. So, what then is the relationship between truancy, dropping out and delinquency?

Lang describes the relationship as follows (1996:138):

- a. Absenteeism and dropping out means that the students have more free time on their hands to commit offences. This may also lead to delinquency because the youngsters in question are labelled as such and therefore are forced into a delinquent corner.
- b. On the other hand, juvenile delinquency may lead to absenteeism and dropping out. Criminal activities may make it desirable to stay away from school or to drop out. Once the delinquency becomes known at school, labelling results.
- c. Poor performance at school may be the common cause of absenteeism, dropping out and delinquency. They are expressions of school avoidance and compensation for school frustrations.

From the above quotation it becomes clear that truancy, dropping out and delinquency go hand in hand. Children mostly break into houses during the day when people are at work and there is no one at home. Before the One Stop Justice Center was established, the

children, when caught breaking into a house, were taken to the Groot Vlei Prison until they had to appear in court. The writer visited the juvenile court in Bloemfontein to observe the court proceedings. Some of the children were still in their school uniform the Monday morning when they appeared in court.

### **3.4.8 Labelling Juvenile Delinquency in School**

There is no doubt that deviant behavior is behavior that people so label. Most of us want to say there are certain kinds of behavior that are intrinsically deviant. The school attempts to induce conformity through the labeling process, through the induction of guilt and the manipulation of the child's need to be loved and to belong.

According to Haskell, the danger of the labelling process is that the kind of label and the manner in which it is applied will determine:

1. The kind of self-image the student develops;
2. The kind of response to the person who applies the label and to the system that person represents and
3. The kind of reputation the student might get and the responses of others to that reputation (1978:483).

Based on this, one can say that one of the important variables determining an adolescent's commitment to delinquency is his self-image.

Haskell argues that children walk into the school system having already been evaluated and divided and labelled by society at large. The school system then consciously and unconsciously decides which children are worth saving and which are not, which are

educable and which are not and once the labels are applied and the categories established, there may be very little the children can do other than play out the role they have been assigned (1978:484). Heidedal like any other community is divided into different class structures. There are the very poor areas, the middle class areas and then the rich areas. Where you stay determines the friendships you will have and the clique you will belong too.

### **3.5 Drugs and Delinquency**

Drug use in the Heidedal community is one of the biggest reasons for re-offending, because the children steal to support their habit.

*Case Study 2: Moses a fifth teen year old boy has a three-year suspended sentence. However, this does not stop him from committing petty theft. He now even steals from his brothers and sisters who are younger than him, and has to be constantly watched if he is at home. He stole his brother's bicycle, which his father bought from him as a birthday present and sold it to one of the drug dealers. His parents give him an ultimatum, either he agrees to go to AURORA for treatment and try and turn his life around or they will have choice but to phone the police. He decided to go to AURORA and stayed there for six weeks. For the time that he was there he appeared to be improving and sounded much more positive about his life. However, not even one month after leaving the center, he started using drugs again.*

Some of the children have been admitted at AURORA, which is a rehabilitation center for substance abuse, in an attempt to cleanse them from their drug use. They stay at the center for a period of six weeks. On release the children will stay 'clean' for a period of two to three weeks and then they start using drugs again. Simply, because, their friends have not changed and neither has

their environment. Another reason why they start using drugs again is the fact that there is no support for the children in the community. What I mean by support is that there are no support groups or peer consultants or any structure that these children can go to when they need to talk to someone or when they need help to stay clean.

Crimes that are mostly committed by these children are crimes against property. They would steal just about anything from just about anybody in order to buy drugs.

When talking to these children it becomes quite clear that they know the dangers of using drugs and that this has been discussed with them at length at the rehabilitation center or at school. However, they do not consider their drug use as dangerous to them.

Knippis states that, 'one reason why so many young people fail to respond to anti-drug campaigns is because those initiatives make no distinction between soft drugs like marijuana and hard drugs like heroin or cocaine', (1999:122). This is where the problem lay in Heidedal. The children felt that as long as they used only marijuana and mandrax they were not addicts. What they do not realize is that their addiction starts with soft drugs and gradually develops into taking hard drugs.

### **3.5.1 Drugs and Juvenile Groups**

Sanders states that, 'drug use is part of the subculture of juvenility and, as such, drug use is common knowledge among juveniles. This is not to say that juveniles are forced or even greatly pressured into taking drugs, but that there are opportunities, rationales and connections for those who want to' (1981:165).

During research in the Heidedal community, three groups were identified as using drugs and depending on the group, the style of drug use varied. We will now take a closer look at these three groups, starting with:

#### **1. Nonchalant 'Doper' Group**

According to Sanders, "the doper group takes drugs something like one takes a drink at a party" (1981:165). We can almost say that it is done as part of a social function or for social purposes. This group has been found to be the largest of adolescent drug users and it is largely limited to marijuana. The social nature of the drug is stressed and in no way is it used as a form of protest or dissent.

## **2. Ego 'Doper' Group**

According to Sanders, 'this type was identified by other students as 'hard guys', otherwise known as 'hoods' and similar titles denoting expressive toughness. This group was also involved in social drug taking, but used other drugs besides marijuana, with the exception of heroin'(1981:166). Their drug use was more frequent and involved heavier drugs. Their drug use did not alter their life-style in any way. All the hard guys did was to replace one substance with another.

## **3. Serious Drug Takers**

The word 'serious' here refers to users who took their drug experience very seriously. It is said by Sanders that, 'those who took drugs seriously tied their use to various ideologies- social, political, religious or mystical' (1981:166). There was a search for transcendental experience that would allow them to break out of what they saw as a confining mold. Sanders states that, 'marijuana, LSD and other psychedelics were drugs of choice and the serious drug takers did not merely get stoned as a social amenity but instead to expand consciousness or to achieve similar philosophical accountable experience' (1981:166).

What is perhaps the most interesting thing about the serious drug takers is that they were a minority among the juvenile drug-using groups while their style of drug use became the stereotype of all used among the young.

### **3.5.2 Why are drugs so attractive to isolated young men**

Kipnis states that,

boys in the inner cities feel they must choose between outlaws who provides acceptance, community and economic opportunity and a mainstream culture that often rejects or condemns them. Isolated, abandoned or abused boys often feel little reason for living. The gaping void in the soul is the biggest drug lure of all. For a few moments drugs obscure the demoralizing lacuna in a boy's psyche (1999:127-128).

From the above quotation it becomes clear that every time we exclude a boy from the mainstream for whatever reason we create a potential new drug user or gang member. Drug dealing can be described as very social, intense, engaging, vivid and dramatic. It promises women, money, power and a place in life. Kipnis states that, 'dealing with and taking drugs are very seductive to young men who lack strong hopes or ties to other sources of social inclusion' (1999:128).

This results in economic opportunity and escape from poverty, together with the attention of older males, therefore many boys are lost into this dangerous trade.

### **3.5.3 Why Adolescents use Drugs and Alcohol**

According to Flowers, "adolescent involvement with drugs and alcohol can generally be traced to one or more of the following reasons", (1990:96):

Peer group pressure, not wanting to be rejected by their friends, the perception of being grown up when using alcohol or drugs, the easy accessibility of drugs and alcohol, the

attractiveness of substance use as portrayed through television, motion pictures and literature, a breakdown in family discipline and stability, a family cycle of alcohol or drug abuse and simply boredom.

From my research it became clear that peer group influence is probably the strongest factor in drug use and abuse in the Heidedal community.

### **3.6 Conclusion**

In this chapter the focus was on the reasons why children within the community become delinquent. The role that poverty, the family and the school plays in leading to juvenile delinquency were focused on. We also describe how drug addiction leads to re-offending.

Chapter Four follows with suggestions on how rehabilitation can be approached.

## **CHAPTER FOUR**

### **THE REBILIATATION OF JUVENILE DELINQUENTS**

#### **4.1 Introduction**

The rehabilitation of juvenile delinquents plays a very important role in ensuring that children do not become adult offenders. Therefore it is of utmost importance that a model be developed and programmes be proposed for the Heidedal community. Currently there are only two programs at two of the high schools. These programmes will be discussed in detail later on in the chapter. There is an outcry from the Social Worker assigned to Heidedal that the church and the community needs to get actively involved in the rehabilitation of juveniles within the community. My research has shown that there are no programmes apart from the two programmes at the schools in the community. These programmes help with creating awareness, but do not cater for the needs of children who have been convicted. As was stated in chapter three, labeling of children with criminal records leads to them being ostracized from their peers. According to the Steppingstone Conference on Juvenile Delinquency, more than two thousand children were sentenced by March 2002 (Afrikaans News, 17 June 2002).

The problems at the Grootvlei Prison just outside Bloemfontein in 2002, where a prison guard was filmed bringing a child in custody to a prisoner for sexual intercourse and being paid by the prisoner to do so, once more emphasized the importance of having rehabilitation programmes and a house of safety within the community.

Mr. Lukas Munting, deputy executive director of Nimro said in the Volksblad that:

‘Juveniles in custody will never be rehabilitated unless there is serious reflection upon the conditions within South African prisons. Prisons are not places where children should be kept. Increasing pressure from all over is being placed on the Department of Correctional Services to place more emphasis on the rehabilitation of juveniles, instead of sentencing the children. Non-governmental organizations that want to do so should be allowed to render rehabilitation services to juveniles’ (Volksblad 2002, 21 Junie: 2).

The above quotation emphasizes the need for non-governmental organizations to become involved in the rehabilitation of juvenile delinquents. Children who are on probation meet only from time to time with the social worker assigned to them. This however does not seem to be enough to keep the children from re-offending. *Crow* states that, ‘one way of preventing crime is the reduction of re-offending by treating and rehabilitating offenders’ (2001:9).

Therefore, in this chapter the writer will make a case study of a model that is currently being used in the Eersterus community in Pretoria, for the rehabilitation of juvenile offenders. The Eersterus community and the Heidedal community are very similar in structure, culture and in the social issues these two communities have to deal with. Fourteen years ago a center called the National Youth Development Outreach was established within the Eersterus to cater for children who had come into conflict with the law. During the past fourteen years this center has gone from strength to strength. Today YDO, as it is commonly called, can boast endless success stories through its prevention and rehabilitation programmes. About two years ago another center was opened within the

Mamelodi area. In this chapter we will also take a look at what rehabilitation means and the relationship between rehabilitation and punishment.

## **4.2 Rehabilitation**

Rehabilitation can be defined as, “helping to re-adapt to society or a new job, as by vocational guidance, retraining or therapy or to restore to a former position or to restore the good reputation”, (Collins Concise Dictionary 1995:1128). Rehabilitation can also be described as being, convicted in order to be helped. *Crow* states that, “rehabilitation can be characterized in several ways depending on whether it is individual or group centered or offender directed” (2001:9).

When programs are individually tailored to suit the offender’s personality needs and problems, research has shown that rehabilitation is more than effective. This statement, is being supported by *Bean*, who argues that, ‘the essence of rehabilitation is that punishment should fit the criminal not the crime’ (1976:16).

The process of rehabilitation requires the active participation of all parties, instead of having a relationship between an active donor and a passive recipient.

It is essential that programs should provide opportunity and structure in which consequences regularly follow behavior, otherwise the rehabilitation programs will fail to prepare the boy for the real world. One aspect which might hinder the rehabilitation process is the poor motivation and resistance to change, expressed by some offenders.

All that can be done is to provide offenders with the opportunity to work on their problems and to encourage them to change.

#### **4.2.1 Punishment**

Bean states that, 'no punishment inflicted by law is for the sake of harm but to make the sufferer better or to make him less bad than he would have been without it' (1976:6). From this it can be assumed that the purpose of punishment is to make a person aware that some of his behaviors are not acceptable in society and to assist the person in changing those behaviors.

According to Eysenck there are three social purposes for punishment and they are:

1. Vengeance: The criminal has offended society therefore, he must be punished and made to feel physically the evil effects of what he has done.
2. Protection of the law-abiding public: What better method of protecting the public from the ravages of a criminal than by locking him up, thus making it impossible for him to commit crime, at least while he is incarcerated.
3. Deterrence: Punishment, it is assumed, should deter the criminal from further crimes and his punishment should deter others from following in his footsteps (1977:160-161).

There are strong arguments that punishment is the least effective way of changing behavior. It is also a myth that by punishing offenders, they will refrain from criminal acts. Stumphauzer asserts that, "one reason why punishment has traditionally been popular as a method of controlling criminal behavior is the temporary suppression effect that sometimes follows punishment"(1986:67). This means that when a person has been punished he will try and stay clear from trouble or from committing crimes again. In some cases the punishment would have been enough to make a person reform his life completely.

Eysenck & Gudjonsson mention that there are certain circumstances under which punishment is effective and they are the following:

The offender should not be able to escape punishment; the punishment should be administered as soon as possible after the commission of the criminal act. The greater the delay between the criminal act and punishment, the less effective the punishment is likely to be. Punishment should be applied consistently. Continuous punishment is more effective in suppressing or eliminating undesirable behavior than intermitted punishment. Attempts should be made to ensure that the delivery of the punishing stimulus is not differentially associated with the delivery of the reinforcement (1989:210).

Shariro (in Glanz) cites the purposes of punishment as:

'Protection of society, deterring the individual and society from criminal activity, retribution and reparation', (1994:94).

In sentencing it is important to be mindful of what a particular punishment will or will not achieve and to ensure that the individual takes responsibility for his actions.

#### **4.2.2 The Relationship between Punishment and Rehabilitation**

Bean uses Herbert Packer's analysis to demonstrate the relationship and or distinction between punishment and rehabilitation. He says that Packer begins his analysis by noting that the distinction is often blurred because the concepts are used as if treatment automatically implies that the person is better off than if he were punished. Packer sees the difference in what he calls two related considerations: the difference in justifying purpose, and the larger role of the offending conduct in the case of punishment.

By this he means that the primary purpose of treatment is to benefit the person being treated whereas the justification for punishment is the prevention of undesired conduct. Packer says that, 'the essential difference between punishment and treatment lies in the nature of the relationship between the offending conduct and what we do to the person who has engaged therein', (1976:67). Based on the above we can assume that in the case of punishment we are dealing with a person because he has engaged in offending conduct. Our concern is either to prevent the recurrence of such conduct or to inflict that which is thought to be deserved.

Eysenck argues that, 'whether you let a person go with a warning, put him on probation or send him to prison for a short or a long period of time, may effect his future conduct, but the available statistics do not seem to encourage any belief that one method is superior to another', (1977:156).

#### **4.2.3 Synthesis**

Both punishment and rehabilitation have to do with changing the behavior of a person. However, when we talk about juveniles the emphasis should be more on rehabilitation than on punishment. Children are sometimes given criminal records for minor crimes. Sometimes offending is just one aspect of a person's underlying personal, family and social problems. These problems can be addressed without the courts being involved. During the rehabilitation process children should be made aware of the consequences of their actions and take responsibility, so that they know that there will be more serious action taken against them the next time they get in conflict with the law.

### **4.3 National Youth Development Outreach Center in Eersterus**

The writer will now give a bit of YDO's history and also explain the structure, purpose, operation and programmes that are currently being used at the center.

The vision of YDO is to develop a new nation of young, diligent and responsible citizens who will serve out nation with dignity, character and love.

For the past fourteen years NYDO has worked unceasingly to influence the Eersterus and surrounding communities to become a positive role model for other communities across South Africa that are in similar socio-economic positions to themselves. Today, YDO can boast of endless success stories through its prevention and rehabilitation programmes.

The Life Centre Project was born out of a desire to alleviate poverty, to bring an end to the problems of gangsterism, drug abuse and family violence so prevalent in the Eersterus community by providing a holistic alternative. NYDO is ideally placed and sufficiently equipped to handle cases that have been referred from the formal justice system to extra-judicial rehabilitation programmes by the government. Our government, alone, is unable to deal with all the socio-economic problems of our society and has therefore forged close partnerships with various other government departments, welfare organizations and NGO's in an effort to deal with these challenges.

The Life Centre Project is based on the premise that the most profound socialization influence in a child's life is the family unit and hence the project aims to prevent families from disintegrating and thus becoming dysfunctional. YDO regards the family as the where children are prepared psychologically and socialized in order to understand what

society expects of them as members of the community. This was also dealt with in chapter three.

The project therefore regards the families as an integral part of a neighborhood and attempts to place the responsibility of children first with the family and secondly with the community. In this model, children and young people and their families are the primary focus and the neighborhood and community support networks are vital secondary systems.

Today YDO has a number of Life Skills and Family Centered programmes focusing on: youth justice, arts and cultural development, education and training, family preservation, small business skills development, HIV/AIDS awareness, sport and recreation.

The writer will now explain every programme in detail and critically evaluate each programme.

### **1. Youth Justice Programme**

The Life Center Project places a strong emphasis on restorative justice, which means that children who are in conflict with the law are treated like children, the aim being to restore their dignity and self-esteem whilst taking responsibility for their deeds. Thus probation officers who deal with such children may consider alternative means of rehabilitation, such as restoring them into the custody of their families and to refer such children and their families to organizations like NYDO, who can provide them with a child-friendly environment. The Youth Justice programme includes the following programmes:

### **2. Adolescent Development Programme (ADP)**

The ADP is the centre's main diversion programme. It is a twelve week non-residential programme that seeks the self-esteem and personal development of participating young people. The programme focuses on the development of self-awareness and on the life skills needed for a productive society. Youth are encouraged to take responsibility for their choices and repair the harm done through their actions. The success of the ADP is due to the treatment directed at the youth as an entity with an identity, the emphasis being a positive relationship with a significant and a flexible curriculum.

### **3. Youth Mentoring**

This component complements the ADP and is viewed as an innovative community-focused initiative. YDO is one of the first organizations in the country to formally integrate mentoring in their youth justice focus. A mentor, who is approximately the same age as the youth he or she is working with, is assigned as a role model to every young person who is referred by the court to attend the ADP.

### **4. Family Group Conferencing (FGC)**

This is a restorative justice process, which brings together young offenders, their families and the victims. It aims to explore ways to correct the wrong for both the victim and the community. The objective is to bring healing to the victim of the offence and to reintegrate the offender into the community.

### **5. Youth at Risk Programme**

While working with young people who are in conflict with the law, YDO staff identified a need to implement a programme that will focus on prevention. The Youth At Risk programme will therefore strongly focus on life skills for crime prevention. The target

group is young people in schools, street children and the community at large. Children will be invited to come to YDO on Tuesday and Thursday afternoons and will be taught how to make things which they can sell like bead work, how to create images with wire, needle work etc.

#### **6. Arts and Cultural Development**

The Indigenous Arts Project for the Youth at-risk is part of an integrated strategy that is being piloted at YDO. Through this strategy, they respond to the economic, cultural, educational, psychological and social needs of young people at-risk.

In the context of South Africa's Indigenous Arts Project, the term indigenous refers to the music produced locally, by using traditional tools of musical production, entrenched in rural folks, traditional rituals and performances which forge community identity, preserve its history and channel its orientation to development.

Coupled with this is the situation in our townships where Arts education seems to be luxury. In South African schools the Arts are very seldom taught. Through the development and strengthening of their Indigenous Arts Project, YDO wants to be involved in the establishing of equality for all our youth to have access to skills development in the Arts. YDO believes that education in the Arts should include indigenous forms of expression and strengths as a counterbalance to dominance of Western forms of expression. YDO's strategy is to attract would-be tourists to the strengths of South African indigenous music, which in turn could reinforce the financial viability. Over time the skills would be developed to such an extent that the art forms can be extended locally and exported to different festivals abroad.

The Arts and Cultural Development includes the following projects as well:

### **a) Community Outreach through Arts**

HIV/Aids Prevention Strategy forms part of YDO's community outreach programme. They developed a drama that is being staged at schools and in the community at large by the outreach team. This includes drumming as well. Drumming sessions are also conducted at schools, which are complimented with the Life Skills and therapeutic aspects. Group drumming is a powerful method of healing conflict, processing trauma and building team spirit and communication.

The drumming sessions appeal to children with minimal attention spans, those who have constant nightmares, are irritable, and those who display the problems of their splintered environments. It also excites those children who want to make music for celebration and entertainment purposes.

The drumming sessions can also be extended to the school staff, who are working under stressful conditions, the staff of the local police station, staff of all the service providers in the community as well as to other victims of crime.

The combination of sexual health education with the Arts is designed to reproduce benefits beyond HIV prevention, such as a decrease in teenage pregnancy and sexually transmitted infections and to confront deeply ingrained attitudes toward sex and sexuality.

YDO recently introduced another exciting initiative, called Music Therapy. The University of Pretoria offers a masters programme in Music Therapy, which includes practical training. YDO's interest in music therapy led to it being included as one of the

clinical placements for the practical component of the course. A qualified music therapist is currently at YDO one day per week working with individuals and groups.

From the beginning music therapy based itself in the community as well as in the more traditional sites of special education and medicine. YDO envisaged establishing a community music project in Eersterus, which will include three components:

**A. Music Therapy at YDO-**

To continue with the already existing music therapy programme with individuals and groups.

**B. Guitar School-**

To teach classical and jazz guitar to young people where they will benefit by:

The responsibility of owning and caring for a musical instrument and the discipline of attending lessons and practicing. This will also enhance their social skills by making music with others.

**C. Outreach-**

To establish a central venue to which primary school children are referred for music therapy. The benefits of this would be:

- a. Preventative intervention
- b. A safe space to work through issues through the medium of music, and
- c. A creative fun, experience.

#### **4. Education and Training**

The South African society has a responsibility to prepare well-adjusted, responsible, well-educated young people to step forward as the older generation passes. The nation's

continuing strength and stability depends on its ability to ensure that young people are prepared to fill the courtrooms and boardrooms, the classrooms, the high-tech factories and industries of tomorrow. Unfortunately, too many young people are not doing well. Too many are falling by the wayside and getting into trouble with the law.

The growing number of children and youth awaiting trial in prison is clear evidence of this. Diversion programs such as NYDO are being put in place to divert children and adolescents and to prevent them from getting deeper into the criminal justice system.

### **Learning Site**

NYDO is running a very successful diversion programme in the Gauteng Province. In September 2003 NYDO was identified by the Gauteng Provincial Department of Social development to become a Learning Site for potential Diversion programmes in the Gauteng Province. The aim of the Learning Site is to facilitate the necessary training, which will equip potential diversion programmes to become fully functioned diversion programmes. The initial duration of this process was from January 2004 to December 2004. The following courses are currently being offered to trained for:

- i. Restorative Conferencing
- ii. Youth Mentoring
- iii. Adolescent Development Programme (ADP)
- iv. Child Justice Bill
- v. Developmental Assessment and
- vi. Behavior management.

## **UNISA and Vista University Project**

UNISA and Vista University Project introduced a diploma and a degree programme in child and youth development in 1999. This program has two options:

Option 1 focuses on the training of the child and youth care workers and option 2 focuses on the training of youth workers. It became evident that there is also an additional need for a non-formal certificate course for the marginalized young people who wish to become youth workers in their communities. This certificate is therefore an access and foundation course that aims at bridging the skills gap by capacitating youth workers who are either volunteers and do not have access to higher education.

## **5. Family Preservation**

The mentors and the social workers are the key staff responsible for working with the families at risk. Family promotes the perspective that the best way to achieve permanency in the lives of children is to be with their families and to work with the family to try to prevent the placement of children outside the family care. This programme refers to family services, which are family centered; crisis orientated and has such characteristics as being delivered in the home. The courses are of an intensive nature and of short duration and also focus on the family strengths. These services are designed to provide individualized and immediate assistance to families when the child is at imminent risk of being removed from the home. The goal is to preserve the family while ensuring that the child/children are safe and also while helping the family learn the necessary skills to stay together successfully.

## **6. Small Business Skills Development**

This is a Poverty Alleviation initiative of which the target group is the poorest of the poor, where there is no income or grant in a household. It focuses on unemployed youth between eighteen and thirty-five years. YDO offers basic computer literacy courses, which are complemented with Small business skills, Job seeking skills and Life skills. These young people receive a daily meal while the training is in progress.

The abovementioned courses have three intakes per year with three months per intake. For the year 2003 YDO had 180 students who graduated of which sixty came back to confirm that they had found employment. Another six students work as volunteers at the different organizations.

One needs to consider that YDO is not a job placement agency and it is remarkable that one third of these students got employment through their own initiatives, obviously as a result of the job seeking skills they received.

After the infrastructure has been expanded, the small business development initiative will also be extended to the community at large and build the capacity of the project as well as the organization.

## **7. HIV/AIDS Awareness**

YDO's main target groups are vulnerable groups such as youth at risk, youth in conflict with the law and those infected or affected by HIV/Aids. YDO serves the areas of Mamelodi and Nellmapius as well. The HIV epidemic projections in South Africa are bleak but it is still possible, through concerted prevention efforts, to curtail the scale of the epidemic and to turn the tide over the next ten years.

YDO in connection with Love Life and Grintek, has been actively involved with schools and youth groups in HIV/Aids prevention campaigns. They came to the realization that prevention of HIV/Aids is fundamentally dependent on sexual behaviour. It has been proven locally and internationally that the best opportunity to impact positively on adolescent sexual behaviour is prior to the onset of sexual activity.

The key to success is open communication about sex and early sex education. Open communication is essential to delaying the onset of adolescent sexual activity, reducing teenage pregnancy and reducing the spread of HIV/Aids and other sexually transmitted infections. It is equally essential to backup open communication and sex education with adolescent friendly outreach and support programmes.

The thrust of YDO's outreach and support programmes is recognition that individual risk reduction and behaviour change require changes in the attitude, values and norms of society in general.

The YDO staff strongly believes that their prevention initiative, packaged as part of life skills, contributes to creating hope for the future and building respectful relationships among young people. This is crucial in reducing the HIV/Aids infections.

## **8. Sports and Recreation**

YDO's mission is the enhancement of the physical well being of the community through ensuring the provision of equitable, affordable, accessible and sustainable recreation facilities, programmes, services, education and training.

### **Aims and Objectives**

The enhancement of physical and mental well being, the promotion of self-esteem, self-confidence and the development of personal skills, the integration and breakdown of social barriers, addressing the self-expression needs of people, promoting effective leisure utilization and building capacity and creating mass participation recreation opportunities.

The programme targets the following groups:

The youth, the broader community, prison and rehabilitation centers and street children.

### **Evaluation**

What has been describes above is the facility or model of rehabilitation currently operating in the Eersterus Community. Looking at the above programmes and initiatives it becomes quite clear why YDO has been very successful in their rehabilitation of young offenders. The fact that YDO focuses on the family unit is very important and this is one of the main reasons why the writer feels that this model will be very helpful in the Heidedal community.

*Crow* asserts that,

Several studies indicated that community-based programs on balance yield more effective outcomes than those undertaken in institutions, the suggestion being that such programs address offenders' behavior and needs in the context of their day to day environment and thus better equip them to deal with that environment and the problems that led them to commit offences (2001:75).

From this it becomes clear that it is of utmost importance for communities to develop programmes within the community to help with the rehabilitation of juvenile delinquents. In order for children to become successful members of the community, they

need to be taught to live and overcome the problems, which lead them to delinquency within their community. They need to acquire the social skills necessary for family and community life and learn to work for money as well as how to spend and save money for their needs.

As the writer has stated before, I have a serious problem with the fact that children are being taken out of the community and away from their families to be rehabilitated, without their families being involved and then are being placed back into a community that has not changed. This is one of the main reasons why the rehabilitative efforts have not been successful in the Heidedal community.

An establishment like YDO will also take tremendous pressure off the social worker, because the community and the school will also be actively involved in the rehabilitation process.

Another aspect that also boosts YDO's rehabilitative initiatives is the fact that they make use of young people who have gone through the diversion programmes. These become Youth Mentors to other young people who have come into conflict with the law. This increases the success rate of the programme because children who are in conflict with the law look up to these Youth Mentors who were in the same situation as themselves, but who have turned their lives around. This motivates the children to want to do the same. This also creates employment for young people who have been sentenced, because now they have the opportunity to prove that they have changed and they also have the opportunity to study further through the Learning Site programme.

A programme, which can be included in a center like YDO, is Occupational Skills Training. Group 4 is a maximum prison about 20 kilometers outside Heidedal. Group 4 has made all their facilities available to One Stop Justice Center and to Nicro. The following occupational skills training is available at Group 4: manufacture of- plastic cups, plates, flower Fazes, spoons and forks, paper machè, candle making and vocational training in the form of computer courses.

The Family Preservation programme of YDO needs to be intensified and adapted to make it more successful in Heidedal. The Church in Heidedal will have to develop programmes that deals with family relationships, how to handle conflict situations as well as developing Parental Guidance Courses for parents.

The difference between the center in Eersterus and Heidedal lays in the fact that in Heidedal the center will be started and managed by the church, instead of a group of concerned members of the community like in Eersterus.

#### **4.4 Programmes in the high schools in the Heidedal Community**

The following two programmes are currently operating at the Dr Block Senior Secondary and the Heatherdale Senior Secondary schools in Heidedal respectively:

##### **4.4.1 Safety Ambassadors**

The Safety Ambassador Program is an initiative of Nicro at the Dr Block Senior Secondary School. The program is used in the school as a form of crime prevention. The young people are involved in crime prevention initiatives as well as taking it upon themselves to influence their friends, families and peers against committing acts of crime. The eight-month program covers essay writing, art

exercises, outdoor development camps, float building and group work, life skill programs, graduation ceremonies and media involvement.

This program is currently running in one of the schools within the community. On the 9 October 2004 the school in conjunction with two other schools outside the Heidedal community had a march through the streets as a way of crime prevention. The children built a float to show visually that crime does not pay. They were very excited about the march and have had some projects in the school to make their peers aware of the consequences of crime.

Teachers also need to be trained to identify delinquent behavior early and they need to be trained how to deal with children who have delinquent tendencies.

Children need to be taken to visit prisons so that they can get a feeling of how it is to be inside prison. They should also be given the opportunity to talk with the prisoners.

#### **4.4.2 Mission Players Youth Club**

The Mission Players Youth Club is an initiative from the One Stop Justice Center at the Heatherdale Senior Secondary School. The group consists of about forty students and the committee leading them consists of five people. The aim of the group is to create awareness about juvenile crime and to look at preventative strategies. The group meets weekly and apart from focusing on crime prevention initiatives only they also look at social issues within the community and how they can help in over-coming the existing problems. The group has existed for two years now.

They have the following projects:

1. Vegetable garden

The vegetable garden is for disadvantaged children in the school. Their families are supplied with food parcels and fresh vegetables on a weekly basis. This initiative is also to prove to children from poor families that they do not have to get involved in criminal activities, but they can do something to help themselves and their families.

2. Drama group

The Drama group has plays on a regular basis during the school assemblies on Friday mornings. The plays are usually about drug abuse and its consequences, child abuse and the consequences of getting involved in criminal activities. According to the leader of the group, they have had an amazing response from the students. She says that the students would come and ask a lot of questions after a play and that the group has grown tremendously. They have also been invited to perform at PACOFS (PACOFS is the state theatre in Bloemfontein) in March. The play was about drug abuse and its consequences.

3. Organizing Marches through the streets

On the 6 August they had a march against crime through the streets in Heidedal. They marched from the school to the Lee-Marko Center in Heidedal. The following topics were discussed at the Lee-Marko center where they convened, juvenile delinquency, crime in the community, women rights issues and then the secretary of the group spoke about the vision and the mission statements of the group. The leader of the group says that response from the students as well as the community was very good. People joined as they were marching, so that by the time they reached the Lee-Marko Center there was quite a crowd and people stayed to listen to the speeches that were

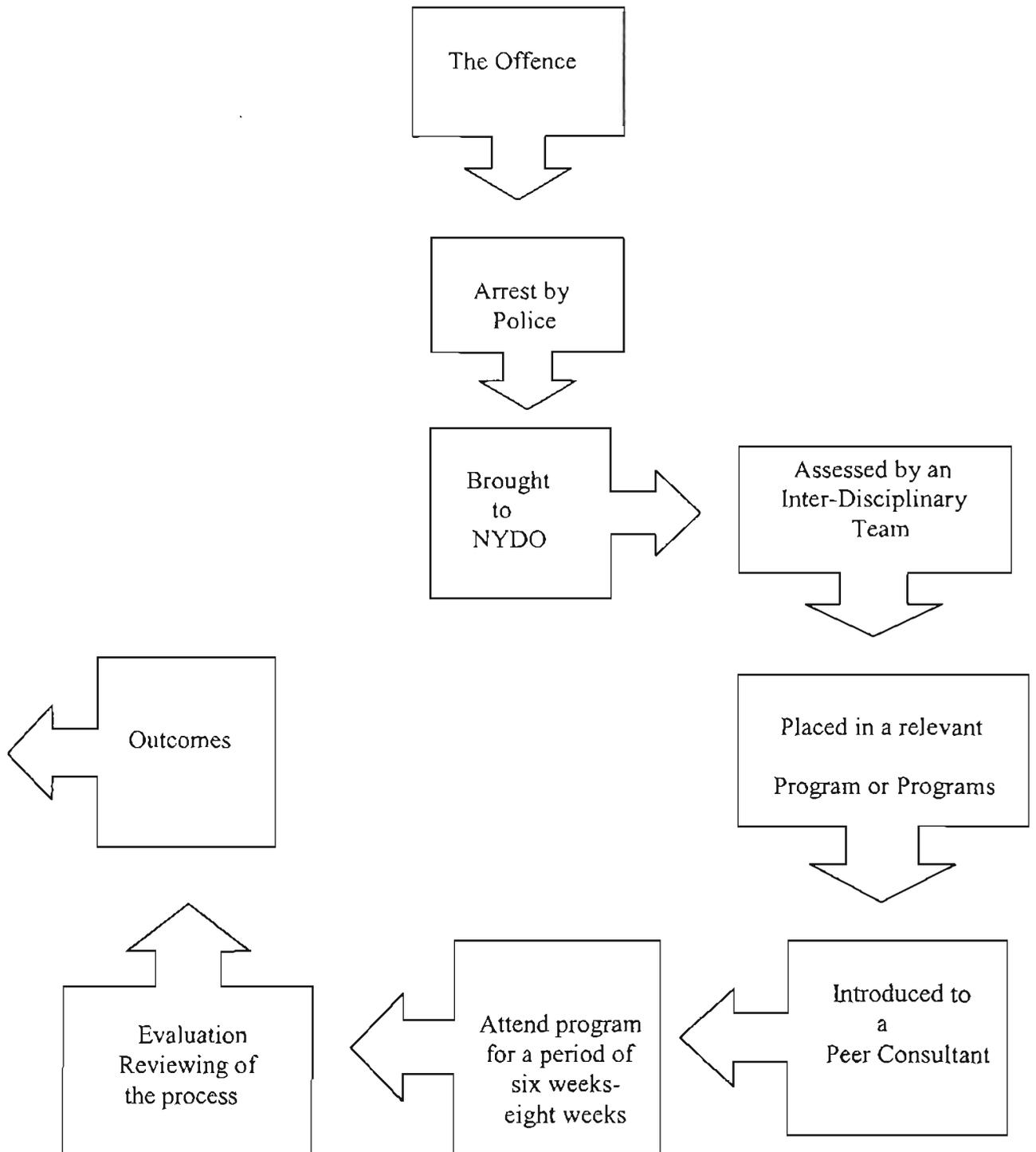
made. They were very happy about this because they were afraid that the students would leave once they reached the center.

Their future plans are to have a market day and to reach out to the other two high schools in the community.

According to the leader of the group the group has help them in their personal lives to become more confident, to become more responsible. They are role models to the other students and they have gained more stability and they are making a difference in the lives of the students around them

#### 4.5. The New Model

In this section the writer will be giving an illustrative example of how the new model will look, as well as how it will operate. A detailed explanation of how the model will function will follow.



#### **4.5.1 How does the model work?**

The Model will be started and managed by the Church in Heidedal, because the Church has all the resources in the form of buildings that is not being used during the week and the manpower in the form of social workers, medical doctors and nurses etc.

**Step 1** Represents a child being caught stealing in a shop in town or anywhere else in the vicinity of Pretoria. Instead of taking the child to the Police Station and laying a charge against the child, the Police will bring the child to NYDO.

**Step 2** On arrival at NYDO the child will be booked in and be referred to the Social worker. (I will be prefer having an interdisciplinary team instead of just a social worker, because juvenile delinquents have diverse problems).

**Step3** The interdisciplinary team will then have sessions with the child to establish what caused the child to become delinquent.

**Step 4** After being assessed by the interdisciplinary team the child will be put into one or more of the relevant programs depending on what caused the delinquency. The programs are all discussed in the previous section. The Church will play a major role in giving spiritual direction in the programmes offered as well have its own programmes incorporated into the ones offered by the center e.g. Bible Studies about how to handle peer pressure, reconciliation and forgiveness and parent and child relationships. Also looking at Restorative Justice from a religious perspective.

**Step 5** Every child is assigned a Peer Consultant. Some of them are young people who came in conflict with the law themselves and who have gone through NYDO's programs and are now working as volunteers at the center. The work of the Peer Consultants is to accompany the children through the programs and to visit them at home to monitor the child's progress.

**Step 6** The children attend the programs for a period of six weeks to eight weeks.

**Step 7** After the eight weeks the child will again be assessed by the interdisciplinary team to review and evaluate the progress the child has made.

**Step 8** Refers to the outcomes. The model does not focus too much on prevention, but rather on rehabilitation. It does however include prevention programs and strategies. Meaning that the main objective of the model is to keep children from re-offending and helping them plan for their futures and to become responsible citizens.

#### **4.6. Conclusion**

In this chapter a model of rehabilitating juvenile delinquents has been explored. This model has been very successful within the Eersterus community. YDO is one of a kind in the country and the hope is that similar centers will be established in other provinces as well, based on the success rate of YDO. The One Stop Justice Center in Bloemfontein is also a good initiative, however, the writer feels that a center, which is located within the Heidedal community itself, will be more effective and more accessible. Every place or township has its own character, identity and social problems. What works well in one place may not necessarily work well in another. Therefore, the Church in

Heidedal will have to look at the model, make a survey of what their problems are and decide from there which programmes will work and which one's needs to be adapted or what new programs from the On Stop Justice Center can be added to make the center successful in Heidedal.

The schools also have good programs and these programs can be even more successful if there is a center that can support the schools in their efforts.

## **CHAPTER FIVE**

### **FINDINGS OF THE QUESTIONNAIRES**

#### **5.1 Introduction**

Questionnaires were given to the three high schools in the community as well as to the police. The aim of this was to establish whether the schools were aware of the delinquency problem and if they were, to find out how they are dealing with the problem.

The aim of the questionnaire to the police was to find out what happens to the children when they are arrested and where the children are being kept until they appear in court.

#### **5.2 The School**

The schools are aware of children who have been convicted. The criminal acts committed were mostly theft. The children were placed under correctional supervision. They also attended programs that were aimed at crime prevention. The schools have strict rules concerning truancy and absenteeism. Parents receive letters from the school to inform them that their children have missed certain periods or were absent from school for the whole day. The parents have to come with the children to school in order for the children to be allowed back into the classroom. Teachers also do home visits to enquire about children who were absent.

The teachers feel that the curriculum is suitable for all children, because the curriculum is divided into sections relevant to the children's developmental stages. They feel that children are being educated in totality, especially with the implementation of education

on HIV/AIDS, Alcoholism and Drug as well as Safety and Security Policies at the schools.

The teachers agreed that children who have been rehabilitated should be allowed to return to school. According to the education act, children should be in school up to the age of 16. Schools should have a support system in place to help rehabilitated learners to cope and to re-adjust into the learning environment. These learners can also be used in Peer-learning sessions. Readmission into the school offers the child a second chance to make a success of his or her life.

The schools agreed that there is definitely a serious need to have Social Learning Programs as part of the curricula.

The schools made the following suggestions in connection with preventing juvenile delinquency: to have educational programs at the schools on crime and crime prevention, by the Department of Social Welfare and NICRO, to use convicted learners in Peer-learning sessions, visits to prisons so that children can become aware with the conditions in prison, to have every educator trained in ways of dealing with delinquency, to sensitize educators and parents to the behavior of delinquents and to train parents to recognize delinquent behavior and to deal with the behavior.

### **5.3 The Police**

According to the police records the age range for children becoming delinquent within the Heidedal area is between the ages twelve and seventeen years.

Crime committed against property is the most common within the area.

What happens to children who are:

a) first time offenders?

Children who are first time offenders are usually just given a warning by the police when they are caught in the act of criminal activities, depending on the nature of the crime they have committed. First time offenders are mostly given a second chance, with the hope that they have had a big enough fright by being caught by the police the first time. If they have not committed a very serious crime they are released into the custody of their parents. If, however they have committed a serious crime they will be referred to Nicro or One Stop Justice Center to attend the diversion programs available.

b) second time offenders?

When re-offending occurs the Social Worker will reconsider his first attempt made to help the child. The diversion programs that the child underwent will also be re-viewed. The child would either be considered for more intensive diversion programs or will appear before the court, depending on the assessment made by the Social Worker. However, every possible option at rehabilitating the child would first be explored, before a child will appear in court.

Reasons why children become delinquent have been cited as unemployment, family problems and alcohol abuse by parents and peer group pressure.

Statistics show that delinquency is also on the increase, with the age of children becoming delinquent declining. However, there are not a lot of children who become re-offenders.

The police have made the following suggestions in connection with preventing juvenile delinquency: prevention plans need to be drawn, prevention strategies need to be worked out and implemented, the Church should provide more activities to keep children busy like gospel and hiking clubs, children should be motivated to have a positive self-image.

#### **5.4 Conclusion**

In this chapter the findings of the questionnaires were discussed. The schools in the community have made some very good suggestions and inputs. This shows that the schools are aware of the problem and are looking at ways of dealing with it.

Chapter six follows with the recommendations

## **CHAPTER SIX**

### **FINDINGS AND RECOMMENDATIONS**

#### **6.1. Introduction**

In this chapter a summary of the literature study and the results of the study will be presented and a conclusion. The findings will be discussed chapter by chapter.

#### **6.2 The Findings**

In chapter one, an introduction and the methodological foundation were looked at. We stated that the young people in South Africa are increasingly turning to crime. A concern was also raised, that despite the November 1997 national program intended to keep children out of prison, the Minister of Welfare reported in May 1998, that approximately 1000 children were still detained in prisons with adults. In Heidedal the problem is that parents do not know how to help or deal with their children and there are no programs of facilities to assist parents and children are have become in conflict with the law. Therefore, the aim of the investigation was to propose a new model of intervention that may be used by the church in Heidedal to help the children and their families.

In chapter two, the focus was on Defining Delinquency. It was discovered that delinquency is not an easy term do define, because it means different things to different people. What it boils down to is that delinquency has to do with youth who are under age getting in trouble with the law. The nature and the different types of delinquency were discussed with special focus being on the type of crimes committed by the children in Heidedal ranging from aggressive crimes to beyond control youth. Crime against

property and petty theft are the two crimes mostly committed by the children. The relationship between delinquency and socialization was also looked at. The conclusion drawn from this was that a substantial number of delinquents are individuals who at some point and in certain ways, have failed to grow up and behave in the required manner.

In chapter three, the focus was on the causes of delinquency. Delinquency can be described as one of the nation's unsolved problems. Research was shown that the majority of serious criminal careers start as instances of delinquency. In the introduction it was stated that no child become defiant for no reason. Therefore, it is important to know what are the causes and they can be summarized as follows:

**Poverty-** it was found that in Heidedal poverty and the high unemployment rate is a direct result of delinquency.

**The Family and Delinquency-** It was found that most children at risk or who are involved with delinquency comes from dysfunctional families. Some of the parents show no interest in the lives of their children and are so desponded themselves with being unemployed and having alcoholic partners, that they do not know how to motivate their children. The family plays the central role in the socialization process. Therefore, a family that is beset with chronic conflicts and tensions produces an inadequately socialized child, who is ill prepared to face and accept values, standards and codes of conduct that are law abiding. Parent, child interaction is also a major problem in Heidedal. It was found that the children felt that their fathers in particular did not pay much attention to them. They felt that their fathers did not make enough of an effort to build relationships with them.

The School and Delinquency-Truancy and school dropouts were found to be a big concern in Heidedal. It was found that it is very difficult to motivate children who have become in conflict with the law to stay in school. The schools impact on delinquency appears to be an extremely controversial topic. It is expected from the school to produce better educated people who can handle the problems they face within society. The school is viewed as playing a leading role in delinquency, since this is the time of life that most juvenile convictions occur. The children in Heidedal felt that they could not cope with the curriculum and that the teachers and their classmates picked on them because of that.

It was found that the school contributes toward delinquency and academic failure by not developing programs to assist children with learning disabilities.

Drugs and Delinquency- It was discovered that this is one the biggest reasons leading to delinquency in Heidedal. Most of the children are drug addicts and they steal to support their habit.

In chapter four the focus was on the rehabilitation of juvenile delinquents as well as proposing a new model that may be used as an intervention tool. A case study was made of NYDO in Eersterus. The proposal being that the same kind of center be established in Heidedal with some adaptations.

In chapter five the findings of the questionnaires were discussed.

The School- It was found that the schools are aware of the delinquency problem. One of the High Schools is a truancy policy and this helps in informing parents and monitoring the children. Teachers felt that the curriculum is suitable for all children and that

children are being educated in totality. The teachers also agreed that there is a definite need for social learning programs to be part of the curriculum.

The Police- The age range for children becoming delinquent in Heidedal is between the ages twelve and seventeen years. Children caught for petty theft are usually just given a warning by the police. When caught re-offending the previous diversion programs will be evaluated, however rehabilitation remains a priority.

### **6.3. Recommendations**

The following recommendations are made:

- That the Church in Heidedal takes it upon herself to look into establishing a center to help the children and their families. The Church has a social responsibility be involved in the problems of the community in which she operates. The Church also has all the resources available in the sense of buildings that is only utilize on Sunday mornings and are empty during the week, as well as the manpower in the form of social workers, medical doctors, psychiatrists, ministers trained in pastoral care and counseling as well as unemployed members who can help out on a voluntary basis.
- That instead of just having a social worker like, NYDO has, the church consider having a interdisciplinary team to access the children.
- That a support group be formed to help families cope with their situation.
- Family therapy with each family is recommended in order to deal with each family's individual problems.
- The programs of NICRO be implemented at the center, inviting NICRO to come and train people at the center on how to run their programs. This may be away of

helping children and families in Heidedal benefit from NICRO's programs without them crossing their working area.

- The center should not be outside the community. In order for children to be rehabilitated they need to learn to cope within the community where they spend most of their time.
- The offer of Group 4 is strongly considered as this will help in skills training as well as exposing the children to a prison environment.
- Prevention programs should also be worked into the programs the center will be responsible for.
- Projects like taking a boy child to work also are explored since in most cases it is boys who gets in conflict with the law.

There is always hope and the potential for someone to chance with proper guidance and a listening ear. The children in Heidedal need just that, for someone to listen, show interest in their lives help them find their potential and fly like eagles.

Palme states that, 'The day will come when nations will be judged not by their military or economic strength, nor by the splendor of their capital cities and public buildings, but by the well-being of their peoples: by their levels of health, nutrition and education; by their opportunities to earn a fair reward for the labours and by their ability to participate in the decisions that affect their lives' (2005:1). I hope that when that day comes Heidedal will be able to stand right there along side all the other communities who strived to save their young people.

## **APPENDIX 1 – QUESTIONNAIRE A – THE SCHOOL**

1. Are you aware of any children within the school who have been convicted as Juvenile Delinquents?
2. How do you deal with truancy and absenteeism?
3. Do you think the curriculum is suitable for all children?
4. Do you think that children who have been for rehabilitation should be accepted back into the school?
5. Would you be interested in taking part in a social learning program dealing with issues of truancy, absenteeism, vandalism and how to detect the early warning signs of delinquency?
6. How do you think the school can help in the prevention of juvenile delinquency?

## **APPENDIX 2 – QUESTIONNAIRE B – THE POLICE**

1. What are the age ranges of the children who become in conflict with the law?
2. What happen with children who are first time offenders?
3. What happen with children who are second time offenders?
4. What according to your opinion are the causes of delinquency?
5. How do you think the church can help in preventing or rehabilitating juvenile delinquents?

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