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**INTERSECTORAL COLLABORATION FOR CONSOLIDATING
SUPPORT FOR LEARNERS DISPLAYING INAPPROPRIATE
BEHAVIOUR**

By

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BA (VISTA UNIVERSITY); B.ED. – HONS (VISTA UNIVERSITY)

DISSERTATION

Submitted in fulfilment of the requirements for the degree

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BLOEMFONTEIN

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DECEMBER 2017

DECLARATION

I, STENENE MICHAEL MATHE, a student in the Faculty of Education at the University of the Free State, declare that my dissertation, **INTERSECTORAL COLLABORATION FOR CONSOLIDATING SUPPORT FOR LEARNERS DISPLAYING INAPPROPRIATE BEHAVIOUR**, which I am submitting for the qualification M.Ed., is entirely the product of my own, independent work. Since the project used participatory action learning and action research to generate discussions, acknowledgement is given to co-researchers' inputs. I, therefore, wish to state that I have not previously submitted the same work for a qualification at/in another university/faculty.

I hereby cede copyright to the University of the Free State.

S.M. MATHE

2017

DEDICATION

I dedicate my dissertation project to my family and friends, who gave me some space to focus on my studies. A sincere gratitude to my parents, my father, Rafani - “*Sekgwatlha*” Mathe, who is deceased (may his soul rest in peace), and my mother, Pulane Mathe, for their immense contribution to helping me achieve this milestone. As devotees of the good things in life, the manner in which they raised their children moulded me into becoming triumphant in every endeavour I venture into. Despite the adversities they were faced with, they sacrificed a lot to ensure that we all receive a formal education.

I would also like to thank my family, especially my children, grandson and niece. I hope this dissertation encourages them to follow in my footsteps and elevate this achievement to the next level. Even though I am handing the baton over to you, it does not mean I am retreating, because, for as long as I am still alive, I will be running the race with you.

Finally, to all Mathe’s family, Bakgwatlheng ba-Mmathari ya Tshepe, I want to say: *Ngwana kgomo mogala tshwara thata, e se re o utlwa sebody o kgaoge*. My achievement is your accomplishment.

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TABLE OF CONTENTS

DECLARATION	i
DEDICATION	II
ACKNOWLEDGEMENTS	III
LIST OF FIGURES.....	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
LIST OF ABBREVIATIONS AND ACRONYMS	xvii
ABSTRACT	XVIII
CHAPTER 1 : ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.2 PROBLEM STATEMENT.....	3
1.3 RESEARCH AIM AND OBJECTIVES	4
1.4 THEORETICAL FRAMEWORK.....	5
1.5 RESEARCH DESIGN, AND METHODOLOGY.....	6
1.6 VALUE OF THE STUDY	7
1.7 ETHICAL CONSIDERATIONS.....	8
1.8 LAYOUT OF THE CHAPTERS.....	8
CHAPTER 2 : THEORETICAL FRAMEWORK	10
2.1 INTRODUCTION	10
2.2 <i>UBUNTU</i> AS A THEORETICAL FRAMEWORK FOR THE STUDY.....	10

2.3	THE HISTORICAL ORIGINS OF <i>UBUNTU</i>	11
2.3.1	African perspective	12
2.3.2	Foreign perspective	13
2.4	OBJECTIVES OF <i>UBUNTU</i>	14
2.5	PRINCIPLES OF <i>UBUNTU</i>	15
2.6	<i>UBUNTU</i> VERSUS PRAXIS	16
2.7	ONTOLOGY OF <i>UBUNTU</i>	17
2.8	EPISTEMOLOGY OF <i>UBUNTU</i>	17
2.9	REASONS FOR USING <i>UBUNTU</i>	19
2.10	CHARACTERISTICS OF <i>UBUNTU</i>	19
2.11	STEPS TO FOLLOW WHEN USING <i>UBUNTU</i>	19
2.12	ADVANTAGES OF <i>UBUNTU</i>	20
2.13	LIMITATIONS OF <i>UBUNTU</i>	20
2.14	THE ROLE OF THE RESEARCHER AND HIS/HER RELATIONSHIP WITH CO-RESEARCHERS	21
2.15	RHETORIC IN <i>UBUNTU</i>	22
CHAPTER 3 : LITERATURE REVIEW		23
3.1	INTRODUCTION	23
3.2	DEFINITION AND APPLICATION OF OPERATIONAL CONCEPTS	23
3.2.1	Intersectoral collaboration	24
3.2.2	Consolidated support	24
3.2.3	Inappropriate behaviour	25
3.3	PRINCIPLE OF BEST INTERESTS OF THE CHILD	25
3.4	THE NEED TO FORMULATE THE FRAMEWORK	25

3.4.1	Challenges facing consolidating support for learners who display inappropriate behaviour	26
3.4.1.1	The need for quality parental care	26
3.4.1.2	Involuntary disruptive behaviour	27
3.4.1.3	Bullying.....	27
3.4.1.4	Gangsterism.....	28
3.4.1.5	Illicit use of drugs	29
3.4.2	The main components of consolidating support for learners who display inappropriate behaviour	29
3.4.2.1	Encouraging positive parent-child relationships.....	30
3.4.2.2	Creating conditions conducive to mutual dialogue.....	30
3.4.2.3	Modelling positive behaviour	31
3.4.2.4	Inculcating good citizenry.....	31
3.4.2.5	Aligning school-level policies	32
3.4.3	Conditions conducive to the sustainability of the framework.....	33
3.4.3.1	Strengthening family and community networks	33
3.4.3.2	Establishing collaboration initiatives.....	33
3.4.3.3	Outlawing bullying.....	34
3.4.3.4	Boosting learners' self-esteem.....	34
3.4.3.5	Taking proactive action.....	34
3.4.4	Threats to successful implementation of the framework	35
3.4.4.1	Fractured family setup	35
3.4.4.2	Different sectoral mandates.....	36
3.4.4.3	Disjointed pieces of legislation	36
3.4.4.4	A broken sense of belonging.....	37
3.4.4.5	Unregulated practices	37

3.4.5	Indicators of success in formulating the framework	38
3.4.5.1	Communal approach	38
3.4.5.2	Shared vision of the problem to be addressed	38
3.4.5.3	Coordinated pieces of legislation	39
3.4.5.4	Inclusive learning programme.....	39
3.4.5.5	Screening of people who come into contact with learners.....	40
3.5	CHAPTER SUMMARY.....	40
CHAPTER 4 : RESEARCH DESIGN AND METHODOLOGY.....		41
4.1	INTRODUCTION.....	41
4.2	THEORETICAL PART OF PALAR	42
4.2.1	PALAR approach as research methodology	42
4.2.2	Historical origins of PALAR	42
4.2.2.1	First Generation (1913).....	43
4.2.2.2	Second Generation (1940).....	43
4.2.2.3	Third Generation (1953).....	44
4.2.2.4	Fourth Generation (1960)	44
4.2.2.5	Fifth Generation (1990).....	45
4.2.3	Objectives of PALAR	46
4.2.4	Principles of PALAR.....	47
4.2.5	PALAR praxis.....	48
4.2.6	Ontology of PALAR.....	49
4.2.7	Epistemology of PALAR.....	49
4.2.8	Reasons for using PALAR	49
4.2.9	Characteristics of PALAR.....	50
4.2.10	Steps of PALAR	51

4.2.11	Successes of PALAR	52
4.2.12	Limitations of PALAR	53
4.2.13	The role of the researcher and his/her relationship with co-researchers.....	53
4.2.14	Rhetoric in PALAR	54
4.2.15	Critical discourse analysis.....	55
4.3	PRACTICAL INTERVENTION BY PALAR	55
4.3.1	Research forum	56
4.3.2	Coordinating team.....	57
4.3.3	Team-building exercise	57
4.3.4	Developing team priorities	58
4.3.5	StrategicpPlanning.....	59
4.3.6	Action phase	60
4.3.7	Monitoring and reflection of progress.....	61
4.3.8	Data analysis	61
4.4	ETHICAL CONSIDERATIONS.....	62
4.5	SUMMARY OF THE CHAPTER.....	63
CHAPTER 5 : PRESENTATION AND ANALYSIS OF DATA, AS WELL AS INTERPRETATION AND DISCUSSION OF FINDINGS TOWARDS THE FORMULATION OF A PROPOSED FRAMEWORK		64
5.1	INTRODUCTION	64
5.2	CHALLENGES THAT JUSTIFIED A NEED FOR A FRAMEWORK	65
5.2.1	The absence of a positive parent-child relationship	65
5.2.2	Insufficient information on disruptive behaviour disorders	67
5.2.3	Dehumanising behaviour	70
5.2.4	Gang activities	71

5.2.5	Substance use	73
5.3	THE MAIN COMPONENTS OF THE FRAMEWORK	75
5.3.1	Mending a broken parent-child relationship	75
5.3.2	Imparting knowledge of disruptive behaviour disorder	77
5.3.3	Promoting a mutual parent-teacher relationship	79
5.3.4	Instilling moral values in children	80
5.3.5	Taking precautionary measures.....	82
5.4	CONDITIONS SUITABLE FOR FORMULATING THE FRAMEWORK.....	83
5.4.1	Positive parenting	84
5.4.2	Empathetic listening.....	85
5.4.3	Mutuality of concern.....	87
5.4.4	Community engagement.....	88
5.4.5	Policy interventions	90
5.5	POSSIBLE THREATS TO THE FORMULATION OF THE FRAMEWORK.....	92
5.5.1	Dysfunctional family	92
5.5.2	Poor parent-teacher relationship.....	94
5.5.3	Power imbalances.....	96
5.5.4	The use of exclusionary language	97
5.5.5	Different sectoral mandates	99
5.6	EVIDENCE OF BEST PRACTICES	101
5.7	SUMMARY OF THE CHAPTER.....	102
CHAPTER 6 : DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION		
.....		103
6.1	INTRODUCTION	103
6.2	BACKGROUND OF THE STUDY	103

6.3	RESTATING THE PROBLEM STATEMENT	104
6.4	RESTATING THE RESEARCH AIM	104
6.5	THEORETICAL FRAMEWORK	105
6.6	THE VALUE OF THE STUDY	106
6.7	RESEARCH FINDINGS AND RECOMMENDATIONS	106
6.7.1	Children who grow up in the absence of positive parental care	106
6.7.2	Inability to deal decisively with learners' behavioural problems triggered by disruptive behaviour disorders	107
6.7.3	Bullies' inhumane treatment of their victims	108
6.7.4	Adoption of a group identity to instil fear in others	108
6.7.5	Accessibility to forbidden drugs.....	109
6.8	SUGGESTIONS FOR FUTURE RESEARCH	110
6.9	SOLUTIONS FOR THE CHALLENGES FACING THE FORMULATION OF A FRAMEWORK	111
6.9.1	Parental involvement	111
6.9.2	Effective ommunication.....	111
6.9.3	Effective policies and programmes	112
6.9.4	Collaborative skill.....	112
6.9.5	Balanced power	112
6.10	LIMITATIONS OF THE STUDY	112
6.11	FORMULATION OF THE FRAMEWORK.....	113
6.12	EXPRESSION OF APPROPRIATE BEHAVIOUR	113
6.12.1	Belonging.....	113
6.12.2	Mastery	114
6.12.3	Independence	114
6.12.4	Generosity.....	114

6.13 Intersectoral collaboration process.....	114
6.13.1 School intervention	114
6.13.2 District intervention	115
6.13.3 Panellists intervention	115
6.13.4 Alternative placement with the relevant agency	116
6.13.5 Review of the behaviour	116
6.14 SUMMARY OF THE CHAPTER.....	117
CHAPTER 7 : PROPOSED FRAMEWORK FOR CONSOLIDATING SUPPORT FOR LEARNERS DISPLAYING INAPPROPRIATE BEHAVIOUR.....	118
7.1 INTRODUCTION.....	118
7.2 FORMULATING THE FRAMEWORK.....	118
7.2.1 Circular-shaped lines	119
7.2.2 Layers of the framework	119
7.2.3 First layer: Child	121
7.2.4 Second layer: Circle of courage	122
7.2.5 Third layer: UBUNTU, PALAR, Collaboration, and Legislation	125
7.2.5.1 Quadrant 1: UBUNTU.....	126
7.2.5.2 Quadrant 2: PALAR	126
7.2.5.3 Quadrant 3: Collaboration.....	127
7.2.5.4 Quadrant 4: Legislation.....	128
7.2.6 Fourth layer: Principle of the best interests of the child and consolidated support.....	129
7.2.6.1 The principle of the best interests of the child	130
7.2.6.2 Consolidated support.....	130
7.3 REFERRAL MATRIX	131

7.3.1	Recommendations by stakeholders	133
7.3.2	Behaviour support plan	133
7.4	PRESENTATION OF THE FRAMEWORK	135
7.5	SUMMARY	138
	REFERENCES.....	141

LIST OF FIGURES

Figure 1.1: Legislation that safeguards children	4
Figure 4.1: Circular seating arrangement as representing a communal approach	47
Figure 4.2: The action research spiral	52
Figure 7.1: Discussion sequence	119
Figure 7.2: Layers of the circle	120
Figure 7.3: First layer: Child	121
Figure 7.4: Second layer: Circle of courage	123
Figure 7.5: Components of the quadrants	125
Figure 7.6: Anchors of the framework	130
Figure 7.7: Framework	137
Figure 7.8: PALAR in action	138

LIST OF TABLES

Table 7.1: Referral matrix.....	132
Table 7.2: Behavioural support matrix.....	135

LIST OF APPENDICES

Appendix A: Research plan

Appendix B: Ethical clearance from the University of the Free State granting me permission to conduct the research

Appendix C: Application to register and conduct research in the Free State Department of Education

Appendix D: Application to recruit Department of Social Development officials to participate in the research

Appendix E: Permission letter from Department of Social Development to recruit officials to participate in the study

Appendix F: Informed consent requesting the National Association of Child and Youth Care Workers to grant permission for its members to participate in the study

Appendix G: Letter of consent granting Child and Youth Care Workers permission to participate in the study

Appendix H: Request for permission to use Winkie Direko Secure Care Centre as a venue to conduct the study

Appendix I: Approval to use Winkie Direko venue for conducting the research

Appendix J: Participants' informed consent

Appendix K: Introductory PowerPoint presentation on the research topic

Appendix L: Minutes of the panel discussion

Appendix M: Introduction to the study

Appendix N: Quality parental care (transcripts from an audio clip)

Appendix O: Consultative meeting (transcripts from an audio clip)

Appendix P: Gangsterism (transcripts from an audio clip)

Appendix Q: Illicit use of drugs (transcripts from an audio clip)

Appendix R: Attendance register

Appendix S: Participant's photo collage

LIST OF ABBREVIATIONS AND ACRONYMS

ADHD	Attention deficit hyperactivity disorder
BC	Before Common Era
CDA	Critical discourse analysis
PALAR	Participatory action learning and action research
PAR	Participatory action research
SIAS	Screening Identification Assessment and Support
SWOT	Strengths, weaknesses, opportunities, threats

ABSTRACT

The aim of this study was to formulate a framework for consolidating support for learners who display inappropriate behaviour, in order to enhance learner attainment. Participants in this study acted as co-researchers according to the PALAR methodology.

This study used a seven-chapter approach to investigating the possibility of providing learners with consolidated support, which required a joint effort by the relevant stakeholders to a) validate the need for formulating the envisaged framework; b) identify the main components necessary for the implementation of the framework; c) anticipate possible threats that may impede the successful implementation of the framework; d) explore the conditions conducive to the sustainability of the framework; and e) to monitor the application of the framework.

Seemingly, the abolishment of corporal punishment and the promulgation of legislation that safeguards the well-being of children have led to an escalation of inappropriate behaviour by learners. So, through *Ubuntu*, as the foundation on which the framework was based, integrated support, which was driven by participatory action learning and action research, was proposed, to ensure that we all take responsibility and accept the challenge of building a humane and caring society by responding to the research question. I used literature to develop constructs that act as organising principles that guide the study to achieve its objectives. Data generated were analysed through the use of critical discourse analysis as advocated by Van Dijk.

It was because of the tenets of *Ubuntu* that the study proposed strong collaboration, based on sound relationships, between stakeholders. Learners displaying inappropriate behaviour were provided with constructive behavioural support programmes, which were within the confines of pieces of legislation, to positively reinforce the exhibition of appropriate behaviour. Therefore, a framework that emphasises collaborative, multi-sectoral support to facilitate appropriate behaviour by learners, was suggested.

: ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter provides an orientation to the study undertaken. It also gives a brief description of the entire study by outlining the reasons that motivated the formulation of a framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment. The study refers to poor quality parental care, disruptive behaviour disorder, bullying, gangsterism, and drug use as the causes of the prevalence of inappropriate behaviour in many schools.

The study highlights how a failure by stakeholders to collaborate exacerbates the problem of inappropriate behaviour in schools, as well as how this mindset, of not sharing best practices and information on inappropriate behaviour, has adverse effects on the quality of teaching and learning. The study, furthermore, explains the research question, the objectives of the study, delimitations of the study, limitations thereof, and provides a summary of each chapter.

The South African Constitution, which is based on principles of democracy, summons all of us to take up the responsibility and challenge of building a humane and caring society for all South Africans (DoE, 2001: 11). This commitment is reflected in various legislative frameworks, which were put in place after 1994, with the intention of guaranteeing the humane treatment of children. For instance, the Abolition of Corporal Punishment Act 33 of 1997, which came into force on 5 September 1997, made corporal punishment illegal in all South African schools (CJCP & DBE, 2012: 8). To show its compliance and its obligation to preserve human rights in its practices, the government of South Africa, through the Department of Education, introduced Education White Paper 6 to effect changes and ensure that a single, inclusive education system reflects the principles of human rights and social justice (DBE, 2001: 1). Congruently, the Department of Social Development pronounced on procedures that are related to care and the protection of children through the Children's Act 38 of 2005. Furthermore, the Department of Justice and Constitutional Development promulgated the Child Justice Act 75 of 2008, which

assumes a rights-based approach to promoting the spirit of *Ubuntu* in the child justice system, by fostering children in conflict with the law's sense of dignity and worth (RSA, 2009). All these pieces of legislation were necessitated by the need to have a common understanding of child-oriented services, so that we can offer seamless support to learners who display inappropriate behaviour across our sectoral mandates.

However, stakeholders' inadequate understanding of the benefits of these pieces of legislation for curbing some deviant behaviour displayed by learners, has led to an escalation of untenable behavioural problems in many schools. Failure to identify children in need of care and protection, in accordance with Sections 150-154 of the Children's Act, and the stakeholders' failure to promote the dignity and well-being of children, and the development of their sense of self-worth and ability to contribute to society in terms of the Child Justice Act, leads to the escalation of behavioural challenges, which have become the order of the day in many schools.

If applied correctly, Sections 150-154 of the Children's Act and 53 of the Child Justice Act can help schools to minimise most of the behavioural challenges they experience. The Children's Act sets out principles relating to the care and protection of children, along with parental responsibilities towards their children. Equally important, the Child Justice Act minimises the potential that a child's will re-offend, whilst ensuring that he/she takes responsibility and accountability for the crimes committed, by subjecting the child to intervention programmes and sentencing options that are aimed at rehabilitating and reintegrating the child with society.

My argument for promoting intersectoral collaboration is drawn from experience I gathered while working with different stakeholders in determining the appropriate placement of learners who display inappropriate behaviour at Mangaung One Stop Child Justice Centre. My role as one of the panellist afforded me the opportunity to experience the value of working together without jeopardising the core business of our sectoral mandates.

One Stop Child Justice Centre is a facility that was established in terms of the Child Justice Act, to provide children with age-appropriate intervention programmes. It involves

the children's parents in the programmes, to enable parents to support their children in taking responsibility for their behaviour.

The experience I gained from being one of the panellists at Mangaung One Stop Child Justice Centre, and from determining the root cause of a child's inappropriate behaviour, attests to the feasibility and usefulness of intersectoral collaboration for consolidating support for learners who display inappropriate behaviour. The strategy that is applied at Winkie Direko Secure Care Centre (which is part of Mangaung One Stop Child Justice Centre) and the high level of positive behaviour outcomes is indicative of what a collaborative effort can achieve from learners who display inappropriate behaviour. The framework proposed by this study will give all stakeholders an opportunity to develop a clear understanding of their roles and responsibilities, hence, collective objectives and common goals have to be established to ensure that the study achieves its aim.

1.2 PROBLEM STATEMENT

The United Nations Convention on the Rights of the Child was adopted by the United Nations in 1989. The Convention is legally binding and obliges governments who are signatories to it, to respect, protect and fulfil children's rights through their legislation and policies. As a result of the Convention, South Africa dedicated Section 28 (1) of Chapter 2 of its Constitution to children's rights. This section states that children's rights must be promoted, protected and respected.

The introduction of legislative mandates that require us to safeguard the well-being of children has created difficulties for teachers. Teachers feel disempowered by being prohibited from using retributive action as a corrective measure for inappropriate behaviour. They find it difficult to think creatively and take advantage of the various intervention programmes set out in the Children's Act and Child Justice Act, which can be used as alternative measures to corporal punishment.

In order to have a stable society, where all learners enjoy their childhood experiences of being a learner, the study poses the following research question: *How can an intersectoral collaborative framework for consolidating support for learners who display inappropriate behaviour be formulated in order to improve learner attainment?*

The key pieces of legislation that we rely on to consolidate support for learners who display inappropriate behaviour are the United Nations Convention on the Rights of the Child, the South African Constitution, the South African Schools Act of 1996, the Children's Act 38 of 2005, and the Child Justice Act 75 of 2008.

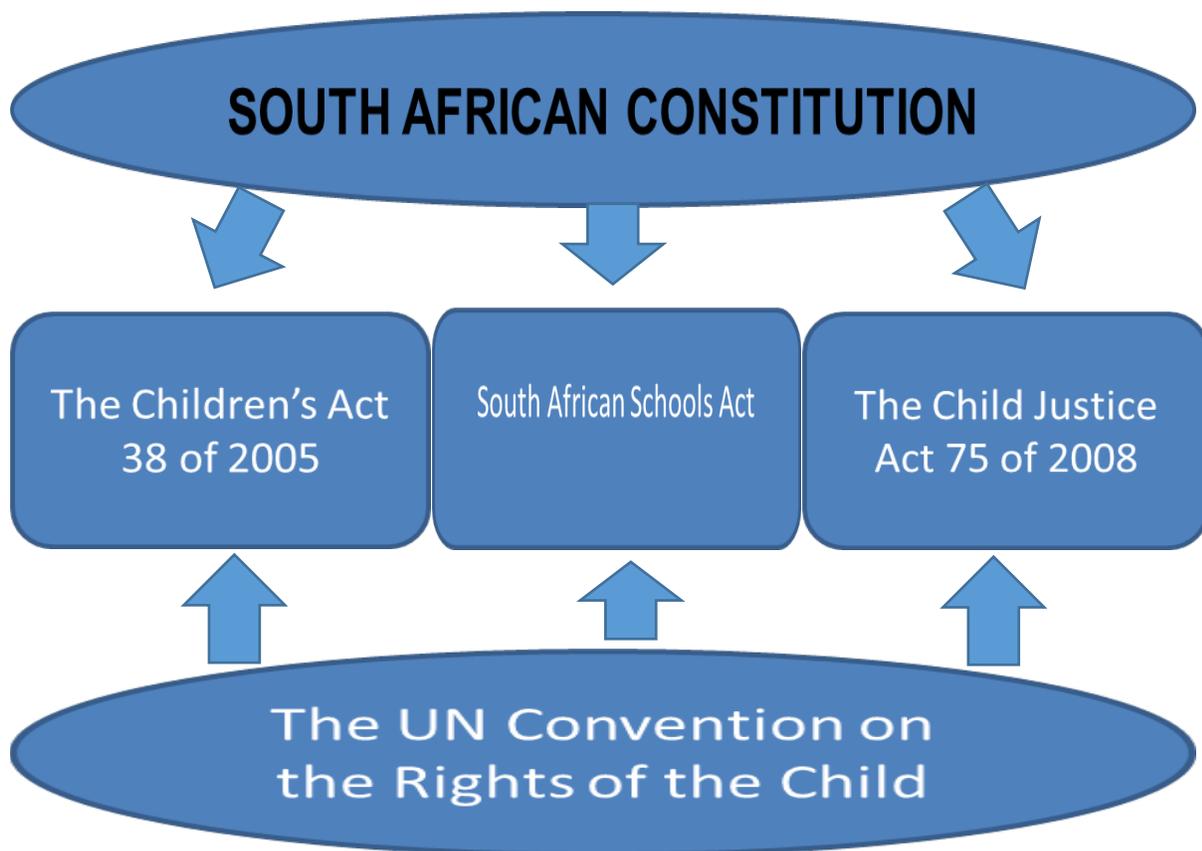


Figure 1.1: Legislation that safeguards children

Stakeholders must utilise these pieces of legislation optimally in order to take active steps to respond to the above-mentioned problem statement.

1.3 RESEARCH AIM AND OBJECTIVES

As I indicated above, the aim of the study is to formulate a framework for consolidating support for learners who display inappropriate behaviour. The success of the framework

will depend on the experiences and knowledge of children, families, community members and non-governmental organisations. Collaboration provides us with a better way of synergising support for learners than working in silos does.

The focus of the study will be driven by the following objectives:

- To validate the need for formulating the envisaged framework;
- To identify the main components necessary for the implementation of the framework;
- To anticipate possible threats that may impede the successful implementation of this framework;
- To explore the conditions conducive to the sustainability of the framework; and
- To monitor the application of the framework.

1.4 THEORETICAL FRAMEWORK

The study used *Ubuntu* to formulate a framework aimed at healing breaches, redressing imbalances, and restoring broken relationships (Gade, 2013: 12). This theoretical framework emphasises the importance of interpersonal relationships (West, 2013: 46).

In the Tswana language, *botho* is an ideal concept of *Ubuntu*, which acknowledges the rights and responsibilities of all people, whether individual or collective. *Ubuntu* is an example of a social contract based on mutual respect, responsibility and accountability, that members of society have towards each other, and it defines a process for earning respect by first giving it, and gaining empowerment by empowering others (Oppenheim, 2012: 370).

The reason why I opted for a more participative approach for the study that involved all stakeholders, was to avoid a situation whereby learners were provided with support that was characterised by individualism, which usually leads to societal members who are egoistic and lacking in feeling for their fellow community members. The framework intended to produce children who are bound by a communal ethic and characterised by empathy and tolerance of other people (Ndondo and Mhlanga, 2014: 3).

Consolidated support, as envisaged by the study, extended beyond addressing inappropriate behaviour; it also taught stakeholders and learners the importance of maintaining all-encompassing, healthy relationships with people around them in order to survive. So, at a very deep level, as humans, we need others and we are, for the most part, driven by the basic need to seek out close and caring relationships, and by a desire to connect with others (Mental Health Foundation, 2016: 3).

1.5 RESEARCH DESIGN, AND METHODOLOGY

For the purpose of this study, the author adopted the approach used in participatory action learning and action research (PALAR), as it allowed co-researchers to interact with one another. Participatory Action Learning and Action Research involves critical enquiry, conducted by the people who are affected directly by the problem (rather than experts and educational researchers) of the learners' learning process (Zuber-Skerritt, Wood & Louw, 2015: 11). It also enables collaborative generation of knowledge and the development of awareness as a catalyst to mobilise for social change (Berg, Lune & Lune, 2004: 197; Zuber-Skerritt, 2015: 1). It, furthermore, affords co-researchers and the community the opportunity to work together in partnership to solve a complex problem and to achieve the sustainable development of all participants and their organisations or communities (Zuber-Skerritt *et al.*, 2015: 10). Therefore, PALAR was suitable for the proposed theoretical framework of *Ubuntu*, as they both provide stakeholders with an opportunity to work with school communities to address the behavioural challenges that impede teaching and learning. This research methodology appreciates the validity of differing values and required of the co-researchers to be not only cognitive thinkers, but also to recognise and critically reflect on their feelings and social relationships (Zuber-Skerritt *et al.*, 2015: 5). The three R's of PALAR – relationships, reflection and recognition – were the key elements that promoted a truly participatory approach to knowledge creation and practical social and educational improvements (Kearney, Wood & Zuber-Skerritt, 2013: 1).

A people-centred approach was used to generate data. The participants were invited to attend a meeting, where they were introduced to one another. This opportunity was used

to invite members of the community to own the vision encompassing the framework, so that a steering committee could be established to assist in achieving the mutual goal visualised. Afterwards, a plenary meeting followed, to set the tone for exchanging information and come up with a plan to achieve the mission. The co-researchers used a SWOT analysis (strengths, weaknesses, opportunities and threats) and research methods such as spidergrams, life histories, problem trees and flow diagrams, human sculpture, narratives and storytelling to generate data (Loewenson, Laurell, Hogstedt, D'Ambrusso & Shroff, 2014: 47-48). An audiovisual recorder was used as an instrument to capture data; later, all the recorded footage was transcribed into written text. The information gathered through meetings, formal discussions, PowerPoint presentations and position papers were all consolidated and added to data that had been collected. Critical discourse analysis (CDA), as advocated by Van Dijk (2009: 62), was used to generate data. Socially embedded CDA was essential for constructing and perpetuating social structures and relations (Breeze, 2011: 512). Critical discourse analysis applied three instruments for analysing data, namely, talk and text, social structures and language, and CDA was also helpful in determining the relationship between the actual text and the processes involved in listening, speaking, reading and writing (Mogashoa, 2014: 105).

1.6 VALUE OF THE STUDY

At the end of the project, the tested framework was used at Mangaung One Stop Child Justice Centre in Motheo District, where the research had been conducted. All the contributors to the framework were proud of their contributions. The value of the study was also seen in the literature pertaining to intersectoral collaboration. The framework was adapted to suit other districts. Best practices copied from other countries and the restorative approach, as envisaged in *Ubuntu*, was used to highlight the need for stakeholders to work collaboratively to provide support to learners who display inappropriate behaviour.

1.7 ETHICAL CONSIDERATIONS

The necessary procedures regarding permission to conduct the research were followed. Application for ethical clearance was obtained from the University of Free State, and permission to carry out the study at One Stop Child Justice Centre, the facility that hosts all government departments and non-governmental organisations that work with children who display inappropriate behaviour, was obtained from Free State Department of Social Development. Once the clearance had been obtained and permission had been granted, the participants were invited to take part in the research, and informed consent was issued with a clear understanding that participants could withdraw from the study at any time without penalty. Confidentiality was maintained by keeping the information (hard copies of the data) in a secure strongroom, and access was limited by using passwords or encryption. Electronic devices or coding was used for security.

1.8 LAYOUT OF THE CHAPTERS

The study used a seven-chapter approach, which divided the topics as follows:

Chapter 1

Chapter 1 provided an orientation to and the background of the study, as well as the best practices that prompted the need to embark upon the process to develop a framework for consolidating support for learners who display inappropriate behaviour.

Chapter 2

This chapter will purely deal with the study's theoretical framework, which was aimed at healing breaches, redressing imbalances, and restoring broken relationships (Gade, 2013: 12).

Chapter 3

This chapter will report on related literature that was studied using *Ubuntu* as a lens for couching the study.

Chapter 4

This chapter will describe the use of PALAR as a research methodology, and will describe, step by step, how the framework was formulated. Actually, PALAR is the approach that was used in this study as a research methodology.

Chapter 5

This chapter will present data generated by co-researchers in a systemic way. This will be followed by analysis and interpretation thereof. The chapter will, furthermore, discuss the findings, which will be summarised in Chapter 6. The chapter will also discuss the analysis and interpretation of data and findings, and present a summary.

Chapter 6

The chapter will give an outline of the study, by providing a discussion of findings and recommendations, and a conclusion regarding the proposed framework.

Chapter 7

In this chapter, the uniquely identifiable constituent parts of the framework will be discussed and, thereafter, presented as an infused framework.

: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This study aims to formulate an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment. In this section, an analysis of the developmental stages of *Ubuntu* will be done to help us understand *Ubuntu*'s historical origins. The section also explores the principles and objectives of *Ubuntu*, as well as praxis, ontology, epistemology and rhetoric, to justify their use in assisting the study to achieve its aim. These interrelated parts will then be organised and translated into concepts, which will be applied consistently in accordance with the study's theoretical framework. The section will, furthermore, clarify the researcher's role and his mutual relationship with participants in collecting qualitative data. The chapter concludes its journey by furnishing reasons why the chosen framework takes precedence over other theoretical frameworks.

2.2 UBUNTU AS A THEORETICAL FRAMEWORK FOR THE STUDY

This study draws on *Ubuntu* as a theoretical framework that is suitable for consolidating support for learners who display inappropriate behaviour. Community concept features of *Ubuntu*, which are built on close interpersonal relationships and group interactions welded by a feeling of security and harmony on the part of all stakeholders (Khoza, 1994: 15), prompted the study to rely on *Ubuntu* to consolidate support for learners who display inappropriate behaviour. *Ubuntu* principles of caring, sharing, respect, forgiveness, humanness and communitarianism, necessitate stakeholders to jointly describe the unusual behaviour of learners with the intention of collectively determining the underlying issues that might trigger the deviant behaviour, so that the behaviour is understood in the context in which it manifests (McPhee & Craig, 2009: 2). The collectivist approach, illustrated by *Ubuntu*, promotes the use of solidarity and a sense of community, and this serves as a point of departure for the study to achieve its goal. Schools are perceived as conducive environments for initiating a multi-disciplinary approach to consolidating

support for learners who display inappropriate behaviour. *Ubuntu* social rules by which communities live (Menkiti, 1984: 173) are revealed by the stakeholders' actions, through healing breaches and restoring broken relationships that exist between teachers and learners. These social rules produce corporations within which humans behave with respect towards one another, and bind people together, resulting in a better community (Jolley, 2011: 6).

Ubuntu was deemed fitting for the study, because of its nature of working towards a situation that acknowledges a mutually beneficial condition. This helped the author identify the main components necessary for the implementation of the envisaged framework, and to ensure cooperation by team members. A dialogical platform, as proclaimed by *Ubuntu*, is essential for team members, so that they can discuss threats that may possibly impede the successful implementation of the framework. The discussions are informed by Martin Buber's philosophy of dialogue, which is an effective form of communication, and which was embraced by the study's foreign perspective of *Ubuntu* (Górzna, 2014: 45). Participants are obliged to adhere to the African cultural trait that rallies individuals to become communal in outlook and, thereby, to look out for each other (Dolamo, 2014: 215). The African cultural trait, as understood in the context of the study, enables stakeholders to explore conditions conducive to the sustainability of the framework, and to monitor its application.

2.3 THE HISTORICAL ORIGINS OF *UBUNTU*

This study considers the historical origins of *Ubuntu* from the African perspective and, correspondingly, from the foreign perspective. Advocates of the African perspective claim that *Ubuntu* is deeply anchored in traditional African life, which focuses on human engagements and interdependent relations (Sigger, Polak & Pennink, 2010: 2). I fully subscribe to the principles of *Ubuntu*, but disagree with the notion that *Ubuntu* is an exclusively African way of life, because not all Africans have *Ubuntu*. This argument is proven by evidence of a lack of values of integrity among African people who have been adulterated by the European conquest. My stance is confirmed further by a lack of communitarianism and human feeling towards the suffering of the other by some of the

African people. *Ubuntu* principles alluded to in the study are a reflection of humanity untainted; thus, the author cannot understand why Africa wants to monopolise *Ubuntu* and take sole credit for it.

The African perspective of *Ubuntu*, as narrated to us, evolves from a first generation to a fifth generation. Its foreign counterpart is comprehensively revealed in the works of accomplished scholars, such as Immanuel Kant (1724-1804); Martin Buber (1878-1965); and Mohandas Gandhi (1869-1948). Dolamo (2013: 2), claims that, according to Johann Broodryk, the notion of *botho/ubuntu* started in Egypt as far back as 1500 BCE. *Ubuntu* was then transferred to other parts of Africa during cultural movements to the southern parts of the continent.

2.3.1 African perspective

Idoniboye-Obu and Whetho (2013: 232) describe Gade's five broad phases of the evolution (generations) of *Ubuntu* from the first generation to the fifth generation:

- 1st Generation (1840-1960): *Ubuntu* is defined as a human quality. The quality referred to during this generation calls for a way of living that prevents differences and particularities from having room to thrive (Walmsley, 2011: 104).
- 2nd Generation (1960-1980): This generation defines *Ubuntu* as something either connected to or identical to a philosophy or an ethic. It places the emphasis on "being human through other people" (Mugumbate & Nyanguru, 2015: 83).
- 3rd Generation (1980-1990): The third generation pronounces *Ubuntu* to be African humanism. Two of the 10 elements of African humanism, as advocated by Khoza (1994: 12) that are related to this study, is an African personality that lends itself to the collective existence and inter-subjectivity, and a concept that conjures images of supportiveness, cooperation, collaboration, and solidarity.
- 4th Generation (from the late 1990s): The fourth generation refers to the way Africans perceive their world, which, in turn, influences their ways of knowing and doing. Baloyi and Makobe-Rabothata (2014: 262), explain the

conceptualisation of the worldview of African people along the following four dimensions: cosmology (i.e. the structure of reality), which may be grounded in interdependence, collectivism and harmony with nature; ontology (i.e., the nature of being and reality), which recognises the spiritual basis of nature, one's existence, and the universe; axiology, which refers to the primary importance of human-to-human interaction as a value system and, lastly, epistemology, which is a system of truths and a method for revealing or understanding truth or generating knowledge.

- 5th Generation: The proverb, *umuntu umuntu ngabantu*, is used by this generation to acknowledge the value of each individual or group, and the sense of belonging to one human family and being deeply connected with nature and with the universe (Sayers, 2010: 8).

2.3.2 Foreign perspective

The concept of *Ubuntu* is encompassed in an American: Rev. Martin Luther King, Jr.'s vision of "interrelatedness," whereby he refers to men been caught in an inescapable network of mutuality, which is tied in a single garment of destiny (Levy-pounds & Tyner, 2008: 10).

People expressed spontaneity after 9/11, when they travelled across the country to volunteer whatever support they could to firemen and victims of the terrorist attacks in New York on 11 September 2001. The desire of both ordinary people and movie stars to present concerts to raise funds for victims they might not even have known, and the collective compassion that was evident during those weeks and months, are the tangible measures of *Ubuntu* (Nussbaum, 2003: 9). The fact that Europeans refer to *Ubuntu* as *Bildung*, which is a humanity-related obligation, shows that *Ubuntu* is a universal philosophy. Kant describes *Bildung* as the realisation of the idea of a humanity; of a human becoming a human (Siljander, Kivelä & Sutinen, 2012: 4).

The following bullets provide the historical development process of *Ubuntu* from a foreign perspective.

- Immanuel Kant (1724-1804): This German philosopher's assertion, that it is wrong for us to treat others merely as a means (Kerstein, 2009: 163), is deeply rooted in humanness, which is one of the values of *Ubuntu*.
- Martin Buber (1878-1965): This Australian born Israeli Jewish philosopher, who believed in the value of the philosophy of dialogue to build community. Buber says that dialogue can be achieved by speaking to each other, and revealing the needs, the fears, and the hopes of the community (DeLue, 2006: 118).
- Mohandas Gandhi (1869-1948): Gandhi encouraged the world to not lose faith in humanity; he reminded us to stay focused on the good of humanity, since it outweighs all the terrible things humans have done.

All the above-mentioned evolutions of *Ubuntu* aspire to achieve social cohesion. An aspect of the study that relates to the historical origins of *Ubuntu*, is good social relations among stakeholders for implementing the framework that seeks to consolidate support for learners. The framework requires shared values and a sense of belonging, which will give members the strength to collectively deal with threats that may impede the implementation of the framework; their mutual trust makes conditions conducive to the sustainability of the framework. The members' efficient execution of good social relations enables them to monitor the application of the framework.

2.4 OBJECTIVES OF *UBUNTU*

The objectives of *Ubuntu*, as proposed by the study, set the tone for an effective and comprehensive understanding of inappropriate behaviour by learners. *Ubuntu* objectives appeal for contributions by participants to promote good human relationships and enhance human value, trust and dignity, so that an individual's issues are shared within the superstructure and/or groups within the society (Ndoda & Sikwila, 2014: 3). *Ubuntu* objectives elicit support and cooperation within communities, in order to create a positive school environment that is supportive of and cares for its learners. These objectives

portray an African worldview of unity, respect, care and love for fellow human beings (Quan-Baffour, 2014: 240).

Ubuntu objectives, through its communalist approach, encourage participants to perceive learners' inappropriate behaviour through another stakeholder's eyes, and to acknowledge that others may view it differently. Stakeholders' different perceptions are then taken into consideration when developing a joint individual development plan for consolidating support for learners who display inappropriate behaviour.

The reason behind a joint individual development plan is to avoid conflict that arise from different professional orientations and requirements. Failure to consider inputs from other stakeholders can result in very different interpretations of the root cause of the learners' inappropriate behaviour. An agreement to set aside specialised orientations to work together is necessary to recognise the shared values relating to the objectives of *Ubuntu* (Wakerman & Mitchell, 2005: 4).

2.5 PRINCIPLES OF *UBUNTU*

Ubuntu principles aim to go beyond the oppositional public debate, such as punishment versus support for learners who display inappropriate behaviour. The positive elements of principles of *Ubuntu*, namely, caring, sharing, respect, forgiveness, humanness and communitarianism, prepare us to serve as agents of social change in our schools (Levy-pounds & Tyner, 2008: 8). The elements are used in the study to address ethical challenges posed by the inappropriate behaviour of learners. These elements discourage people from seeking their own good, without regard for, or to the detriment of, others and the community (Metz, 2011: 539). These principles are used in the study to recreate a world that works for all, by placing emphasis on common humanity and the ethical call to embody our communal responsiveness in the world (Nussbaum, 2003: 3).

The principle of caring requires that stakeholders are adequately informed of the children's inappropriate behaviour so that as committed and caring community members, they are able to understand the appropriate support needed to address children's emotional and/or behavioural problems in a way that upholds human dignity, equality and

respect (DBE,2010: 14). Ideally, caring expresses an individual's humanity by means of a spirit of mutual support (Levy-pounds & Tyner, 2008: 11). Sharing, as applied in the study, refers to collective ownership of opportunities, responsibilities and challenges (Malunga, 2006: 2). It acknowledges people's different qualities and talents in a spirit of cooperativeness, to achieve a positive living (Broodryk, 2006: 8). Mporu (2002: 26) explains that people can share and show empathy to others, but if we fail to show respect to each other, the whole exercise is rendered futile, as respect is the basis of human interaction. Communitarianism, as seen in *Ubuntu*, brings unique expertise, but also an element of a communal whole (Msengana, 2006: 84).

While the study encourages collaboration, each person is expected to contribute to the well-being of the learners. The Shona idiom, *charachim we chitswanyinda*, [one finger cannot kill lice], denotes that it is impossible for teachers to single-handedly provide support for learners who display inappropriate behaviour, hence, the emphasis is on teamwork (Muzvidziwa & Muzvidziwa, 2012: 31). *Ubuntu* principles maintain that every stakeholder's proficiency is interconnected with that of others. Before resorting to punishment, forgiveness, which is necessary for reparation of broken relationships, must be considered first. Martin Buber described the dialogical principle of forgiveness as an act of forgiving both the other and oneself (Brown, 2011: 1).

2.6 UBUNTU VERSUS PRAXIS

Ubuntu praxis refers to various human acts that are manifested in real-life situations, through social, political, and economic situations, as well as among family. Chimuka (2015: 71) describes these acts as important in integrating community through its values, such as communalism, dialogue and cooperation. This section discusses *Ubuntu* praxis, to provide a better understanding of *Ubuntu*.

Former South African state president, Thabo Mbeki, popularised the term, African renaissance, and called for a shift in consciousness to re-establish diverse traditional values and, in particular, *Ubuntu*. He promoted a new social imperative, making it a critical component of embracing the individual's responsibility to the community (Iroulo, 2017: 1). Mbeki's idea links *Ubuntu* to African communitarianism, the extended African family and

traditional African values. Curle (2015: 4) cites Munyaka and Motlhabi to assist us to understand that the African philosophy of *Ubuntu* recognises that all persons have a dignity that makes a person divine, and therefore a person should be recognised, respected and valued.

2.7 ONTOLOGY OF UBUNTU

Ubuntu focuses on people – how and why they interact with each other, and their motives and relationships. *Ubuntu's* ontological position is based on the interconnections and interactions of beings. Its African worldview places more value on the humanity of every person and the need to be a good community member (Gichure, 2013: 126). Its articulation of the political philosophy of communitarianism makes it even more relevant for the study, by emphasising the good of the community (Olinger, Britz & Olivier, 2005: 3).

In all cultures found on the African continent, the community determines someone's moral values by judging whether he or she has attained full moral maturity. This judgment is based on the person's relationship with the community (Chuwa, 2014: 37). In the spirit of togetherness and communality, which is the essence of the African view of humanity, to be human is to belong to the whole community and to do so is to participate in the beliefs, ceremonies, and rituals of the group (Mbaegbu, 2015: 224).

2.8 EPISTEMOLOGY OF UBUNTU

African ways of knowing tend to be enacted and conceptualised as circular, organic and collectivist, rather than linear, unitised, materialistic and individualistic (Swanson, 2008: 54). Ovens and Prinsloo (2009: 2) argue that, from a traditional African perspective, knowledge is based on the shared social dimension of, not "I" know, but "we" know, and that it involves the integration and cooperation of all human faculties, experiences and feelings. Mangena (2012: 13) consistently agrees with the argument by Ovens and Prinsloo, linking it with his own African epistemological belief that states that elders of the

community generate moral wisdom, which then becomes a template to be used by generations to come.

These arguments require of us to explore the experiences others have in resolving their problems, so that we can acquaint ourselves with the way reality is constructed. Ani (2013: 308-311) provides us with three different dimensions of African epistemology, namely, the intuitive, religious and mythological aspects, which have shaped *Ubuntu* epistemology.

a) Intuitive knowledge

In African epistemology, knowledge refers to cooperation of all human faculties and experiences. This is cooperation that does not merely consider one's immediate experience, but that goes beyond that, to consider one's experience in its entirety. Thus, an African sees, feels, imagines, reasons, thinks and intuits, all at the same time. Everything comes together in a single whole in African thought. Thus, in one act of intuition, one grasps the totality of reality.

b) Religious knowledge

In the epistemic experience of Africans, religion provides a room for the transcendental being, and sheds light on material existence and experiences of humans. In Africa, physical phenomena are understood in conjunction with a belief in the spiritual.

c) Mythological knowledge

Africans contend with life questions – questions about their origin, nature and destiny – and try to interpret and make sense of their existence via mythical consciousness. Via myth, Africans deal with the issues of eschatology, origin, the supreme being, evil, providence, the nature of reality, life, stages of life, death, etc.

The stance that this study takes with regard to epistemology, leans towards advocacy or the participatory knowledge position, whose broad philosophical idea contains an agenda for reform (Creswell, 2003: 9-10).

2.9 REASONS FOR USING *UBUNTU*

Ubuntu's standard, which matches the moral requirements as practised in African cultures (Mangena, 2012: 1), makes it appropriate for the study. In terms of *Ubuntu*, punitive measures similar to those used during the apartheid era, which was enforced through inhumane disciplinary measures, cannot be applied as a corrective measure to resolve problems. *Ubuntu* forbids people to dehumanise each other, because to do so is tantamount to self-dehumanisation (Manala, 2002: 1041).

Ubuntu appeals to all of us to believe in the obligations of people, individually and collectively, and to provide resources, services and opportunities for the overall benefit of humanity (Adjei, 2013: 81). In the communitarian cultures that honour *Ubuntu*, justice does not reside in the individual, it resides in the community, of which an individual is a part (Mangena, 2012: 8). South Africans lost their concept of *Ubuntu* during apartheid times, when they fought for their liberation. During those days, African life lost its meaning and, with this study, I am trying to recover old concepts that ensured that villagers and people respected each other, by tracing back our African roots (Masango, 2006: 932-933).

2.10 CHARACTERISTICS OF *UBUNTU*

In this chapter, characteristics of *Ubuntu* are listed as caring, considerate, understanding, hospitable, socially mature, socially sensitive, and virtuous. These characteristics inspire, permeate, and radiate high mental and moral attributes and are at the core of the study. Mabovula (2011: 41) argues that the characteristics of *Ubuntu* enable people to work; furthermore, they promote humanness, togetherness, kindness, courtesy and good relations.

2.11 STEPS TO FOLLOW WHEN USING *UBUNTU*

The human relations appreciated by *Ubuntu* have their grounding and validity in the person of God, these human relations are manifested through prevailing love (Taylor, 2011: 15) among African people and are being shown in day-to-day life. *Ubuntu* embodies

the idea of interconnectedness of people to each other. In societies where *Ubuntu* prevails, every member is expected to visibly participate in society and to not disappear in the whole (Schoeman, 2012: 21). Community members form a crucial network of support, in which accountability and responsibility are shared by those working together. They engage with one another interactively by bringing together diverse expertise to execute plans for common goals, as well as to generate solutions for the challenges facing them (Moolla & Lazarus, 2014: 2).

2.12 ADVANTAGES OF UBUNTU

Ubuntu encourages social justice which affirms, moral virtue that promotes a collective decision-making in the achievement of a common goal. It also creates and appreciates deep personal relations that provides stakeholders with opportunities to acquire skills that enable them to meet the diverse behavioural needs of learners (Van Niekerk, 2013: 23). It engenders a broad range of values which provide guidance for concrete decisions and actions, and for the resolution of complex problems (Andoh, 2016: 5).

2.13 LIMITATIONS OF UBUNTU

Today, *Ubuntu* is facing the challenge of failing to change with the times, and this has resulted in certain “shadows” being cast over its current practice. Its limitations are demonstrated by incidents of moral degeneration associated with cultural pluralism that has had adverse effects on African morality. The *Ubuntu* community group ethic, which subjects all children to some form of discipline from any old person, has declined (Ndondo & Mhlanga, 2014: 1). Previously, the responsibility to discipline children was not confined to one person – the whole parental community took part in disciplining its children, but today, this process is left to the parents (Mpofu, 2002: 48).

Communities in both urban and township areas have experienced a change in cultural practices. They favour individualism over the communalism that underpins *Ubuntu* lifestyles. Individualism influences how people value each other, and makes it difficult to trust people living in one’s community (Engelbrecht & Kasiram, 2012: 444). *Ubuntu’s*

collectivist orientations fail to acknowledge the value of individual freedom, and its ideas are unsuitable for a developing country such as South Africa, as they are both meant for a traditional, small-scale culture, not a modern, industrial society (Metz, 2011: 532- 534).

An escalation in the number of dysfunctional families, child-headed homes, child and youth care centres and out of school youth is testimony to the fact that *Ubuntu* is no longer strong enough to provide support to children. The breakdown of the family and traditional values also contribute to the deterioration of *Ubuntu* among South Africans.

2.14 THE ROLE OF THE RESEARCHER AND HIS/HER RELATIONSHIP WITH CO-RESEARCHERS

A researcher needs to consider ethical processes before interacting with participants, and establish whether all members share a common vision (Hien, 2009: 97). Subsequent to doing so, the researcher should critically analyse and reconstruct the different relationships as they currently exist. Instead of teaching participants how to resolve their manifold problems, the concentration must be on learning from other participants – this forms the basis for exploring possible synergies between different forms of knowledge (Balasubramanian & Devi, 2006: 22-23).

Since this study falls within the confines of PALAR, the researcher must assume a role of that is equal to that of co-researchers. The researcher and participants listen to one another when they each describe how they experience and deal with the problem they face (Somni & Sandlana, 2014: 2159). This equal participation leads to a point where community members identify their own problems and form their own solutions, learn from concrete experiences and critically reflect on their experiences as they work towards the common good (Green & Kearney, 2011: 54). The researcher maintains a degree of divergence between the different forms of knowledge involved and also ensures that the participants are willing to listen, open to learning, and responsive to information, questions and suggestions, as well as making sure that they have the courage to criticize when necessary (Balasubramanian & Devi, 2006: 25).

2.15 RHETORIC IN *UBUNTU*

Language that is prominently used in this study echoes the power of reconciliation and the potential for building bridges and creating unity among people. It embodies the attributes related to *Ubuntu*, which can put an end to fear, remove grief, instil joy, and increase pity in the collectivist. Sharing, one of the distinguishable words featured in the study, requires of people to share their different qualities, talents and resources, in a spirit of cooperativeness for a positive living (Broodryk, 2006: 8).

The ethics of care, which is grounded in connections with others – attachment, sensitivity, relationships of responsibility (Makoe, Richter & Jubber, 2015: 67-76) – aims to strengthen relationships between community members. The spirit of solidarity, which prevails among interconnected people, forms a common front when confronting challenges facing the community, since fragmentation of any unity would be detrimental to the realisation and feasibility of unity in the community (Mandova, 2013: 102).

In order for reconciliation to take place, offenders have the responsibility to acknowledge their wrongdoing and take active steps to repair the harm caused by their actions (and perhaps repair the impacted community). Language used in *Ubuntu* promotes reconciliation, as a way forward for societies wounded by protracted or intractable conflict (Hatch, 2009: 1-2). *Ubuntu* language promotes tolerance, to allow participants to make moral evaluations. It is important that these evaluations evolve from a continuous discussion and debate between various role players, and do not disregard people's points of view. Respectful language, in addition to tolerance, is probably an essential quality, particularly for people working together for a common cause (Mabovula, 2011: 42).

: LITERATURE REVIEW

3.1 INTRODUCTION

The study seeks to formulate an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour. In this chapter, related literature will be reviewed, using *Ubuntu* as a lens to coach the study. The aim of studying the literature is to respond to the research question in order to achieve the objectives of the study.

The purpose of the chapter is to develop constructs as organising principles to guide the study to achieve its aim. The chapter, furthermore, interprets the constructs, so as to make sense of the empirical data that will be presented in Chapter 4. In order to make a logical presentation of the study, the author adopted the following factors that emanate from the principle of the best interests of a child: the nature of the relationship between the child and the parent; any medical condition a child may have, the child's stage of development; the child's emotional and intellectual development; and, lastly, exposing a child to any harmful behaviour.

The chapter unfolds by, firstly, providing definitions of operational concepts and indicating how these concepts are applied in the study. Secondly, I provide a brief insight into the legislative mandate of the principle of the best interests of a child. Thirdly, I demonstrate and justify the need for formulating the envisaged framework. Fourthly, the chapter identifies the main components necessary for implementing the envisaged framework. In the fifth place, I identify the anticipated threats that may impede the successful implementation of the envisaged framework. In the sixth place, I explore the conditions conducive to the sustainability of the envisaged framework, before monitoring the application of the framework. Finally, I provide a summary of the chapter.

3.2 DEFINITION AND APPLICATION OF OPERATIONAL CONCEPTS

This section provides a definition of operational concepts, as applied in the study, to assist the reader to make sense of their usage, as these concepts lead the study to achieving

its objectives. The concepts that form the pillars of the study are intersectoral collaboration, consolidate support and inappropriate behaviour.

3.2.1 Intersectoral collaboration

The term intersectoral collaboration refers to collective actions involving more than one specialised agency, each performing different roles for a common purpose (Adeleye & Ofili, 2010: 1). According to Mlozi, Rumisha, Mlacha *et al.*, (2015: 2), intersectoral collaboration usually extends beyond the scenario where organisations are merely working together; instead, it involves a partnership and a commitment to seek out mutual relationships and achieve goals.

In this study, different expressions, such as partnership, teamwork, stakeholders, and multi-disciplinary team, are used interchangeably to describe intersectoral collaboration. According to the Merriam-Webster Dictionary, to collaborate means to work jointly with others or together, especially in an intellectual endeavour. The partnership is a voluntary and collaborative relationship between various parties, both state and non-state, in which all participants agree to work together to achieve a common purpose or undertake a specific task and to share risks, responsibilities, resources, competencies and benefits (Malena, 2004: 3). The Department of Basic Education (DBE, 2016: 9) describes teamwork as the cooperation of different sectors in an open and a supportive way to achieve shared goals.

Members with different professional backgrounds and skills that can compensate for each other and work together in the same direction to achieve the same goals form a multi-disciplinary team (Tang & Hsiao, 2013: 1). Multi-disciplinary teams develop the best support plans for learners together, instead of each specialist seeing a learner individually giving their opinions.

3.2.2 Consolidated support

In Howley, Johnson and Petri's words (2011: 1-2), consolidated support strengthens the psycho-social and interpersonal skills of learners, by securing the efficiencies of

consolidation that are believed to lead to improvements in educational outcomes and learner attainment.

3.2.3 Inappropriate behaviour

Inappropriate behaviour exhibits as aggression towards people and animals, destruction of property, deceitfulness, theft, serious rule violations and in related mental disorders (Clark, Vanyukov & Cornelius, 2002: 109-110).

3.3 PRINCIPLE OF BEST INTERESTS OF THE CHILD

Section 9 of the Children's Act 38 of 2005 states that, in all matters concerning the care, protection and well-being of a child, the best interest standard must be applied (DSD, 2010: 24). In addition to Section 9 of the Act, Section 7 goes further, to give factors that must be taken into consideration when applying this principle (DSD, 2010: 23-24). Over and above the preceding sections of the Children's Act 38 of 2005, South Africa dedicated Section 28(2) of its 1996 Constitution to expanding and entrenching the principle of the best interest of a child (Gallinetti, 2009: 10).

3.4 THE NEED TO FORMULATE THE FRAMEWORK

The legislative mandate of the education system is to promote education for all learners and to foster the development of inclusive and supportive centres of learning (DBE, 2001: 5). To achieve this goal, a holistic and integrated support provision, through intersectoral collaboration, needs to be applied. In contrast to this legislative mandate, learners who display inappropriate behaviour are dealt with punitively using bureaucratic actions, without offering them any means of support.

Children involuntarily behave inappropriately because of the prevailing relationship they have with their parents, as a deficient parent/child relationship does not promote family stability and cohesion (Mutie, 2015: iii). The problem is aggravated by schools that fail to provide learners with age-appropriate support consistent with the child's stage of

development and the child's emotional and intellectual development. In an effort to modify the behaviour of learners who transgress, schools fail to consider the fact that some behaviour is triggered by biological factors, and certain medical conditions (Zengeya, 2016: i). This problem is compounded by schools who fail in their duty to protect learners, by exposing them to situations or people who model harmful behaviour to children. All these factors validated a need for a framework.

3.4.1 Challenges facing consolidating support for learners who display inappropriate behaviour

In this section, the need for quality parental care, involuntary disruptive behaviour, bullying, gangsterism, and illicit use of drugs will be discussed with reference to the authoritative voices, research findings, policies and/or guidelines derived from literature review, to highlight prevailing challenges to consolidating support for learners who display inappropriate behaviour.

3.4.1.1 *The need for quality parental care*

Quality parental care is the foundation for humane moral and cultural beliefs, which greatly shape a child's future social, cognitive, and emotional development (Popov & Ilesanmi, 2015: 253). The actions of parents who fail to provide their children with quality parenting, breach the principle of the best interest of the child, because this failure by parents to provide their children with quality care has consequences for the behaviour the child will display later in life. Sanders and Morawska (2014: 4) affirm that the quality of parenting a child receives is one of the factors that contributes to the development of behaviour that children display. In terms of Section 156 of the Children's Amendment Act 41 of 2007, the court may make an order to remove the child from its parents if it finds that the child is in need of care and protection (RSA, 2007: 69).

In spite of the intention of the Children's Amendment Act 41 of 2007 to safeguard the wellbeing of children, the Act has some grey areas. In advocating for the removal of a child who does not receive quality parenting from his/her parents and community, the

above-mentioned section encourages a Western phenomenon, which erodes the African philosophy of *Ubuntu's* principles (see 2.5), which call on the whole community to serve as agents of social change, by helping parents to take care of their children. In African contexts, communities traditionally collectively raise children to uphold the values of *Ubuntu* (Johnson & Quan-Baffour, 2016: 2).

3.4.1.2 *Involuntary disruptive behaviour*

Jacobsen (2013: 8) indicates that destructive and aggressive behaviour, defiance, temper tantrums, and impulsive and hyperactive behaviours are some of the irritating disruptive behavioural disorders displayed by learners. According to the Effective Health Care Program (EHC, 2014: Online), disruptive behavioural disorders are marked by temper tantrums, interpersonal aggression, and defiance behaviour.

Disruptive behavioural disorders are triggered by a dynamic interplay between instigating factors, which teachers find difficult to understand. The Guidelines for Inclusive Teaching and Learning (DBE, 2010: 94) state that learners suffering from disruptive behavioural disorders display oppositional and defiant behaviours and aggressiveness, and other problems in relation to their conduct.

The fact that children with disruptive behavioural disorders are disruptive does not mean teachers can marginalise them. It is worth mentioning that Article 3 (1) of the Convention on the Rights of the Child (UN, 2013: 5), places an obligation on us all to ensure that the best interests of the child are assessed and taken as a primary consideration in all actions affecting children. Therefore, with regard to children with disruptive behavioural disorders, their best interests should be based on their physical, emotional, social and educational needs.

3.4.1.3 *Bullying*

The early stages of development and experiences of children shape who they are, as their experiences affect their lifelong health and learning (Sandstrom & Huerta, 2013: 4). Conditions involving children raised under parental hostility and threats are predictors of

child bullying (Burkhart, 2012: 70). Victims of bullying achieve lower scores in their class assignments as they lose interest in learning (Block, 2014: 12). The National School Safety Framework (CJCP & DBE, 2012: 2) alludes to the finding that victims of bullying often suffer from health issues, physical injury and severe emotional and psychological problems, which can result in school dropout, and last a lifetime.

Considering the adverse effects of bullying on its victims, it will be in the best interest of both the victim and the perpetrator, if bullying can be classified as one of the schedules of offences in terms of the Child Justice Act 75 of 2008, so that perpetrators can be dealt with in terms of restorative justice processes. Current school policies fail to instil in learners the values of caring for one another's well-being and showing compassion to one another.

3.4.1.4 Gangsterism

Scholars have noted that there is no single factor that explains why children join gangs, but some evidence suggests that low self-esteem has a significant relationship with the characteristic features of gang membership, e.g., aggression and antisocial and offending behaviour (Madden, 2013: 5). This behaviour occurs because, when a child experiences a decrease in self-esteem, he/she begins to question his/her self-worth and begins to doubt his/her abilities and potential for success. Once this self-confidence is lost, he/she descends into a state of perpetual doubt of self-worth and self-love; thus, partaking in a cycle which is difficult to break (Arakelian, 2015: 2).

To improve learners' self-esteem, 1995 White Paper on Education and Training has entrusted schools with the duty to advance and protect citizens, so that citizens have the opportunity to develop their capabilities and potential (DoE, 1995: 21). Therefore, in keeping with this White Paper, the school curriculum has to cultivate a sense of mastery in learners with low self-esteem. Such a school programme can insulate children against gang affiliation, as it will equip them with skills to be sensitive to other learners by respecting their human dignity, as well as by showing respect and compassion to fellow learners.

3.4.1.5 *Illicit use of drugs*

Shembe (2013: 4) argues that the school attendance of learners who use drugs is inconsistent, these learners struggle to focus on the teacher and tend to be sleepy in class, which affects performance in their schoolwork. Additionally, Simatwa, Odhng', Juma and Choka (2014: 315) associate illicit use of drugs with school dropout, injuries, loss of life, destruction of property, moral decadence, indiscipline and compromised academic standards. In acknowledging the seriousness of unlawful use of drugs by learners, the Department of Basic Education (DBE, 2013: i) associates illicit use of drugs with academic difficulties, absenteeism and dropping out of school.

Children's vulnerability makes them easy targets for various forms of abuse. Drug dealers abuse children by getting them hooked on drugs, which is not in the best interest of the child, because it violates the child's right to the enjoyment of the highest attainable standard of health (UN, 2013: 7).

As noted above, illicit use of drugs is a societal problem that requires a joint effort and serious thought about what has to be done to protect children from predators who are determined to ruin their future. One of the measures that need to be considered is implementing laws that are currently in place to give effect to children's rights, such as screening of people who come into contact with children.

3.4.2 The main components of consolidating support for learners who display inappropriate behaviour

Helping learners who display inappropriate behaviour to acquire desirable knowledge, skills and attitudes about appropriate behaviour and responsible self-control, is not the sole responsibility of teachers. Therefore, in this section, I discuss, as main components for consolidating support for learners who display inappropriate behaviour, encouraging positive parent-child relationships, creating an environment conducive to discussions, propose positive parent-child relationships, a welcoming school environment, using a restorative approach to repair impaired relationships, providing learners with curriculum that caters for their developmental needs, and, lastly, bringing the entire community

together to develop a comprehensive vetting tool for all vendors in and around school premises.

3.4.2.1 *Encouraging positive parent-child relationships*

It is among his/her family that the child feels secure, loved and protected, and Da Figueiredo and Dias (2012: 712) argue that families are the fundamental basis for the children's healthy development. Stimulating and responsive parenting practices have important effects on a child's academic development (Topor, Keane, Shelton & Calkins, 2010: 2), and they promote the development of a positive parent-child relationship that is reflective of, and informed by, African cultural values and heritage (Ekundayo, 2015: 148).

A positive parent-child relationship, as espoused by this study, is one that holds family relations in high esteem. Family relations entail the role played by extended family and community members in the absence of biological parents. In keeping with *Ubuntu*, people who live together are a family, hence the African proverb, it takes a village to raise a child.

3.4.2.2 *Creating conditions conducive to mutual dialogue*

Effective arguing, bargaining, and social learning, which are intended to enhance support for learners who have disruptive behaviour disorders, are in the best interests of the child, because constructive arguments create a common understanding of the issue at stake (Newig, Schulz, Fischer, Hetze, Laws, Lüdecke & Rieckmann, 2013: 2978). Engaging in dialogue gives people the opportunity to verbalise their thoughts, share opinions, and confirm understanding of subject matter and, at the same time, improve communication skills (Klisc, 2015: 1). Similarly, the first generation of the African perspective of *Ubuntu* (see 2.3.1), advocates information to be shared, in order to gain a common understanding of disruptive behaviour disorder. Education White Paper 6 elevates the argument further, by encouraging schools to create environments conducive to a collectivist approach to rendering integrated services, to help all learners to perform well academically.

Reflecting on the above narratives, it is apparent that the narratives encourage plausible discussions and create conditions conducive to teamwork and sharing of ideas on how to

enhance support for learners who suffer from a group of related psychiatric disorders of childhood marked by temper tantrums, interpersonal aggression and defiance (EHC, 2014: 1).

3.4.2.3 *Modelling positive behaviour*

Research findings have established that early and concurrent behaviour of parents is influential in the development of their children, and that father ideologies are more closely related to sons (Halpern, 2014: VI). It is also claimed that aggressive behaviour by children is the result of a parenting style imposed on them by their parents (Evangelista, Mendoza, & Aquino-Malabanan, 2014: 78). These arguments are supported by evidence that suggests that family environments constitute the basic ecology where children's behaviour is manifested, learned, encouraged, and suppressed (Hoskins, 2014: 506).

The arguments cited above are that children who are exposed to violent behaviour, modelled by adults, are easily indoctrinated to model the same behaviour. Therefore, it is in the best interests of children that parents avoid demonstrating behaviour that might have harmful effects on the behaviour of children.

3.4.2.4 *Inculcating good citizenry*

The obligation under the provision of Article 24.2(f) (64) of Convention on the Rights of the Child recognises violence as a significant cause of mortality and morbidity in children (UN, 2013: 14). The article emphasises the need to create an environment that protects children from violence and encourages their participation in attitudinal and behavioural changes at home, in schools and in public spaces. The article forbids attitudes that perpetuate the tolerance and condoning of violence, because such attitudes lead to the loss of values, the imbibing of false values, and a lack of self-spiritedness and patriotism, which have pervaded all aspects of society (Olibie & Akudolu, 2013: 95). All the aforementioned social ills appeal to a learning programme that promotes good behaviour through community involvement and promoting tolerance among people (Burton, May & John, 2015: 76).

Ubuntu advocates a holistic approach to education, in which human character is developed and fine-tuned for a sustainable lifestyle by inculcating a spirit of unity and brotherhood among people (Bondai & Kaputa, 2017: 37). In keeping with the tenets of *Ubuntu*, the South African Qualifications Authority (SAQA) Act of 1995 (DoE, 2001: 15), corroborates the arguments above, by maintaining that a learning programme needs to inculcate civic-mindedness and tolerance for difference within the group, by emphasising the importance of making a positive contribution to the group and society, and empathy for more vulnerable members of the community.

It is obvious, from the behavioural challenges facing schools, that there is a need for a curriculum that equips learners with the skills to care for and develop relationships with others, in order to reinforce the vulnerable learners' sense of belonging and mastery. The best interests of the child should be a basis for developing a curriculum content that observes the child's needs, by ensuring that all learners attain a certain level of accomplishment, and by attaching particular importance to the child's physical, emotional, social and educational needs.

3.4.2.5 *Aligning school-level policies*

The South African Constitution (No. 108 of 1996) and subsequent Children's Act (No. 38 of 2005, as amended), are important pieces of legislation for ensuring that children's rights are protected and that provisions are made to ensure protection of the best interests of the child (DSD, DWCPD & UNICEF, 2012: 47). Article 33 of the Convention on the Rights of the Child gives guidance to states and parties on how to take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances (Protection Project and International Centre for Missing & Exploited Children, 2013: 106). Moreover, the Children's Act 38 of 2005 guides schools on their statutory duty to screen people who come into contact with learners.

To meet their statutory obligations on safeguarding learners, school policies have to be aligned with other pieces of legislation, to protect children from dishonest persons whose

professional or voluntary activity bring them into contact with children, and businesses in the vicinity of schools.

3.4.3 Conditions conducive to the sustainability of the framework

This section will discuss conditions conducive to sustainability of the proposed framework, by focusing on strengthening family and community networks, implementing intersectoral collaboration initiatives at schools, declaring bullying to be a criminal offence, creating a positive climate for learning, and screening people and businesses in and around schools.

3.4.3.1 *Strengthening family and community networks*

A strong family and community network is a pillar that provides parents with support and information to help them become more capable and competent to care for their children in ways that produce optimal parent and child outcomes (Trivette & Dunst, 2014: Online).

Strengthening family and community networks is effective in enhancing a child's holistic development and maintaining primary attachments, which influence a child's emotional regulation and social behaviour, both contemporaneously and later in life (Ahnert & Lamb, 2011: 1). Article 18 of the African Charter on the Rights and Welfare of the Child (Organisation of African Unity, 1990) states that families are the natural unit and basis of society, and should enjoy special protection.

3.4.3.2 *Establishing collaboration initiatives*

Given the recurrent debates about schools' inability to provide support for learners with disruptive conduct disorder, strong and appealing arguments are called for to make the educational sector more committed and responsible for the implementation of intersectoral collaboration initiatives in schools (Pucher, 2015: 11). The limited level of teachers' knowledge and expertise about disruptive behaviour disorders, support the call for intersectoral collaboration, so that psycho-medical professionals – psychologists and various medical practitioners –serve as consultants to school staff, and indirectly

intervene with learners (Cooper & Cefai, 2013: 37). Intersectoral collaboration helps different sectors to collectively analyse the behavioural problems of learners and agree on a common understanding of the underlying issues that manifest themselves in disruptive behaviour disorder.

3.4.3.3 *Outlawing bullying*

Outlawing bullying by forbidding it will help to measure the actions of a child who hurts or frightens others, according to schedules of offences found in the Child Justice Act 75 of 2008 (Cornell & Limber, 2015: 333). The restorative approach derived from this Act promotes the use of a positive approach to encouraging the perpetrator and the victim to talk about their feelings, instead of resorting to violence and harassing other learners. The healing process, as alluded to in the Act, could bring about a change of attitude for dealing with bullying, by expanding and entrenching the principle of restorative justice by ensuring that perpetrators take responsibility and accountability for bullying others (RSA, 2009: 4).

3.4.3.4 *Boosting learners' self-esteem*

Learners' self-esteem can be boosted by a curriculum that imparts in them skills such as resiliency or self-efficiency, while also taking into consideration the individual needs of learners (Arakelian, 2015: 20). Variation in learning content inculcates in learners a positive feeling about the learning content, which diminishes chances of learners being easily recruited into gangs. A learner who enjoys school is able to overcome unhelpful habits, to control impulsivity, and to develop the skills of assertiveness, negotiation, conflict resolution and other effective ways of behaving as a member of society (Kenny, Blacker & Allerton, 2014: 441).

3.4.3.5 *Taking proactive action*

Protecting children from the illicit use of drugs is the shared responsibility of every citizen. Therefore, schools must work with parents, communities and law-enforcement agencies

to protect children from the illicit use of drugs and people who entice them to use drugs. In terms of the Convention on the Rights of the Child, “States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances” (Veerman, 2012: 2).

A school policy that makes provision for screening people who come into contact with learners, is the foundation for combating the illicit use of drugs by learners. Such a policy will bring schools into conformity with Chapter 7, Sections 111 and 128 of the Children’s Act 38 of 2005 (DSD, 2010: 62, 68), which sets the tone for the basic screening practices for checking the suitability of people who come into contact with children. Therefore, schools have to review their policies and create a culture of screening procedures to help deter, reject or identify people who might be feeding drugs to children (DBE, 2014: 16).

3.4.4 Threats to successful implementation of the framework

In the previous section, conditions suitable for consolidating support for learners who display inappropriate behaviour were discussed in detail. Contrary to these conditions, there are threats and risk factors that might impede the envisaged framework that we ought to acquaint ourselves with. Therefore, in this section, a detailed picture of possible threats and an explanation of how to avoid these threats in order to attain the envisaged framework, will be given.

3.4.4.1 *Fractured family setup*

The fractured family setup is devastating for children, as its impact poses a danger to children, who end up performing poorly at school (Babalís, Tsoli, Nikolopoulos & Maniatis, 2014: 20). Children who cause problems, rivalry and discontent in the school, are usually from broken families, as this circumstance causes a decline in the quality of parenting children receive (Saikia, 2017: 446).

Research has proven that children from steady families exhibit better developmental adjustment than children whose parents fail to establish a cooperative parental style.

However, the problem can be arrested by helping children cope with, or recover from difficulties they experience, through programmes that are developmental and therapeutic.

3.4.4.2 *Different sectoral mandates*

Research indicates that schools' efforts to use a multidisciplinary approach to respond to inappropriate behaviour by learners is made difficult by power dynamics, poor communication patterns, and a poor understanding of roles and responsibilities, which result in conflict due to differences in approaches (Bouillet, 2013: 96). The trend of keeping stakeholders away from school, because of the belief that tuition time must not be compromised, denies learners whose development is most at risk, access to essential services (Viviers, Biersteker & Moruane, 2013: 34). Given the need for consolidating support for learners with disruptive conduct disorder, stakeholders must establish a holding vision that has clear objectives for sustainable collaboration, to eliminate many of the challenges that are reported by the study (Widmark, Sandahl, Piuva & Bergman, 2011: 8). This holding vision will lead to a holistic framework that has a specific focus on learners who have been educationally marginalised, because of the behaviour they display.

3.4.4.3 *Disjointed pieces of legislation*

The current legal and policy approaches, strongly rooted in laws on harassment and discrimination, do not provide adequate protection against bullying (Cornell & Limber, 2015: 333). In addition, the law fails to assign responsibility, or empower teachers with disciplinary tools that will address the complex issue of bullying (Mitchell, 2012: 1).

Guided by the key principles of a human rights-based approach, which include inter-sectoral interventions, a continuum of services, participation and partnerships (DSD, 2014: 4), the gap that exist in the law can be bridged by a joint recommendation to policymakers to expand a definition of abuse to encapsulate bullying, so that it can be reported in accordance with the Children's Act 38 of 2005, by using a prescribed Form 22, which is the form used for reporting abuse to provincial Department of Social

Development, Designated Child Protection Organisation, or a police official (DSD, 2010: 322).

3.4.4.4 *A broken sense of belonging*

Learners whose sense of belonging is broken from school because of the curriculum's insistence on teaching all learners from the same curriculum at the same level, as if they are all intellectually precocious, easily fall prey to gang affiliation. Low academic aspiration and disengagement from the school are some of the risk factors associated with gang affiliation (Khan, Brice, Saunders, & Plumtree, 2013: 2).

The curriculum that fails to instil mastery in learners limits their potential to develop holistically. Learners who find that they cannot cope in class, stand back and objectively balance the desirability of obtaining the approval of gangsters against the importance of doing what they want to do (INTO, 1995: 4). Schools are in a good position to provide potential gang members with skills to communicate, to negotiate and support peaceful solutions to conflict, including offering learners the possibility of learning and internalising values of solidarity, tolerance and respect (UNICEF, 2012: 4).

3.4.4.5 *Unregulated practices*

Lack of preventive and precautionary measures in and around schools places learners at risk of procuring drugs from entities within their social environment. Section 28(d) of the Constitution states that every child has the right to be protected from maltreatment, neglect, abuse or degradation. This section can be imposed on a wide range of people involved in the delivery of child-targeted services, by ensuring that they are all screened in terms of the Children's Act 38 of 2005 (DSD, 2012: 48). The screening process is one of the numerous processes through which risk to children can be mitigated.

Schools should have a policy in place whereby individuals are subject to checks ("vetting"), before they are allowed to work or volunteer with children, in an attempt to exclude individuals with relevant criminal convictions or with a history of concerning behaviour from having contact with children (Lynch, 2013: 540).

3.4.5 Indicators of success in formulating the framework

This section embarks on a detailed discussion relating to the five primary indicators for measuring the success of the envisaged framework to address the existing disparities in consolidating support for learners who display inappropriate behaviour. The five primary indicators, namely, community-based approach, a shared vision of the problem to be addressed, bridging the legislative shortcomings in promoting safe schools, providing a curriculum that promotes positive behaviour, and vetting people who come into contact with learners, were identified in response to the challenges identified by the study.

3.4.5.1 Communal approach

A family-centred, community-based approach will measure the support parents are receiving from the community, so that they feel better about their parenting abilities and, in turn, interact with their children in responsive and supportive ways (Trivette & Dunst, 2014: 2). This approach will empower parents to support their children's learning, provide opportunities for parents to meet with and support each other and also involve the community and coordinate with relevant partner agencies (Higgins & Morley, 2014: 2). It is through this community-based approach that the support parents receive will reflect the African precept of communality, which is rooted in *Ubuntu*, the philosophy key to all African values and which involves humanness, a good disposition towards others, a moral nature based on trust and morality, sharing (interdependence), cooperation and participation (Xaba, 2015: 198).

3.4.5.2 Shared vision of the problem to be addressed

If stakeholders demonstrate a shared vision, denoting agreement about roles required to consolidate support for learners suffering from disruptive conduct disorder, a consistent response to the developmental needs of the learners is possible. Therefore, if stakeholders change their thinking and professional practice in working with children with disruptive conduct disorder will lead in the direction of setting and attaining mutual goals

(Gulzar & Saif, 2012: 8), since no single stakeholder has all the solutions, all the time, to deal with disruptive behaviour disorder.

3.4.5.3 *Coordinated pieces of legislation*

It is imperative that the Department of Basic Education meaningfully addresses school safety issues by fixing an obvious gap that exists in promoting school safety. The current legal and policy approaches, strongly rooted in laws regarding harassment and discrimination, need to provide adequate protection for victims of bullying (Cornell & Limber, 2015: 333).

In terms of the Children's Act 38 of 2005, abuse of a child is defined not only as any form of harm or ill-treatment, deliberately inflicted on a child, but also as bullying by another child or exposing a child to a conduct that can hurt him/her emotionally or psychologically (Batterbee, 2014: 110). The focus of the milestone for bridging the existing gap by defining bullying, is to explicitly pass a piece of legislation that criminalises bullying.

3.4.5.4 *Inclusive learning programme*

The school curriculum, which promotes the children's learning and socialisation competencies by allowing learners to become part of the class, the school, and the community, will improve the self-esteem of learners. In addition, such a curriculum will strengthen the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes. Furthermore, it will help them to create, for themselves and others, places of safety, security and healthy interaction (UNICEF, 2000:4). Such a curriculum will promote positive behaviour that spurs learners' interest in school and, subsequently, discourages them from joining gangs, as their self-esteem will be high.

3.4.5.5 Screening of people who come into contact with learners

Adhering to Section 126 of the Children's Act 38 of 2005 will enable schools to protect learners from people who remain steadfast in ruining the lives of vulnerable children. Section 126 gives the person managing or operating the institution powers to establish whether the name of the person coming into contact with children, appears in Part B of the Child Protection Register (DSD, 2010: 67). This measure is intended to ensure that people with criminal records or those with a history of concerning behaviour are excluded from making contact with children. According to Lynch (2013: 541), vetting is a vital component of child protection, as it guarantees supervised access to children.

3.5 CHAPTER SUMMARY

This study endeavoured to formulate an intersectoral collaboration framework for consolidating support to learners who display inappropriate behaviour, in order to improve learner attainment. The study sought answers to behavioural challenges teachers face with on daily basis, with emphasis on behavioural support, not control or management, so that the learner is empowered. The behavioural challenges identified in the study include the need for quality parental care, disruptive behaviour disorder, bullying, gangsterism and illicit use of drugs.

The study, furthermore, sought to bring together diverse sectors to achieve common goals and understanding of factors that trigger inappropriate behaviour, and to generate solutions for challenges displayed by learners. The study uses PALAR as its research methodology to encourage the generation of ideas.

: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The aim of the study is to formulate an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment. In so doing, the study leans towards a communal approach to achieve its aim.

Although in this study, PALAR was used as a research methodology and approach to research. PALAR is a set of principles and practices for originating, designing, conducting, analysing and acting on a piece of research (Pain, Whitman, Milledge & Trust, 2011: 2). In our case, PALAR was used as a method to describe, step by step, how the framework would be formulated. Another reason for using PALAR is because it aligns with *Ubuntu*, which is the theoretical framework couching the study. PALAR and *Ubuntu* both embody collective participation by community members and are about people coming together to establish relationships, recognise potentials, and reflect on all relevant aspects, in order to learn from the collective.

This chapter is divided into five subdivisions. The first one is the theoretical part, which focuses exclusively on PALAR's historical origins, objectives, principles, praxis, ontology and epistemology, reasons for using PALAR, characteristics, steps, advantages and limitations of PALAR, and the role of the researcher and the co-researcher. The second sub-division describes CDA and its application in the study, with special attention paid to three instruments, namely, text and talk, the social perspective and discursive practices. In the third sub-division the empirical part of PALAR is described, namely, how the research was conducted and conceptualised with a focus the research forum, coordinating team, team building, team priorities, strategic planning, action phase, monitoring and reflection the practical part of the study. The fourth subdivision explains how approval was granted to conduct the study in order to minimise risks, as the study involved human participants as co-researchers. Lastly, the fifth sub-division provides a summary of the chapter.

4.2 THEORETICAL PART OF PALAR

4.2.1 PALAR approach as research methodology

The study used PALAR, which is an approach, as its methodology for addressing the inappropriate behaviour of learners. After the research proposal had been thoroughly discussed and accepted by the Faculty of Education, co-researchers deemed it fit to adopt PALAR as our research methodology. We confined our actions to related concepts and values, such as equal participation, collaboration, communication, and community of practice, networking, and synergy (Zuber-Skerritt 2015: 6).

Adhering to PALAR values assisted us to gather knowledge and to contribute equally to the creation of a more just society, by putting our faith in the collaborative generation of knowledge (Wood, Greyling & Du Toit, 2015: 1- 2). Our actions carried the attributes of *Ubuntu*, an African communitarian philosophy, which gave us confidence to participate in the study. Consequently, harmonious relationships and an invitational, welcoming spirit prevailed amongst us and made it possible for the study to achieve its goal. The composition of our team of co-researchers, which comprised a blend of academic researchers and ordinary people (marginalised people, vulnerable people and people at risk), evoked *Ubuntu's* respect for humanity, which also led to PALAR as the research methodology being suitable for the study.

4.2.2 Historical origins of PALAR

An introductory workshop was conducted to explain to the co-researchers that PALAR is an approach that incorporates related concepts and values, such as participation, collaboration, communication, community of practice, networking, and synergy. In addition, co-researchers were informed that the study would use PALAR as a methodology, because it constitutes a philosophy that is embedded in a methodology, a theory of learning, and a facilitation process (Zuber-Skerritt, 2015: 12). Thereafter, an explanation was given to the co-researchers about the complex historical origins of PALAR and its creative, innovative, collaborative and self-developed way to conduct community-based research (Wood & Zuber-Skerritt, 2013: 1) that helps to address common problems through a communal approach (Wood & Zuber-Skerritt, 2017: 6).

4.2.2.1 First Generation (1913)

Our findings indicate that J.L. Moreno was the first person to use the terms interaction research and action research. Moreno used group participation and the idea of co-researchers, as long ago as 1913, in community development initiatives during his research with prostitutes in the Viennese suburb of Spittelberg (McTaggart, 1994: 316). Further proof that he is a founder of action research is his involvement in the part of sociology that deals with the integration and participation of people in the process of social change (Gunz, 1996: 145).

As we were a team of co-researchers, we then imitated Moreno's best practices of group participation and community development in a search for answers to the study's challenges mentioned in Chapter 3. Each co-researcher was given an opportunity to narrate their own experiences of dealing with learners who display inappropriate behaviour. Our mutual interest, that is, consolidating support for learners, discouraged issues of power imbalances amongst co-researchers and promoted a sense of belonging, discipline and community involvement and instilled self-reliance in our capabilities (Mpofu, 2002: i).

4.2.2.2 Second Generation (1940)

Kurt Lewin's community-based work (1946; 1948), bears a resemblance to action research. Lewin's work and reputation gave impetus to action research movements in many different disciplines, which brandish two ideas central to Lewin's work: collaborative decision-making and a commitment to social improvement (Banfield & Cayago-Gicain, 2006: 510- 511; Kemmis & McTaggart, 2005: 272).

Lewin's ideas encouraged us to participate in the study, because of the assurance that was given to us that we would participate in a collaborative decision-making process to achieve meaningful social change through the collective action of multiple ideas provided by a diverse team of co-researchers. Collaborative decision-making signifies a commitment to encouraging synergy between co-researchers, as we planned and

developed possible solutions to our problems together in order to bring about social improvement.

4.2.2.3 *Third Generation (1953)*

A decade after Lewin introduced action research, Corey promoted a version of action research that featured extensive collaboration with school districts and teachers across the United States of America. The method was later named cooperative action research (Morales, 2015: 158). In the cooperative inquiry, a group of people come together to explore issues of concern and interest. All members of the group contribute to the ideas that go into their work together, and participate in the activity that is being researched (Reason, 1999: 5).

In the preparatory meeting of our study, co-researchers agreed that absence of quality parental care, and the prevalence of disruptive conduct disorder, bullying, gangsterism and illicit use of drugs have adverse effects on learner attainment. Co-researchers made a commitment to work together in a cohesive partnership to address these challenges.

Co-researchers agreed to establish a coordinating team to search for possible solutions to challenges that had been identified by the study. They acknowledged that it was only through positive relationships that they could work collaboratively to encourage communication and debates around issues of inappropriate behaviour.

4.2.2.4 *Fourth Generation (1960)*

Zuber-Skerritt (2011: 36), claims that Orlando Fals Borda is arguably the originator of participatory action research (PAR). Juujärvi and Lund (2016: 1) say PAR originates from liberation theology, neo-Marxist approaches to community development, and liberal human rights activism, and its emphasis is on people's empowerment, through collective action. It has its origins in the late 1960s, within a more general questioning of positivism. It calls for member participation in research, aimed at practical benefits for the people in communities and organisations. In the early days of PAR, professionals, such as Saul Alinsky, initiated participatory community organisation among disadvantaged members

of society (Kidd & Kral, 2005: 188), and since PAR appealed to many people, including the marginalised, it started to become more popular in the 1990s (Reza, 2007: 30).

Co-researchers were attracted to PAR and decided to take a liberal collective stance in collectively consolidating support for learners, as we realised that there are multiple causes of inappropriate behaviour. After lengthy discussions, we drifted from the territorial mentality, which usually results in punitive action meted out to learners, and adopted restorative intervention, which is therapeutic and developmental.

4.2.2.5 Fifth Generation (1990)

Participatory action learning and action research is an emergent genre in the large family of action research, which developed in 1990 after PAR adherents showed their concern through community development, mobilisation, and engagement (Zuber-Skerritt, 2015: 6). Ortrun Zuber-Skerritt inaugurated PALAR as a unique blend of action learning and action research, which is dedicated towards emancipatory ends that can lead to transformation of both the development and the application of actionable knowledge (Zuber-Skerritt, 2011: xx-xxi).

Reg Revans coined the term action learning in the 1930s. Action learning encourages people to learn from each other, create their own resources, identify their own problems and form their own solutions (Zuber-Skerritt, 2011: 24-25).

Our extensive search into the historical origins of PALAR indicates that, although Kurt Lewin is recognised by many as the founder of action research, the trail left by scholars such as J.L. Moreno, William Goodenough, Elton Mayo, and William Foote, dispute this notion, because of the evidence available on anthropologically and sociologically based community research (Berg, Lune & Lune, 2004: 196) that had been conducted prior to Lewin. Our argument is substantiated by the work, *The History of Action Research*, by Masters (1995: 1), in which McKernan (1991: 8) is cited as supporting the evidence of the use of action research by a number of social reformists, such as Collier in 1945, Lippitt and Radke in 1946 and Corey in 1953. Therefore, as a team of co-researchers working on this project, we proposed a further in-depth search for the accurate historical origin of action research and its related subsets.

In an attempt to mobilise and engage one another and to ensure community development, we imparted a sense of belonging amongst us, by taking collective responsibility for dealing with serious social rifts that can lead to social disintegration. Invitations to participate in the study received a positive response from co-researchers, who viewed the research as a healthy opportunity to contribute meaningfully to decisions that affect their lives.

In our build-up to the suggested framework, we used all five generations of PALAR, because ideas procured from each one of them contributed to the success of the study. Our choice of PALAR was influenced by its correspondence with *Ubuntu*, as they both provided us with an opportunity to work with school communities to address the behavioural challenges that impede teaching and learning.

4.2.3 Objectives of PALAR

The main objective of PALAR is to motivate the co-researchers to work together as agents of change in solving their problems (Green & Kearney, 2011: 64). The study's adoption of PALAR as research methodology afforded us the chance to work together to find solutions to our problems without imposing pre-existing expectations or categories on the phenomenon under study (Abhiyan, 2000: 7). We took this stance to deepen our understanding of, and the importance of good working relationships, which are built on trust and respect for each other, personally and professionally (Jay, 2002: viii). Figure 4.1 depicts how we practiced a communal approach, by openly discussing challenges posed by behavioural problems, and their wider implications on learner attainment.



Figure 4.1: Circular seating arrangement as representing a communal approach

In PALAR, the seating arrangement has an impact on interactions. The co-researchers' seating arrangement, as depicted in Figure 4.1, was in keeping with the canons of PALAR, since it helped instil a sense of belonging by sustaining connections between co-researchers through mutual engagements (Falout, 2014: 276).

4.2.4 Principles of PALAR

In an effort to use a people-centred approach for the study, the principles of PALAR – equal participation, collaboration, team spirit, and being concerned about others, rather than only about self – were used to attract co-researchers (Zuber-Skerritt, 2015: 15).

Voluntary participation of co-researchers such as social workers, child and youth care workers, school principals, teachers, professional nurses, and people from community-based agencies, successfully contributed to the aim of the study. This diversified group of people viewed the school as an integral part of the community and, so, they exercised their rights and responsibilities by participating in the study.

To show a vested interest in the well-being of learners, co-researchers kept each other abreast about the development of the study by maintaining an open communication climate. This was done to make all of us feel free to express opinions, voice complaints, and offer suggestions to our fellow co-researchers (Buchholz, 2001: 1).

4.2.5 PALAR praxis

Zuber-Skerritt (2001: 15) explains that praxis is the interdependence and integration of theory and practice, research and development, thought and action. In PALAR, praxis is expressed by acknowledging human interdependence and supportive relationships, which are consistent with the traditional African concepts portrayed by *Ubuntu*. Participatory action learning and action research recognises the common elements of people supporting each other through the provision of opportunities to access information, enhance skills and engage in experiential, collaborative and reflective learning and personal development processes (Krogh, 2001: 1).

Participatory action learning and action research forms a link between action and theory and contributes to the understanding of the problem as it emerges and develops as the action research process continues (Kagan, Burton & Siddiquee, 2001: 14). Furthermore, PALAR draws on aspects of complexity theory that recognise that improving problems is a process of trial and error where learning occurs while we take action. Therefore, constant reflection on action is needed, because of a spiral of steps used in PALAR, which are interpreted as plan, act and observe, reflect and revise plan (Titchen, 2015: 7).

Co-researchers showed their understanding of the steps of PALAR during the discussion on behavioural challenges displayed by learners. We used collaborative inquiry to share our experiences and decided on the best course of action to take to address it. We also did some reflection as a corrective measure, to weigh the success of our intervention before we evaluated the framework by reflecting on its sustainability (Wood & Zuber-Skerritt: 2013: 5).

4.2.6 Ontology of PALAR

Participatory action learning and action research, like any other subset of action research, is inclusive, power-sensitive and reflective, and often focuses on people who are marginalised and who possess the least power to enact change, such as poor and disenfranchised people (Ozanne & Saatcioglu, 2008: 000).

In this study, we formed a team of co-researchers with people who were concerned with the inappropriate behaviour of learners. Each member used their own voice and experiences to assist us to draw a joint plan and devise a way that guarantees holistic support for learners (Flottman, McKernan & Tayler, 2011: 6).

We developed solid relationships, which we demonstrated by the way we respected one another's experiences, and understood one another's roles and responsibilities in the study.

4.2.7 Epistemology of PALAR

This section seeks to explain how we disseminated knowledge on inappropriate behaviour by learners, as we discussed and established what every co-researcher knows about the challenges posed by inappropriate behaviour. Co-researchers did not make a conclusive judgement about the real cause of inappropriate behaviour displayed by learners. The reason we refrained from being judgemental, was because of a dynamic interplay between instigating factors, such as individual differences, differences in family patterns, impairment/disabilities, environmental factors and psychological factors, which are some of the root causes of behaviour differences (Jost, 2000: 9). We depended on PALAR to construct knowledge and propose a possible solution for inappropriate behaviour. The knowledge we accumulated from engaging with one another helped us to develop a new understanding of multiple root causes of inappropriate behaviour.

4.2.8 Reasons for using PALAR

In this study, we preferred PALAR above all other research methodologies, because it enabled us to network and to orchestrate human energy to achieve a holistic vision and

outcome that served the common interest best (Kearney & Zuber-Skerritt, 2012: 405). Since our team consisted of a diversified group of co-researchers, its composition brought different philosophies and professional backgrounds, which were integrated to provide learners with holistic support. Participatory action learning and action research created a platform for co-researchers to appreciate the validity of differing values, as we brought different expertise, and worked together in planning ways to ensure that the envisaged framework was implemented in a way that guaranteed holistic support for learners (Flottman *et al.* 2011: 6).

To illustrate the importance of relationships, as shown in the ethos of PALAR, we were non-discriminatory in the sense that we took particular account of socially marginalised groups: the excluded, the voiceless, and people disempowered or exploited by influential people who used dominant systems to narrowly serve their own interests, rather than for the common good (Green & Kearney, 2011: 55). The inclusivity displayed in our team turned us into co-researchers, it drove us to learn in the best way possible, and, ultimately, we were willing to apply what we learnt, since we did it ourselves (O'Brien, 1998: 1).

4.2.9 Characteristics of PALAR

Participatory action learning and action research is an educational process that unfolds in a spiral of cycles of self-reflection (planning, acting and observing, reflecting, re-planning, etc.). We illustrated these characteristics in the way we connected with each other whilst generating and exchanging ideas.

During critical emancipatory dialogue professional learning teams and communities worked collaboratively, as we collectively tried to understand the challenges posed by challenging behaviour (Zuber-Skerritt, 2015: 10). The participants engaged in robust discussion, so that everyone could understand each role player's action/responsibility in the study. By doing so we collectively agreed to take ownership of the project, as we engaged in a cyclical process of learning through action and critically reflecting on our hard work, as we explored how to improve our situation with the aim of contributing to community development (Green & Kearney, 2011: 48).

Co-researchers acknowledged that behavioural problems was a societal problem that required collaborative problem-solving from the inside out, that is, the research and development project was planned and conducted with, for and by (not on) the people who were affected by the problem themselves (Zuber-Skerritt, 2015: 14). This was a process of learning, with others, by doing and changing the ways in which we perceived and interacted with a shared social world.

4.2.10 Steps of PALAR

Since PALAR is iterative and cyclical in nature, co-researchers made the effort to conceptualise the challenges posed by inappropriate behaviour as we progressed through several interventions and evaluations (Vaccarino, Comrie, Murray & Sligo, 2007: 6). We did this by examining the existing situation, implementing change, and evaluating the implementation of change. Whilst going through PALAR steps, we realised that each step consisted of planning, acting, observing and reflecting phases, which progressively added to our understanding of the behavioural problems and ways to address it collectively (Green & Kearney, 2011: 54).

Figure 4.1 presents an illustration of steps of PALAR in a diagrammatic form.

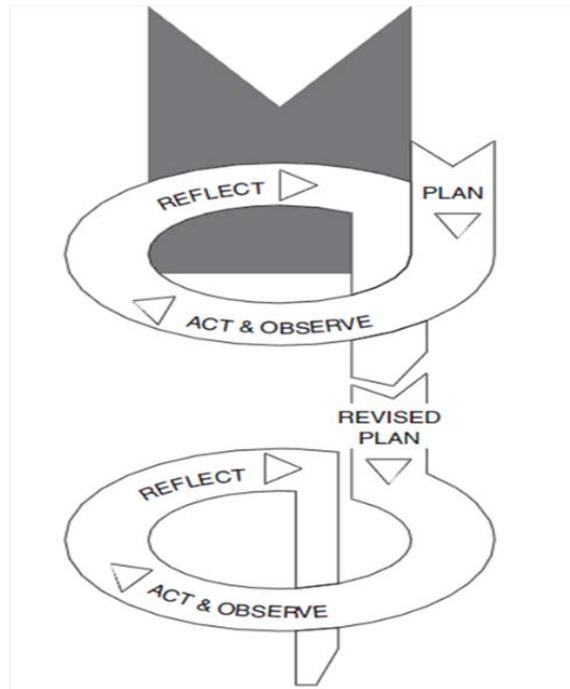


Figure 4.2: The action research spiral

(Reproduced from Kemmis & McTaggart, 2007: 278)

The stages overlap, and initial plans quickly become obsolete in the light of learning from experience. Each of the steps outlined in the spiral of self-reflection is best undertaken collaboratively by co-participants in the participatory action research process (Kemmis & McTaggart, 2007: 276-278).

4.2.11 Successes of PALAR

The study's adoption of PALAR enabled co-researchers to generate new patterns of collegiality. The positive atmosphere for effective communication created by PALAR encouraged us to share ideas, which brought us together for a common purpose (Ferrance, 2000: 15). Therefore, PALAR inspired us to make a change that led to more cohesion and collaboration amongst co-researchers, and this resulted in the framework being designed from multiple sources who united around the shared responsibility of enhancing support for learners.

Co-researchers brought with them proficiency, which exposed all of us to new information on how to deal with communal problems that affect the community. Participatory action learning and action research promoted good human relationships by bringing together a whole range of powerless groups of people – the exploited, the poor, the oppressed, the marginal – and people felt more powerful, more fairly treated and more valued because of the inclusive nature of PALAR (Bennett, 2004: 23).

4.2.12 Limitations of PALAR

Our success in using of PALAR as a research methodology for the study depended entirely on the interest and presence of co-researchers. This became evident during data collection, at which time social workers embarked on an industrial strike and other co-researchers, who were due to retire, cited their old age as a reason for not committing themselves to the study. Other co-researchers perceived the school as a place for book learning, which had nothing to do with them (Bulawa & Mhlauli, 2012: 226).

This illogical attitude hindered the basic principles of PALAR, which entail knowledge sharing in solving a shared problem, and furthermore requires development and enhancement of co-researchers' commitment to achieving something through a reciprocal relationship (Melton, 2002: 1).

Another obvious constraint, perpetuated by the research methodology preferred for the study, was an unceremonious situation that prevailed due to failure by other co-researchers to appreciate the validity of differing values expressed by other people, and which originated from different cultural backgrounds, policy mandates of respective departments, philosophies and professional backgrounds.

4.2.13 The role of the researcher and his/her relationship with co-researchers

Before a team of co-researchers could be assembled and data collection could start, a research plan was generated to help and guide us to get the study off the ground and to define the role of the researcher and his/her relationship with co-researchers. (See Annexure A: Research Plan.)

Since the study used PALAR, it was difficult to distinguish between the role of the researcher and his/her relationship with co-researchers. This difficulty was dictated by the prescripts of PALAR, which ordered us to desist from being the sole fountain of knowledge in relation to a communal problem. Therefore, in upholding the principles of PALAR, invitations were issued to co-researchers, asking them to a meeting where the research topic and the purpose of conducting the study would be presented to them. Subsequent to this, co-researchers showed a willingness to participate in the study by completing a consent form (see Annexure B: Consent Form).

Thereafter, we engaged in cycles of action and critical reflection, as we collectively identified a problem, developed possible solutions, implemented them and monitored their success, and, if not satisfied, collectively trying again (Komarudin, Hasantohaii, Okaiii, Syamsuddiniv & Irawan: 2006: 3). The researcher and co-researchers formed alliances and networks by working in close proximity to each other. Our self-worth was enhanced by giving recognition to every individual's inputs and we also shared information in a collegiate spirit and with a shared goal (Zuber-Skerritt, 2011: 53).

Our interaction was based on the values of equality, dignity and respect to promote community development by disseminating information to co-researchers through the promotion of their active participation.

The co-researchers collectively and systematically presented, analysed, and interpreted generated data; everyone was afforded a chance to talk and to provide a diversity of opinions. This interactive exercise involved the asking of questions, listening to and recording answers from group members in an in-depth manner.

4.2.14 Rhetoric in PALAR

To inspire participatory discourse and lively debates, co-researchers used inclusive language to ask questions and give inputs while we shared our experiences and learnt from each other. The language we used helped us to act appropriately on generated data, and to have the same understanding of the nature of the problem we were dealing with. In brief, a healthy atmosphere prevailed amongst us due to a common understanding of what we were discussing, and this made the task conducive for us to collectively act on

our own solutions by implementing the desired changes without being dictated to by expert recommendations and advice (Zuber-Skerritt, 2011: 26). PALAR discourse elevated what started as pure discussions into networking that resulted in effective dialogue, due to a growing trust amongst co-researchers, a mutuality of concerns, and an appreciation of contrasting perspectives (Graham-Clay, 2005, 120).

4.2.15 Critical discourse analysis

The study used CDA to discuss the framework needed to consolidate support for learners who display inappropriate behaviour. Van Dijk (1995: 17) argues that CDA is a special type of approach to the study of text and talk, emerging from critical linguistics, critical semiotics, and, in general, from a socially-politically conscious and oppositional way of investigating language, discourse and communication.

Consistent with the beliefs of CDA, we ensured that co-researchers did not express social inequality in their use of language to express or signal opinions. This was done by using CDA as a gatekeeping tool to study social phenomena, which are necessarily complex and, thus, require a multidisciplinary and multi-methodological approach. We guarded against discursive practices that might have resulted in unequal power relations between (for instance) social classes, women and men, and ethnic/cultural majorities and minorities through the way we engaged in discourses and positioned people (Wodak & Meyer, 2009: 2, 6).

4.3 PRACTICAL INTERVENTION BY PALAR

The idea to pursue this study was ignited by the frustrations we experienced as a collective in supporting learners whose behaviour adversely affects learner attainment. Therefore, a diversified team of people with a common interest was assembled to propose tangible solutions to help each other share information and expertise to build a community's capacity. In so doing, we formed a WhatsApp group and exchanged emails in order to maintain communication, even when we were not in workshops or meetings. Permission was granted to use Winkie Direko Secure Care Centre's boardroom for our

workshops and meetings (see Appendix I). The Secure Care Centre is part of Mangaung One Stop Child Justice Centre.

The reason for using Winkie Direko Secure Care Centre as a venue was driven by the fact that there is a special school in the Centre that caters for the educational needs of learners who are at the Centre because of conflict with the law. The other reason was to gather first-hand information from staff members on the deviant behaviour displayed by learners at the Centre. Approval was granted to consult with child and youth care workers and educators working in the Centre (see Appendices G and I). The Centre was conducive to the purpose of the study, and enabled other participants to see the conditions under which children who are placed in the Centre in terms of the Child Justice Act 75 of 2008 for displaying inappropriate behaviour, experience.

After being exposed to the facility, co-researchers felt obliged to participate in the study and committed themselves to embody the principles of the African philosophy of *Ubuntu* (caring, forgiveness, humanness) and trying to recreate a world that works for all. By committing themselves, they ensured that issues of inappropriate behaviour by learners were shared within the superstructure and/or groups within the society (Ndoda & Sikwila, 2014: 3), instead of institutionalising children in an attempt to modify their behaviour.

4.3.1 Research forum

A meeting was held at Winkie Direko Secure Care Centre, where the introductory presentation of the research proposal was done before the whole spectrum of people from diverse contexts (see Appendix K). After the presentation, the forum agreed that they experienced similar challenges as those identified by the study. They mentioned that the problem has adverse effects on learner attainment. One of the co-researchers said that the behavioural challenges should be perceived in a serious light, because of the experience she had had with her own daughter, who had attended several schools due to her (the mother's) persistent denial that the daughter had a medical condition that triggered her inappropriate behaviour. The participant said it was only after her daughter had been assessed and placed in an appropriate school, which provided her with necessary support, that she could see that the child was happy and enjoying school. After

a rigorous discussion, the forum solidly agreed that the challenges, as identified in Section 3.4.1 of Chapter 3, validated a need for developing a framework in order to address the inappropriate behaviour of learners (see Appendix L).

4.3.2 Coordinating team

In the second meeting, people were informed that, in order for the study to achieve its mission, the author would need co-researchers, as the problem identified was a societal problem, which could not be solved by an individual. The group then established a coordinating team to formulate a framework to be used for supporting learners. They assessed the impact of behavioural problems in schools and analysed data collected, to assist them to gain a common understanding of the underlying issues, which manifest in deviant behaviour (McPhee & Craig, 2009: 2). After perusing the empirical data collected, the team agreed unanimously that the exercise had broadened their knowledge, skills and attitudes about supporting these learners; they felt capacitated to deal with the complex nature of the inappropriate behaviour.

Coordinating team members showed responsible citizenry by completing consent forms, indicating their commitment to the task of formulating a framework. This developmental gesture was informed by the principle of the best interests of a child. The stance the group took as a research team in supporting learners was stimulated by the principles of the study's theoretical framework of *Ubuntu* (caring, sharing, respect, forgiveness, humanness and communitarianism).

4.3.3 Team-building exercise

After developing a binding contract (vision) that the group were all expected to adhere to in order to achieve meaningful social change, they looked at their capacity to initiate and sustain a collaborative process. They assessed their strengths, weaknesses, opportunities, and threats that could either enhance or hamper the sustainability of the framework.

The reason for embarking on a SWOT analysis was informed by the fact that some of the literature relevant to the study stemmed from different pieces of legislation, which not all team members were not familiar with. The apparent inadequate understanding of the law by some of the members was seen as a weakness that could threaten the success of the framework.

A probation officer who was part of a team addressed this weakness by explaining policy perspectives of the Children's Act 38 of 2005 and the Child Justice Act 75 of 2008 to the group. Once the explanation had been given, the weakness was converted into a strength, which helped the team to avoid getting in the way of existing good practice of each stakeholder (Greany, Gu, Handscomb, Varley, Manners & Duncan, 2014: 9). The empowering discussion that took place aroused interest in many of the team members, as they realised the importance of working across a range of disciplines to develop a response to behavioural challenges faced by learners. Unity in diversity portrayed by the group helped to provide learners with consolidated support (McIntyre-Mills, Kedibone, Arko-Achemfuor, Mabunda & Njiro, 2014: 109).

4.3.4 Developing team priorities

Intersectoral collaboration takes considerable time to develop and to work effectively and can be undermined by scarce resources. To avoid a situation where insufficient resources constrains the sustainability of the framework (Atkinson, 2007: 9), the team identified the availability of resources across different stakeholders, in order to correspond with the needs of learners who faced educational risk (Caldwell, 1997: 127). This was done by ensuring that resources are equitably distributed and easily accessible to learners with behavioural problems. This priority was prompted by visible resource disparities, which hampered the spirit of collaboration, because behavioural problems require the knowledge and skills of a multiprofessional team (Pearce, Gray & Campbell-Evans, 2010: 302).

4.3.5 Strategic Planning

After identifying a need for a framework, which was informed by the information gathered from discussions, a strategic plan was developed. This plan concerned long-term planning, which focused on the general orientation of collaboration and the designation of the long-term goals, taking into account the conditions in which collaboration operated (Valkanos, Anastasiou & Androutsou, 2009: 3). The plan involved specification of the participants, strategies, available resources, evaluation procedures, and a timeline (Nugent, Malik & Hollingsworth, 2012: 30).

In the plan, One Stop Child Justice Centre was indicated as the main venue for conducting research, since the place was accessible to stakeholders who normally hold panel discussions about learners who display uncontrollable behaviour at the Centre. Probation officers, Department of Education officials, teachers, Legal Aid lawyers, police officials, professional nurses and child and youth care workers were encouraged to take part in the study to guarantee holistic support for learners. In order for the research to be conducted with the aforementioned participants, and for it to succeed, stakeholders were encouraged to engage with one another, exchange information, and engage in joint decision-making.

Effective dialogue was accomplished by assigning a leader who was able to coordinate the efforts of different stakeholders. The leader guided the planning of collaboration, its implementation, and evaluation of its effectiveness and sustainability.

The key members who assisted in executing the strategic plan that was designed for formulating the framework, consisted of the principal and one teacher from Tatello Special School, which is situated on the premises of Winkie Direko Secure Care Centre. A social worker, professional nurse and child and youth care worker from the Centre also formed part of the coordinating team. The reason for such a variety of disciplines was to ensure that the nature of support provided to learners abides by the United Nations Convention and Beijing Rules, especially where statutory processes have to be followed.

Permission was granted by the head of department of Social Development to recruit the above-mentioned officials to participate in the study (See Appendix D). The National Association of Child and Youth Care Workers (NACCW) also granted permission for the

child care workers, registered under their name, to participate in the study (see Appendix G). A further request was sent to the head of the Free State Department of Education to grant permission for the educators of Tatello Special School to participate in the study (see Appendix C). Free State Department of Education referred the matter to Department of Social Development, since the school is situated in its premises and forms part of the Centre's programme, as provided for in the Blueprint, Minimum Norms and Standards for Secure Care Facilities in South Africa.

4.3.6 Action phase

This phase involved the group looking at possible solutions for the deviant behaviour of learners and its impact on learner attainment. To help them identify the action to be taken, effective involvement of key stakeholders, such as parents and community members, was encouraged. Their involvement was important for the study, because individual differences, differences in family patterns, impairments/disabilities, environmental factors, and psychological factors could be root causes of behaviour differences (Jost, 2000: 9).

The participation of parents or any family member of a child was important, because they are one of the several groups in which a child has acquired social learning (Brady, 1950: 292) and, by the time the learner enters school, he/she has learnt certain patterns of behaving towards others and towards social situations from his/her community.

The panel also noted that learner behaviour changes over time, due to growth and development. Most of the behavioural problems identified were due to biological factors, physical characteristics present in the genes of children, and mental abilities and emotional responses. All these hereditary tendencies have a great influence on behaviour. The group also realised that abnormal or disordered behaviour can also be inherited. (Jost, 2000: 10-11). For example, aggression is related to genetic and physiological factors. The panel also discovered that children with developmental delays have a much higher incidence of behaviour problems than do children who are developing typically (Crnic, Hoffman, Gaze & Edelbrock, 2004: 223).

Two focus groups also participated in the study, to assist us to obtain information on their beliefs and perceptions about inappropriate behaviour by learners. Their involvement helped to explore new information on the root causes of inappropriate behaviour.

4.3.7 Monitoring and reflection of progress

The spiral framework was used to evaluate the strength and the relevance of the research process in relation to data collected (Gustavsen, Amble & Pålshaugen, 2012: 191). The team monitored and reflected on the progress of the study by engaging in periodic moments of in-depth review of their work. They were involved in an interactive session to give everyone an opportunity to talk and provide a diversity of opinions. This interactive session involved asking questions, listening to and recording answers from group members in an in-depth manner. Co-researchers were also asked for feedback on the progress in informal one-on-one settings (e.g. in the breaks or after a meeting), because the informality of the setting made it easier for them to react. Their feedback helped us to adjust the process, where necessary (Wittmayer, Schöpke, Feiner, Piotrowski, Van Steenbergen & Baasch, 2013: 18).

4.3.8 Data analysis

The multidisciplinary approach advocated by CDA was used to scrutinise data that had been generated. Because the information was collected from a variety of sources, which did not reflect individual thinking, but was, rather, a product of a team (Roller, 2015: 22). Critical discourse analysis is an explicitly critical approach, position or stance that involves studying text and talk that focuses on the relations between discourse and analysis (Van Dijk, 1995: 17).

To avoid power dominance by assigning the author's own connotation to the text, to audio clips, and the photos that were taken during data collection, the author consulted with his co-researchers to help check subjective bias on the data that had been decoded. The data that had been generated was analysed on two levels. Firstly, a descriptive account of what was actually said was given, documented or observed with nothing read into it

and nothing assumed about it. Secondly, an interpretive account of data was provided, by concentrating on what was meant by the response of participants, or what was inferred or implied (Hancock, Ockleford & Windridge, 1998: 13).

4.4 ETHICAL CONSIDERATIONS

At the first meeting, attendees were issued with the agenda, which specified the items that were to be discussed. A comprehensive background on the research topic and the aim of the study were outlined, prior to potential co-researchers being asked to commit themselves to voluntarily participate in the study, which hinged on PALAR.

Potential co-researchers were shown applications sent to Departments of Education and Social Development, requesting that two departments grant the author permission to recruit department officials from the respective departments to participate in the research study. Another application was sent to the manager of Winkie Direko Secure Care Centre, asking to use the boardroom of the Centre as a venue for conducting the meetings of the research study.

Copies of the approval letter from the Department of Social Development and the ethical clearance by the University of Free State (see Appendix A) were circulated amongst attendees to serve as a proof that permission had been granted to conduct the study. Then, after availing this evidence to potential co-researchers, they were informed that their participation would be entirely out of their own volition, as they were under no obligation to take part in the study. Furthermore, the author explained to them that if they did choose to take part, and an issue arose which made them uncomfortable, they could, at any time, stop their participation with no further repercussions.

In conclusion, the author read the script for verbal consent to potential co-researchers, whereby he also indicated that information gathered through the recording of the meetings, formal discussions, PowerPoint presentations and position papers would be used solely for study purposes, would be kept private and the research results would be presented in an anonymous manner to protect participants' identity.

4.5 SUMMARY OF THE CHAPTER

This chapter gave a description of how the approach, PALAR, was used in the study as a research methodology. The exercise was holistic, since there was no distinction between the researcher and co-researchers. It was also participatory, because people conducted the research by themselves as co-researchers, rather than on and for people as subjects. This methodology was conducive and appropriate for the study, as we worked collaboratively to consolidate support for learners.

The study's adoption of PALAR generated effective communication amongst co-researchers, which led to them developing and implementing integrated support that included early identification/screening of inappropriate behaviour, provision of consolidated support, monitoring and review of progress, and follow-up. This was done by exchanging information and engaging in joint decision-making, in order to enhance support for learners.

: PRESENTATION AND ANALYSIS OF DATA, AS WELL AS INTERPRETATION AND DISCUSSION OF FINDINGS TOWARDS THE FORMULATION OF A PROPOSED FRAMEWORK

5.1 INTRODUCTION

The study aims to formulate a framework for consolidating support for learners who displayed inappropriate behaviour, in order to improve learner attainment. This chapter will present data generated by co-researchers in a coherent way, followed by analysis and interpretation thereof. The chapter, furthermore, will discuss the findings, which will be summarised in Chapter 6. The data that had been generated was used to search for an answer to the research question, in order to achieve the aim and objectives of the study.

During the PALAR process, a commission, which was defined in Chapter 4, was initiated at One Stop Child Justice Centre, in an attempt to respond to the research question: How can a consolidated framework for supporting learners who display inappropriate behaviour be designed? The coordinating team, consisting of officials from different government departments (namely, the Departments of Education and Social Development, South African Police Service, and Legal Aid South Africa), who all operated under the auspices of One Stop Child Justice Centre, converged to engage in discourses that related to various incidents of inappropriate behaviour displayed by learners, which have become a terrifying experience for many schools.

Countless incidents of deviant behaviour that had been reported, were recorded through the use of audiotapes and verbatim transcriptions of the responses in the forums, workshops and panels (see Paragraph 4.3.8). Documents, such as observation sheets, minutes and reports and panel discussions, were also analysed. The data was generated empirically through involvement and engagement of stakeholders from various sectors, as indicated above.

The data will be presented as follows: Firstly, the data relating to the challenges will be presented as it is, however, pseudonyms will be used, due to ethical reasons alluded to

in Chapter 1 (see 1.7). Secondly, the analysis process will follow, to set the tone for the application of CDA, which has been described in detail (see 4.2.15). CDA is a technique used primarily to expose how social power is abused and dominance and inequalities are enacted, reproduced and resisted through text and talk. Thirdly, a consistent pattern of text, or spoken words, social viewpoints and discursive practices, driven through CDA, will be interpreted from the analysis, grounded on the study's theoretical framework of *Ubuntu*, which was discussed extensively in Chapter 2, as the lens coaching the study throughout the discussions. Fourthly, the same process will be followed for the four remaining objectives of the study, namely, to identify the main components necessary for the implementation of the framework, to anticipate possible threats that may impede the successful implementation of this framework; to explore the conditions conducive to the sustainability of the framework; and to monitor the application of the framework.

5.2 CHALLENGES THAT JUSTIFIED A NEED FOR A FRAMEWORK

In this section, the challenges that justified a need for a framework will be discussed in detail. These challenges are based on an extensive literature study, reported in Chapter 3, which encouraged relevant stakeholders to start working together and sharing information needed to consolidate support for learners who display inappropriate behaviour. The challenges that were identified in the study are the absence of a positive parent-child relationship, insufficient knowledge on disruptive behaviour disorders, dehumanising behaviour, gang activities, and drug use. These challenges will be discussed, with a focus on the analysis from a textual and spoken-word perspective, from a discursive practice perspective, from a social structure perspective, and, lastly, from reflection.

5.2.1 The absence of a positive parent-child relationship

Parenting is the collective responsibility of a mother and a father and the manner in which they both raise children, together with obligations associated with parenting, have an impact on the behaviour a child displays. Therefore, children deserve to grow up in an intact and stable family environment, so that the child's psychological identity and

wellbeing can be maintained (Karam, 2014: 1). Assigning parental responsibility to a person who is not the child's birth parent, is not in the child's best interest, because doing so curtails emotional ties between the child and his/her parent(s). Empathy, caring, sharing, and the capacity to love as related to parent-child relationships provides safety, comfort, soothing and pleasure in a child's life (Perry, 2013: 2).

In one of the stakeholders' forums, the co-researchers discussed the consequences of the absence of positive parent-child relationship as follows

Pulane:

The majority of young people who are in contravention of the law now is either they are on their own or with grandparents or relatives.

Another co-researcher (talks in the background):

Parents who are also there but not really there.

Marisa:

And the girl child who ends up being involved in a relationship with older men.

Analysis from a textual and spoken-word perspective

In analysing the above extracts, I deduce the co-researchers' statements alluded to the adverse effects of a poor parent-child relationship on the behaviour of the child. However, the arguments expressed by the co-researchers made the team aware that it was not only children whose parents were deceased who long for quality parental care, because there were children whose parents were alive who also yearned for quality parental care.

Analysis from a discursive practice perspective

During the discussion, Pulane stated that:

Nowadays parents had bequeathed their parental responsibilities to the children's grandparents.

This irresponsible action alluded to above is a gross violation of children's basic rights, as every child needs a parent to provide him/her with personal care suitable for their healthy

development. More information on the poor parent-child relationship and all its associated host of emotional and behavioural problems is provided in 3.4.1.1.

Analysis from a social structure perspective

During intensive discussions, Marisa expressed concern about the situation in which the girl child finds herself because of parents who have abdicated their responsibilities, by saying:

And the girl child who ends up being involved in a relationship with older men.

Although it is true that these actions by parents have the potential to make the girl child vulnerable, Marisa's utterance created the false impression that it is only a girl child who is at risk of becoming involved in a relationship with older people. Despite ambiguous remarks made by Marisa about the girl child, as if a boy child does not have inappropriate relationships with older people, it is a known fact that, in most cases, when such relationships break up they put minors at risk of scholastic problems or self-harm.

Reflection

The discussions above cautiously showed how failure to provide children with quality parental care can drive the children to a point where they find themselves beholden to immoral people who do not have their interests at heart. As a way of demonstrating responsible citizenry, co-researchers proposed monitoring dubious relationships between children and people who induce a sense of mistrust.

5.2.2 Insufficient information on disruptive behaviour disorders

The fact that teachers possess insufficient knowledge about dealing assertively with learners who suffer from disruptive behaviour disorders is one of the repercussions that exacerbate deviant behaviour in schools. Anger, irritability and aggression are some of the signs of disruptive behaviour disorders. Aggressive behaviour is part of the normal development of children, but a continuous show of a high level of aggression is a warning sign for a chronic pattern of physical aggression and delinquency, which can result in the

development of disruptive behaviour disorders (Thijssen, 2016: 9). Therefore, it is important to know the signs of these conditions as exhibited by children, so that they can be supported. To curb the common practice of administering a punitive sanction, which is usually used against learners who show uncontrollable behaviour, the Department of Basic Education (DBE, 2014: 1), introduced a policy on Screening, Identification, Assessment and Support (SIAS), which encourages the establishment of a seamless system of early identification of such behaviours, and effective intervention, to minimise learning breakdown and potential dropout by learners due to suspension, or expulsion because of disruptive behaviour disorders.

Despite the introduction of SIAS, co-researchers still found themselves getting involved in disorderly arguments whilst trying to detect the root cause of a child's behaviour.

Analysis from a textual and spoken-word perspective

Due to their inability to understand disruptive behaviour disorders, in the following conversation the co-researchers reacted differently towards Tello's constant suspension from school. For instance, Claire said,

Tello was disrupting classes, beating up other learners, beating up teachers and swearing at teachers, among other disruptive traits.

In response, Mr Nthete (Tello's father) argued,

I have no recollection of the child being violent at home.

The co-researchers' lack of ability to see the behaviour of the child from the same angle can be attributed to the dearth of information on disruptive behaviour disorders. This limitation was confirmed by the response of calling of police as a means to subdue the child.

Analysis from a discursive practice perspective

Regal said that,

The police had been summoned to come to the school to help the teachers since the child was uncontrollable.

The principal interjected and said that,

The child is not only a danger to himself, but to other learners and teachers.

The two statements are indicative of the inability of the co-researchers to contextualise reasons why the child was displaying inappropriate behaviour. Instead of seeking more information that would assist them to support to the child, co-researchers ended up echoing sentiments that sounded punitive, and failed to exert the effort to look for the root cause of the child's behaviour.

Analysis from a social structure perspective

Instead of working together to try to understand what the learner was actually communicating through his deviant behaviour, the school principal used the power bestowed on her by the Department of Education excessively, by suspending the learner without seeking help from other stakeholders.

Reflections

A deterrent decision to suspend the child from school was not consistent with Education White Paper 6 (DBE, 2001), which calls upon us to make schools supportive centres of learning.

The co-researchers solidly agreed that,

The father is positively reinforcing the child's behaviour.

The father's conduct supported the opinion that co-researchers had about his influence on the child's behaviour, because of similar behavioural patterns they both presented with.

Therefore, if what the co-researchers suspected was found to be true, then it meant the school would have to create opportunities for sharing information on what causes a child to behave inappropriately and to understand that certain behavioural responses can be inherited.

5.2.3 Dehumanising behaviour

Learners who have a psychological need or desire to feel superior and impose negativity on others may end up stripping those who are not strong, of their humanity, by making them seem less worthy than others (Amos, 2013: 6-7). The cause of such dehumanising behaviour could be associated with moral disengagement (Vasiljevic & Viki, 2013: 135). The literature reported on in Section 3.4.1.3 provides a detailed description of the negative consequences of bullying, which, in this study, is categorised as dehumanising behaviour.

In the following extracts, the father's attitude towards other co-researchers showed the behaviour that was worse than that expected of an ordinary person.

Mr Nthete:

At Sunplus Primary, the meetings were not fruitful and at the last meeting I was told to leave the principal's office... My child only has a lot of energy and struggles to sit still, even in the car, but the child does not fight and does not swear at all.

Analysis from a textual and spoken-word perspective

It was unfortunate that, in trying to be civil and to share advice about the behaviour of Tello, which persistently interfered with the academic delivery at school, the father was found to be relentlessly uncooperative. He said:

The child is hyperactive and there's nothing medically wrong with the child.

Analysis from a discursive practice perspective

In trying to convince the co-researchers to adopt a shared view on the behaviour of the child, the school principal tried to reconcile the two contrasting views on the behaviour of Tello by saying,

It is very easy for the child to receive help.

These words by the principal prompted Tello's mother to show remorse, and she showed commitment to working closely with the school to find an amicable solution to her son's behavioural problem, by saying:

I am willing to work with the school to help the child.

Analysis from a social structure perspective

Mr Nthete's outburst:

The meetings were not fruitful... there's nothing medically wrong with the child,

showed a demeaning attitude, which is emboldened by a social system in which men exercise their power over women.

Reflection

The child's exposure to a cruel environment that damages good human relations, instituted on qualities to respect and tolerate each other, could be blamed for the rude behaviour displayed by the father. The father's actions, which were offensive to other stakeholders, appeared to have been triggered by gender differentiation, since the school principal was a woman. The actions demonstrated the patriarchal system in competition with feminism. These dynamics require society to do away with deep-rooted, old-fashioned cultural beliefs, and inculcate in people an understanding that people, regardless of their gender, have equal places in society.

5.2.4 Gang activities

Gang activities have elevated disciplinary problems in schools to a point where learners no longer have respect for their teachers. Gang members make threats against teachers and learners; carry weapons to school; bully, sexually violate and harass other learners (Mncube & Steinmann, 2014: 204).

Gang activities dismantle the central motivation for learning in educational settings where the whole community is supposed to come together to love and respect each other

(Ozcan, Balyer & Servi, 2013: 130). This study gives information about the repercussions of making education unattainable to children who are less successful than they should be at school, because learners who are perennial underachievers, poor learners, or have language difficulties, are easily induced to join gangs to pursue recognition and success (Mncube & Madikizela-Madiya, 2014: 43). Therefore, to reduce the effects of continuous scholastic underachievement, the data generated in the study suggests that the Department of Basic Education creates a learning programme that addresses immoral acts that impose a high cost on society's safety.

The dangers of gangsterism to humankind became evident in the following meeting, which had been called by co-researchers in preparation for the anti-crime campaign.

Analysis from a textual and spoken-word perspective

Ms Seithleko registered her concerns about the unpleasant effects of gangsterism, by saying:

My biggest problem is gangsterism and on that gangsterism, my biggest concern is drug addiction.

The concerns expressed by Ms Seithleko drew the attention of co-researchers to the way gang affiliation leads to the prevalence of drugs use by gang members, which has a devastating effect on their cognitive function.

Analysis from a discursive practice perspective

During the discussions, Mr Sphagela and Mr Kaelo respectively said:

As the stakeholders, we should influence policy so that kids can go for testing.

We need to work together so that we can identify the problem.

Taken from what the two co-researchers expressed, the other co-researchers assumed that they implied that stakeholders need to work together in order to curb the problem of gangsterism in schools.

Analysis from a social structure perspective

Mr Lephoi made his annoyance known by remarking that,

These things come from the streets and end here at the school.

The frustration voiced by Mr Lephoi is an indication that gangsterism is a societal problem that needs a communal approach if it is to be uprooted from society. According to a report by the Centre for Justice and Crime Prevention, learners who had experienced violence at school claimed that crime was a problem in their neighbourhood (CJCP & DBE, 2013: xiii).

Reflection

Neighbourhood crime and violence, which spills over into the school environment, paints a picture of moral decay in our society. Teaching and learning cannot be compromised by learners who wrongly pursue their sense of mastery and social interaction by joining gangs. Therefore, curriculum content has to inspire children to develop an interest in school, while the community must focus on restoring moral values in society.

5.2.5 Substance use

School children's use of drugs is usually accompanied by the dangers of addiction, aggression, and violence, which threaten the very existence of the secure school environment we are all yearning for (Joubert, Sughrue & Alexander, 2013: 115). People who influence children to use drugs violate the right of the children to the enjoyment of the highest attainable standard of health (UN, 2013: 7). The Department of Education's introduction of search and seizure to encourage learners to desist from using drugs, seems to be having a minimal impact on the eradication of the drug problem facing schools. However, search and seizure puts more focus on learners than on potential drug dealers, who have easy access to learners.

The following extract highlights the predicament of a learner who had associated with immoral people.

Analysis from a textual and spoken-word perspective

Ms Maluti's words sounded to be supportive of the punitive action meted against the learner, as she said,

The child has been recently suspended due to his substance abuse challenge... The child displayed disruptive behaviour in class and it is difficult to manage him as well.

The bureaucratic action used to marginalise the learner, despite knowing that substance abuse is the source of the problem, could have negative effects – it can eventually lead to the learner dropping out of school. This action by the school showed lack of respect for human rights, which requires stakeholders to stand up against the school's violation of the child's basic right to education.

Analysis from a discursive practice perspective

In an attempt to exchange ideas on the best way to assist the boy, Ms Maluti asked,

I just want to know, did you ask the father if he has a new girlfriend or a wife?

In response, Ms Bohloko' said,

There is a new wife in the picture and the child is not properly accepted.

In trying to prove to the school that the action taken against the boy was vindictive, Ms Bohloko later discovered that the child could be acting out, because of the rejection he received from his father and, as a result, he ended up associating with drug addicts who provided him with a sense of belonging.

Analysis from a social structure perspective

The learner's friendship with older boys was a matter of concern, which was amplified by the following remarks:

The child's environment exposes him to older boys who have greater influence in terms of his behaviour.

This concern by co-researchers was genuine, as it was possible that the learner will come into conflict with the law. His behaviour had the potential to continue into adulthood, and

as a result harsh sentencing would be meted out as a deterrent for committing crimes in the future.

Reflection

The child's broken sense of belonging needed the involvement of the family, the school and the community to establish a support structure that would help the child to mend his sense of belonging, and to overcome the drawback of growing up without support and guidance from his father. Before imposing harsh punishment on the learner, the school should have invited other stakeholders to meet and find out from the child the reasons that may have led him to use drugs, and to find ways of assisting the child to accept that it was wrong to use drugs, as they influence his behaviour and causes him to be uncontrollable at school.

5.3 THE MAIN COMPONENTS OF THE FRAMEWORK

In Chapter 1 it was stated that the aim of the study was to formulate a framework for consolidating support for learners who display inappropriate behaviour. This aim could only be achieved if co-researchers were able to overcome the challenges that were discussed in Section 5.2. In this section, the main components necessary for the implementation of the framework will be provided; they are as mending a broken relationship between a parent and a child, imparting knowledge about disruptive behaviour disorder, promoting a mutual parent-teacher relationship, instilling moral values in children, and taking precautionary measures.

5.3.1 Mending a broken parent-child relationship

A broken relationship between a parent and a child leads to behavioural problems that may interfere with the child's education (Mautone, Lefler & Power, 2011: 4). In respect of the dignity and worth, afforded to children by Article 18 of the Convention on the Rights of the Child, the state is obligated to provide parents with a support service that is in proportion to the principle of the best interests of the child, to help mend a broken parent-

child relationship. An intact parent-child relationship eventually protects children from the influence of people who have no interest in ensuring children develop in a healthy way.

Analysis from a textual and spoken-word perspective

In upholding the constitutional obligation of caring and protecting children, the co-researchers decided to establish a mutual relationship with parents. The importance of a mutual relationship was expressed in the following statement of one of the co-researchers, who said,

If you want to make meaningful progress with the child who is displaying difficult behaviour or problems you need the parents on board.

Consistently, the same sentiments were echoed by another co-researcher, who also said,

If I have a committed parents' group and we support each other, our problem will be less.

While research has shown that an intact family structure is linked to a child's well-being, additionally, the quality of parenting a child receives determines the nature of the behaviour the child is likely to display.

Analysis from a discursive practice perspective

In their rigorous discussions, co-researchers recognised that the most important property of humankind is the capacity to form and maintain relationships (Perry, 2013: 1). These relationships were essential for mending broken relationships between parents and their children. Therefore, they suggested using parent meetings as opportunity to discuss parenting skills with parents.

One of the co-researchers suggested that,

Parents meetings should not only be about finances of the school and what is going to happen, parents must also have programmes that maybe we have a topic, today we are going to talk about how do I identify if my child is taking drugs.

The speaker went further to suggest that,

The agenda items for parents' meetings should not only be about the child's academic performance and the parents' failure to pay school fees, they should also revolve around capacitating parents on their parental skills.

Analysis from a social structure perspective

The suggested agenda item served as a proof that not all parents are able to bond with their children naturally, hence, topics suggested included, *How do I identify if my child is taking drugs*, which demonstrate parents' aloofness from their own children.

Failure to mend a broken parent-child relationship is symbolic of the extent to which traditional African values have been eroded in our family structures.

Reflection

The parents' support group proposed by the co-researchers would advance the notion of a communal approach to addressing children's inappropriate behaviour, which cannot be left on the shoulders of professionals alone. Parental involvement creates opportunities for both teachers and parents to impart in children societal values needed to become responsible members of society.

5.3.2 Imparting knowledge of disruptive behaviour disorder

The ability to identify disruptive behaviour disorders at an early stage will enable teachers to develop intervention programmes for consolidating support for learners with disruptive behaviour disorders (Joseph, Muthee, Murugami & Tekle, 2015: 129). The intervention programme can be cascaded to parents, to help them to support their children by teaching, rather than telling, children what they should avoid doing.

In the following discussions it became clear that lack of information on disruptive behaviour disorders in both the parents and teachers had adverse effects on the relationship between the parents of a learner who was troublesome, and teachers. The learner's behaviour disrupted the learning process, threatened the safety of teachers and

other learners, and ruined the learner's chances of successful schooling, as he was constantly suspended from school.

Claire commented that,

From 2014, I conducted therapy with the child and no positive change was noted. Tello was then referred to a specialist and he was diagnosed with ADHD.

In response, Tello's mother substantiated what Clair said above, by indicating that,

Tello is taking Ritalin and another type of medication that I cannot remember.

Mr Nthete rejected the assertions made by both Claire and Tello's mother, by saying:

There is nothing wrong with my child. I am only willing to accept that the child is hyperactive and there's nothing medically wrong with the child.

Analysis from a textual and spoken-word perspective

Despite the child having been diagnosed with ADHD (attention-deficit hyperactivity disorder), and the school social worker having conducted a series of therapeutic sessions with Tello since 2014, which did not bear any positive results, the co-researchers still failed to understand that the child had a medical condition that triggered his behaviour. This deficiency was a proof that co-researchers did not have sufficient information on certain complex behavioural issues.

Analysis from a discursive practice perspective

In his statements, Mr Nthete was in total disagreement with the notion held by the majority of co-researchers about the behaviour of his child. This could be deduced from his remark that,

There is nothing wrong with my child. I am only willing to accept that the child is hyperactive and there's nothing medically wrong with the child.

The situation created by the divergent opinions of co-researchers required a proactive approach from people with the best interests of the child at heart, to gain a common understanding of the behaviour exhibited by the child.

Analysis from a social structure perspective

Mr Nthete's failure to acknowledge that his son needed help could have been triggered by the stigma that society commonly attaches to children who have disruptive behaviour disorders, as many people wrongly believe that a person such as his son is mentally unstable.

Reflection

The father's aggressive behaviour, which was subtly identical to the behaviour the child was displaying at school, was a sign that hereditary tendencies were playing a prominent role in influencing the learner's behaviour. Therefore, people have to be educated that certain behaviours are beyond the child's control, as they are caused by genetic factors.

5.3.3 Promoting a mutual parent-teacher relationship

A growing body of evidence suggests that a mutual parent-teacher relationship is a foundation for encouraging a learner to exhibit appropriate behavioural, social and academic outcomes and expressing fewer behavioural problems (Pirchio, Tritrini, Passiatore & Taeschner, 2013: 145). A good relationship between parents and teachers plays a major role in forming good relationships for children with their peers and teachers. Good relationships reduce conduct problems and leads to good academic attainment (Webster-Stratton & Bywater, 2015: 202).

Analysis from a textual and spoken-word perspective

The principal's conclusions, which were presented to the co-researchers as follows,

I do not blame the child as I have noted that the child has a problem and needs help. All I wanted was cooperation from the parents,

set the tone for the interconnectedness espoused by co-researchers.

As a result of reconciliatory spirit shown by the school principal, Tello's mother extended the same spirit, by saying,

I am willing to work with the school to help the child.

Analysis from a discursive practice perspective

In view of the comments made by co-researchers, who showed solidarity about giving support to the child, the co-researchers engaged in a cordial communicative interaction to express their willingness to help the child.

Analysis from a social structure perspective

The principal's words, *I do not blame the child*, resembled a stance deeply embedded in the African philosophy of *Ubuntu*. She tried to convince the co-researchers to separate the child from his behaviour, so that co-researchers do not end up hating the child because of behaviour that was beyond his control.

Reflection

A warm and welcoming discursive platform created by the words uttered by the principal when she said, *All I wanted was cooperation from the parents*, indicates that, for as long as both parents and teachers have a common goal, the outcome will always be in the best interests of the child.

5.3.4 Instilling moral values in children

A society that instils in its children African values that are welded by a feeling of security and harmony, shapes the identity of its people and provides knowledge that forms the basis of its future generation (Ismail & Hamzah, 2016: 397-399). Teaching children moral values, such as honesty, tolerance, peaceful coexistence, patriotism, love, national integration, and unity, would weigh against abhorrent behaviours, such as gangsterism (Akuma & Muruwei, 2014: 220). Article 11 of the African Charter on the Rights and

Welfare of Children (Organisation of African Unity, 1990), guides us to preserve positive African morals, traditional values and cultures, which are strengthened by also enforcing Chapter 4 of the Prevention of Organised Crime Act 121 of 1998 to root out gangsterism.

The strengthening of moral fibre in the community was invoked by the following conversation, which took place amongst co-researchers:

Lephoi: *I think we should also look at the communities we need to have community meetings and this thing in the community is not a new thing it looks normal to them.*

Sphagela: *As the stakeholders, we should influence policy.*

Lephoi: *The time when the child is in matric now most of them, when they are in matric, you push them to the limit.*

Analysis from a textual and spoken-word perspective

The co-researchers indicated how the community has accepted the defeat resulting from the display of inappropriate behaviour, which results from by allowing negative things that erode moral values to take root in communities, by exclaiming that,

And this thing in the community is not a new thing, it looks normal to them.

What one can deduce from the exclamation is that the community has accepted the defeat and the continuation of negative things that erode the community's moral values.

Analysis from a discursive practice perspective

The co-researcher's remark,

when the child is in matric now most of them, when they are in matric, you push them to the limit, the results and everything,

is an indication of how schools are obligated to obtaining a hundred percent pass rate at the expense of societal values. The inadequacy noted in the curriculum's inability to address the needs of learners displaying inappropriate behaviour is an acknowledgement that the school alone cannot help the child to shape his/her beliefs, attitudes, feelings and behaviour without assistance from other stakeholders.

Analysis from a social structure perspective

The co-researcher who mentioned that, *you push them to the limit*, indicates how society's understanding of educational accomplishment fails to accommodate aspects of traditional African education, which views a person as well-educated when he/she lives by the prescripts of *Ubuntu*. The academic achievement that is used as a yardstick to gauge the child's cognitive development prevents children from affirming their right to full participation in the learning process, because of unattainable academic expectations.

Reflection

The rapid escalation of school gangsterism is fuelled by a claim for supremacy between moral values and academic accomplishment. The fact that the co-researcher said, *This thing in the community is not a new thing it looks normal to them*, proves that society, together with curriculum experts, need to take a moral stance to ensure that the school curriculum is broadened, to make moral education an essential part of school programmes.

5.3.5 Taking precautionary measures

In terms of Article. 24 of the Convention on the Rights of the Child, the State has an obligation to protect children against social or environmental threats. Precautionary measures have to be taken to promote a culture of protecting children and building their resilience, in accordance with Chapter 7 Sections 111 and 128 of the Children's Act. The Children's Act places a statutory obligation on schools to screen all people who come into contact with children. Abiding by this precautionary measure signifies the community is exercising responsible citizenry by applying due diligence and putting processes in place to prevent learners from being exposed to drugs.

Analysis from a textual and spoken-word perspective

The words in the following extract by Ms Bohloko,

The child's environment exposes him to be exposed to older boys who have greater influence in terms of his behaviour,

urged co-researchers to consider taking all possible measures, which included legislating and enforcing the law to combat and protect learners from the dangers and risks of associating with people who have a bad influence on children's behaviour.

Due to failure to comply with Sections 111 and 128 of the Children's Act, the boy was left vulnerable, as he was in contact with unscrupulous people and, as a result, the learner found himself having easy access to harmful substances.

Analysis from a discursive practice perspective

In her presentation about the deviant behaviour of the boy, Ms Hugeland said she suspected that drug use encourages crime, to get money to buy drugs. She said,

They are the problem and he told me that he is the one that must be sent to go and fetch things. He is doing a thing for the bigger boys because he is the small one.

Reflection

The relationship that the little boy had with bigger boys necessitated the enforcement of laws that prohibit the toxic relationship between minors and over-age associates. The law should be extended to screening any person who comes into contact with children. The appointing section of the Department of Education should put measures in place to ensure that people who are appointed to work with children do not pose a threat to children's opportunities to enjoy the highest healthy, attainable standard of learning.

5.4 CONDITIONS SUITABLE FOR FORMULATING THE FRAMEWORK

This section provides the conditions that have a significant influence on the success of components mentioned in Section 5.3. The following conditions were deemed appropriate

for formulating the framework: positive parenting, empathetic listening, mutuality of concern, community engagement, and policy interventions.

5.4.1 Positive parenting

Parents who dedicate their time to their children's education contribute to the children's positive behaviour, as their children learn to behave appropriately. Reeves and Howard (2013: 1) maintain that, if we want a better society, we need better parents, because parents are huge contributors to the knowledge, skills and character of their children. Parents who honour their responsibilities towards their children's learning, promote better behaviour and social adjustment (Sapungan & Sapungan, 2014: 43). In terms of Section 18 (2) of the Children's Act 38 of 2005, one of the key parental responsibilities is maintaining contact with the child.

In the following discussions, co-researchers were of the view that parents' own weaknesses were contributing to children's broken sense of belonging, because of parents' failure to provide their children with positive parenting.

Analysis from a textual and spoken-word perspective

The following extract shows the consequences of parents who, regrettably, absolve themselves from their responsibilities towards their children:

The majority of young people who are in contravention of the law now is either they are on their own or with grandparents or relatives.

The co-researchers discovered that abandoning parental responsibility contributed to breaking up the family, which is the natural and fundamental group unit of society (Ekundayo, 2015: 146), and also a major determinant of children's behaviour.

Analysis from a discursive practice perspective

Every child wants to belong, and he/she can only accomplish this when there is positive parenting at home. In one of the discussions, the co-researchers said, *young children*

want a sense of belonging. Another co-researcher said, *in the absence of quality parental care, there is no other alternative*. Other ideas suggested, that were similar to the two co-researchers' statements, confirmed that positive parenting was crucial to the positive development of the child. Moreover, the literature casts light on a critical component of the positive development of the child, by emphasising the importance of the child's sense of belonging (Drolet & Arcand, 2013: 29).

Analysis from a social structure perspective

During the meeting, the co-researchers mentioned a critical point that could help to improve positive parenting. One of the co-researchers said,

If I have a committed parents' group we support each other our problem will be less.

What the co-researcher meant was that the commitment shown by parents to raising their children would encourage others to work with other stakeholders to actively contribute to providing support for children. This notion is consistent with the proverb, it takes a village to raise a child.

Reflection

A good relationship between parents and teachers is likely to increase positive outcomes for children, such as improved care and fewer cases of school violence (Save the Children, 2015: xii), since the child's sense of belonging will be entrenched in both the home and school environments.

5.4.2 Empathetic listening

Empathetic listening unites stakeholders on their course to attain their common goal, by assisting to create the perception that parents and teachers are in alliance to serve the child's best interests (Cooper & Cefai, 2013: 35). The level of commitment to such an alliance creates an opportunity to share knowledge, ideas and opinions, and to respond appropriately to concerns of common interest.

Analysis from a textual and spoken-word perspective

In the following conversation, the child became a subject about whom there was an argument between Mr Nthete and other co-researchers. Mr Nthete said,

I have no recollection of the child being violent at home... My child only has a lot of energy and struggles to sit still even in the car but the child does not fight and does not swear at all.

Different reports of the child's behaviour required emphatic listening and understanding to eliminate the differences that existed between the co-researchers' opinions, so that they were able to work collaboratively to provide the child with optimal support.

Analysis from a discursive practice perspective

A unified motivation to assist the child to overcome his behavioural problem was revealed by the statements made by co-researchers who had the best interests of the child at heart. Ms Helena said,

Tello needs a proper routine, since it seems the brain is going faster than the body.

Claire stated that,

The child needs to be referred to a neurologist, so that we know how best to help the child.

In addition to what the above-mentioned co-researchers said, Regal, furthermore, stated that she wishes to conduct a home visit to investigate the family circumstances, to help her understand Tello's home environment.

The unity shown by the co-researchers reflected a feeling of agreement between, them as they wanted to consolidate support for the child.

Analysis from a social structure perspective

The co-researchers had a compassionate spirit about moulding the child. Interestingly, women were the ones who unfailingly supported the notion that the child needed help.

Reflection

What transpired in the above discussions reveal the importance of having empathetic listening skills when promoting socially acceptable behaviour to make the children see the school as an extension of his/her home. Such skill is consistent with PALAR, as it advances a spirit of communalism that can be used to thwart any possible threats to intersectoral collaboration.

5.4.3 Mutuality of concern

Mutuality of concern is an essential ingredient for co-researchers to strive to consolidate support for learners. Amongst the co-researchers, there were those who shared sentiments about Tello's behaviour. The whole group, except for the father, showed the same level of commitment to consolidating support for the learner. They felt that it was important that they should work together and exchange information to help the child.

Analysis from a textual and spoken-word perspective

In attempting to show mutuality of concern, the principal expressed servant leadership by saying, *All I wanted was cooperation from the parents*. These words indicate her willingness to team up with parents in trying to assist the child. Her actions drew the attention of other co-researchers to the social responsibility of leaders to address the needs of followers in accordance with the African philosophy of *Ubuntu* (Brubaker, 2013: 116). It was through the principal's inviting words that Tello's mother was able to reveal her concern about her son's behaviour, by saying, *I am willing to work with the school to help the child*.

Analysis from a discursive practice perspective

Deducing from the discussions that took place above, it was clear that the principal and the mother wanted to work together to help the child and create continuities between home and school, which could have an emotional adjustment benefit (Kim, Sheridan, Kwon & Koziol, 2013: 2). This mutuality of concern could create a platform for the co-

researchers to exchange information about any questionable behaviour traits the child might display, either at home or at school.

Analysis from a social structure perspective

The words uttered by the principal and the child's mother created a strong statement of the power and the influence that women have on building a society. The commitment they showed to working together signified social solidarity, which is consistent with *Ubuntu's* social contract of mutual respect, responsibility and accountability that members of a society have towards each other (Oppenheim, 2012: 370). Their actions assisted to fill the void that was created by the father, who was in denial and unable to accept that the child had a problem.

Reflection

The non-threatening spirit that prevailed during the discussions proved that an invitational atmosphere that co-researchers operated in, encouraged contrasting perspectives that enabled co-researchers to inform each other about what they expected with respect to the learner's behaviour, to ensure that the learner was provided with holistic support.

5.4.4 Community engagement

Community engagement is a catalyst that is grounded in the principles of *Ubuntu* (see 2.5), and co-researchers were persuaded to use it to modify the behaviour of the child by targeting the social and physical environments in which the child found himself. The Draft White Paper on Safety and Security (RSA, 2015: 25), gave the co-researchers information on issues of mutual concern that was essential for building, "A safe South Africa, safe communities, safe families and responsible individuals".

The appreciation of information extracted from the Draft Paper referred to above, was presented as follows.

Analysis from a textual and spoken-word perspective

In one of the stakeholders' consultative meetings, the co-researchers highlighted the need for community participation for addressing the problem of gangsterism, as follows:

This thing in the community is not a new thing it looks normal to them.

The community was viewed as a pillar of strength on which they could rely, and it could contribute to building a peaceful society. Healthy community engagement was viewed as an appropriate means to acquire or sustain a sense of commonality or shared values, to enable the co-researchers to exercise informal social control (Jacobson, Skrine, Kirby & Hunter, 2014: 59).

Analysis from a discursive practice perspective

The understanding of the significance of community engagement for curbing the prevalence of gangs in the Free State was discussed, and Mathe said,

Free State has resources, but now it's up to us to can find a way to utilise them so that they can benefit the learners and community at large.

Warrant officer said,

There is a gang called the Romans, they are mainly in Rocklands... Maroma is not a gang with one leader, they operate as Maroma in Phase Six, and there are a lot of guys there.

In the above extracts, co-researchers agreed that the province has the resources, which a community has to use in a meaningful way to curb gangsterism.

Analysis from a social structure perspective

The extracts alluded to in the above conversation signified that gangsterism is a societal problem. This perception was reiterated by a co-researcher, who said,

I think we should also look at the communities, we need to have community meetings in places such as Phase 4, 5, 6, 7 and Khayelitsha and other places, these things happen in those different places.

The remarks by the co-researchers engraved in our consciences the need to find the origin of gangsterism, to prevent its role in the degeneration of moral values in our society.

Reflection

The information collated from the above conversations demonstrates the adverse effect that a societal problem could have on discipline in the school, and how these problems are reinforced by a community's failure to assume joint responsibility for tackling social ills.

5.4.5 Policy interventions

A unified approach to promoting the safety and well-being of children is informed by Section 28 (2) of the South African Constitution. Policy perspectives that reflect the priorities of different stakeholders form the foundation on which guiding principles for strengthening protection of children are developed. These guiding principles are meant to mobilise various stakeholders to work together, without getting in the way of the existing good practices of the different stakeholders (Greany *et al.*, 2014: 9). The guiding principles ensure that children's legislation is not implemented in a piecemeal manner, as demonstrated by the following extracts.

Analysis from a textual and spoken-word perspective

Considering the case of the learner who was suspended from school for using drugs, the co-researchers realised their mistake in failing to enforce Sections 141 and 305 of the Children's Amendment Act of 2007. Their weakness was revealed when they acknowledged the danger in which the child found himself:

The child's environment exposes him to older boys, who have greater influence in terms of his behaviour.

The co-researchers should have complied with Sections 141 and 305 of the Children's Amendment Act of 2007, which states that it is an offence to use children in the commission of offences listed in the Criminal Procedure Act. Therefore, in its existing policies and code of conduct, the school should have fulfilled its duty in relation to all human rights, including children's rights (UNICEF, 2013: 5).

Analysis from a discursive practice perspective

The following conversation reveals a common deficiency in people's understanding of legislation that is aimed at safeguarding children from the influence of older boys. Ms Hugeland said,

He is also in the company of older boys who have influence in using substances... He is addicted to a dependence-producing substance and is without any support.

Bohloko:

He is doing things for the bigger boys because he is the small one.

This weakness regarding understanding became evident when the school opted to suspend the learner for using drugs, instead of using Article 33 of United Nations Convention on the Rights of the Child and Section 110 (1) of the Children's Act 38 of 2005 to report the dubious relationship the learner had with older boys.

Analysis from a social structure perspective

Allowing a minor to be in the company of older boys, who encourage him to use illicit substances, is a criminal offence. The co-researchers should have used Section 110 (1) of the Children's Act 38 of 2005 to report the older boys to the relevant authorities, as it was evident from their observation from, *He is doing things for the bigger boys because he is the small one*, that this destructive relationship was not in the child's best interests.

Reflection

The flaws seen in the co-researchers' execution of their legislative mandates indicates that not everyone is aware that protecting children is the shared responsibility of us all. Therefore, reporting dubious relationships, such as the one between the boy and older boys, needs a policy on mandatory reporting that would have made co-researchers aware of their duty of care to protect learners from harm that is reasonably foreseeable.

5.5 POSSIBLE THREATS TO THE FORMULATION OF THE FRAMEWORK

In Section 5.4, the condition that has a significant influence on the success of components, which had been mentioned in 5.3, was discussed. In this section, possible threats that might hamper the implementation of a framework for consolidating support for learners who display inappropriate behaviour are discussed in detail. The threats will be discussed as follows: dysfunctional family, poor parent-teacher relationship, power imbalances, the use of exclusionary language, and different sectoral mandates.

5.5.1 Dysfunctional family

A wealth of research indicates that the most common reasons why learners are displaying inappropriate behaviour is because of the cracks that exist between the school and home, due to the family circumstances, which are not conducive to holistic development of the child. The proper way to counteract this threat from enduring is to ensure that parents are the first educators of their children, and that they continue to influence their children's learning and development during the school years and long afterwards (Mafa & Esther, 2013: 37). Collaboration, particularly between parents and teachers, produces the best educational and behavioural outcomes for learners.

Analysis from a textual and spoken-word perspective

The following statement by the co-researchers:

The majority of young people who are in contravention of the law now is either they are on their own or with grandparents or relatives,

confirms that the situation in which children who were neglected by their parents find themselves, posed a threat to the intended framework. Parents' role in consolidating support for learners is viewed by co-researchers as one of the essential factors for sustainability of the framework.

Analysis from a discursive practice perspective

Pulane's comment that,

We need to also understand that, in South Africa, there is a new phenomenon of child-headed homes,

indicates the emergence of a foreign state of affairs, under which children find themselves heads of their families and forced to assume adult responsibilities at a very tender age. This situation has led to the prevalence of inappropriate behaviour among children due to the absence of quality parenting.

Analysis from a social structure perspective

The following statement by Pulane,

I think we need to also understand that, in South Africa, there is a new phenomenon of child-headed homes,

alludes to a threat that could derail the formulation of a framework, because of parents' failure to adhere to Article 3 of the United Nations Convention on Children's Rights, which was a point which was corroborated by Marilyn, who said,

We do not have parents in South Africa anymore, we talk about child-headed families.

These excerpts show how the best interests of children are compromised by parents who do not take full account of their parental responsibilities.

Reflection

On the basis of the available evidence, the engagement of parents in the lives of their children could either be developmental, or make children more susceptible to the influences of the wrong people. Therefore, we need to promote holistic development of children by encouraging parents and teachers to work together, because their cordial relationship can form the basis of healthy relationships between children and teachers.

5.5.2 Poor parent-teacher relationship

A poor parent-teacher relationship is associated with various indicators of learners' deviant behaviour. Because parents and teachers have conflicting behaviour expectations of children, children find themselves in a state of confusion, which minimises their capacity to take education beyond the school gates (Emerson, Fear, Fox & Sanders, 2012: 7).

Such a state of confusion hampers the Department of Basic Education's efforts to provide learners with integrated support, and is exemplified by the following comments.

Analysis from a textual and spoken-word perspective

Mr Nthete's utterance, that,

I was constantly told that my child had beaten another child and at no particular point was I shown the child who had been allegedly beaten,

is indicative of a toxic parent-teacher relationship, which prevented the co-researchers from developing a detailed strategy to discuss, assess, evaluate and jointly agree on a suitable approach to turning around the child's deviant behaviour.

Analysis from a discursive practice perspective

Mr Nthete's utterance,

I have no recollection of the child being violent at home or in the streets,

and the principal's statement,

Tello's behaviour is disrupting classes, he is violent to teachers, he tripped the school principal, and he goes to the bathroom and undresses the girls,

was enough to tell the co-researchers that animosity prevailed between the father and the school principal. This attitude by the father had to be addressed as a matter of priority, as it had serious implications on the way the child behaved at school.

Analysis from a discursive practice perspective

The father's comments that,

I have no recollection of the child being violent at home or in the streets,

in contrast with the principal's report that,

Tello's behaviour is disrupting classes, he is violent to teachers, he tripped the school principal, and he goes to the bathroom and undresses the girls,

was a proof of a toxic parent-teacher relationship which prevented the co-researchers from developing a detailed strategy to discuss, assess, evaluate and jointly agree on a suitable approach in providing the child with support. This relationship has to be restored at all costs, because it lead to negative interactions and strained relationships between parents and teachers (Witte, 2015: 11).

Analysis from a social structure perspective

Poor parent-teacher relationships detached co-researchers from participating fully in their endeavour to help the child to obey the school rules. The following extract shows the father's irresponsible comment about concerns raised by the co-researchers about his son's behaviour. His comment seemed to be replicated by the child's larger social context. Mr Nthete said,

I am only willing to accept that the child is hyperactive and there's nothing medically wrong with the child.

The animosity that the father had towards the school principal led to strained prospects of establishing good relationships with teachers and other stakeholders.

Reflection

The father's insistence, in the presence of his son, that there was nothing wrong with the child, reinforced the child's negative behaviour, as he continued to display challenging behaviour and, as a result, he became disobedient towards school authorities. The father and the son seemed to be replicating the same indiscipline behavioural characteristics.

5.5.3 Power imbalances

Partnerships that are characterised by power imbalance are a recipe for disaster. Such partnerships are not reciprocal, because one partner dictates the terms and conditions of the partnership. Additionally, they frustrate partners whose contribution is not considered in decision-making. This unfair practice threatens collaboration, because of the power vested in people who are perceived to be the sole decision-makers.

Analysis from a textual and spoken-word perspective

By virtue of being the father of the child who was the subject of discussion, Mr Nthete exercised his power over other co-researchers by arguing that,

My child only had a lot of energy and struggles to sit still, even in the car, but he does not fight and does not swear at all.

The father's statement was clouded by his emotions, rather than being based on logic, as it contradicted the way the child was behaving.

To justify that the father was in denial about his child's behavioural problem, the principal said,

The school has a proof of the child's misconduct.

These contrasting statements were not in the best interests of the child, as they prevented him from receiving integrated support from people who were highly skilled, resourceful and competent interactants (Brandt, 2011: i).

Analysis from a discursive practice perspective

The contradictory statements made by the co-researchers about the child's behaviour in the above extracts seemed to have been shaped by a power imbalance that played out between the child's father and the school principal. Subsequent to this confusion, the child found himself in a situation that made collaborative effort difficult, as the co-researchers used the child as an object to settle their own scores.

Analysis from a social structure perspective

The father's chauvinistic attitude towards the school principal was a signal that he subscribed to traditional gender stereotypes. Because the school principal was a woman, the father was not going to accept her version of his son's behaviour, hence, after being invited to the school to discuss the behaviour of his son, he said,

The meetings were not fruitful.

In examining the attitude of the father towards the principal, co-researchers could deduce that it was influenced by the tendency of devaluing and restricting women from assuming leadership positions. This outmoded cultural and social stereotyping stance of the father diminished the child's chances of receiving a holistic support.

Reflection

Despite the child's mother telling co-researchers that she was willing to work with the school to help her child, the father did not show any intention to find an amicable solution to the child's behavioural problems. The father's obstructive behaviour modelled a patriarchal system that is entrenched in gender inequality and a non-unitary collective of a married couple, which is shaded with different decision-making powers (Jayachandran, 2014: 3). This father's stubbornness and hostile attitude towards stakeholders compromised the child's chances of receiving a wide range of services and professional help.

5.5.4 The use of exclusionary language

The use of unfamiliar terminology and acronyms that were associated with stakeholders' respective professions, to discuss issues of common interest, often make other members, who are not conversant with the terms, feel helpless and isolated. As a result, they get frustrated because they are not actively involved in the discussions and decision-making process. The following extract demonstrates how the use of unfamiliar language affected

some co-researchers' active participation, which resulted in a lack of commitment to a multi-disciplinary approach.

Analysis from a textual and spoken-word perspective

Mr Mathe's request,

Please explain to our people what is QLTC, others will know it and others will not know it, warned against the exclusion of some co-researchers by the language used. This practice did not advance a spirit of communalism, which would thwart any possible threat to inclusive participation. Exclusionary language prevented co-researchers from asking relevant questions for clarification, and also from providing inputs.

Analysis from a discursive practice perspective

The concern raised about the use of the abbreviation, QLTC (which refers to Quality Learning and Teaching Campaign), made co-researchers aware of the discomfort other people feel about using terms they do not understand, and as it emerged not everyone was impressed by its usage.

Analysis from a social structure perspective

The co-researchers' initial uneasiness about the use of QLTC ended up turning into a learning opportunity for some of the co-researchers, as they learnt that,

QLTC is the one looking in the communities we are focused on and what is happening at schools.

It is a structure used to confront societal challenges, such as drug abuse among youth, teenage pregnancy, violence in schools and school safety.

Reflection

Taking note of the challenges posed by the use of exclusionary language, the co-researchers learnt the importance of explaining to other co-researchers the meaning of words that they were not conversant with, to encourage active participation. In view of the above debate, the co-researchers discovered that, before they enter into discussions, an explanation of unfamiliar words is a precursor for collaborative engagement and learning by all.

5.5.5 Different sectoral mandates

Different sectoral mandates are likely to cause endemic conflicts and tensions between co-researchers. For instance, the tendency of perceiving the school as a place for book learning, and a place that has nothing to do with outside agencies, has the potential to stand against intersectoral collaboration (Bulawa & Mhlauli, 2012: 226). The situation can be managed effectively if partners use regular meetings to raise and resolve issues, and conduct other kinds of boundary work (Bryson, Crosby & Stone, 2015: 9).

In the following panel discussion, the distressing failure to work together led to the suspension from school of a learner who was using drugs. The school's disciplinary action failed to consider the child's right to education.

Analysis from a textual and spoken-word perspective

Punitive action meted out to the learner affected his well-being, as there was no synergy in dealing with his drug addiction. Ms Hugeland, a teacher, said,

The learner has been recently suspended due to his substance abuse challenge.

The suspension of the learner denied him the opportunity to claim public resources needed to help him to stop using drugs, since the school could not provide the co-researchers with a report on the support the learner had received; neither was support given to the learner in terms of specialised interventions from outside agencies.

Analysis from a discursive practice perspective

Seemingly, the school did not consider the learner's circumstances when they suspended him. The co-researchers' comment that,

The case was referred to our offices for further intervention,

is indicative of the school's failure to take all possible measures to support the learner before they suspended him, which indicated the school's lack of understanding of other stakeholders' mandates to help the school with preventive and early intervention programmes.

Analysis from a social structure perspective

The probation officer's proclamation that,

The grandmother of the child is also reluctant to let the child go to the school of industry, reasons could also include an attachment, so probably the biggest factor could be the grant,

showed how people's dependence on social grants to alleviate poverty supersedes the best interests of the child.

Should the school have referred the child to a welfare agency, they would have discovered that, at the heart of the child's behavioural problem, lies lack of social support for the child from the surviving parent (Ellis, Dowrick & Lloyd-Williams, 2013: 57). This notion was supported by the co-researcher who said:

But the father does not want to engage with the child.

Reflection

A child's broken sense of belonging, which complicates his/her healthy development, can be addressed by cooperation on the part of the community, the private sector, civil society and government, and a contribution by authorities and professionals responsible for delivering social assistance, education, health, child protection and other public services (UNICEF, 2013: 5).

However, in the above discussions, co-researchers' different sectoral mandates seemed to be giving mixed results, even though they were intended to safeguard the very best intentions in relation to the children (Hennum, 2014: 442)

5.6 EVIDENCE OF BEST PRACTICES

The greatest challenge faced by the study, was to synergise the role of each of the co-researchers to achieve a state of unity for consolidating support for learners who display inappropriate behaviour. This challenge afforded co-researchers the opportunity to put their differences aside and work together to consolidate support for learners. The co-researchers' sudden change of heart was demonstrated by Tello's mother, who said,

I am willing to work with the school to help the child.

The desperation expressed in the mother's utterance is an indication of how co-researchers, despite their differences, can still work together to find an amicable solution to children's inappropriate behaviour.

Encouraging evidence of best practices was, furthermore, demonstrated by the following extract by one of the co-researchers, who had to seek help from an enlarged circle of stakeholders so that she could draw on their expertise to find a proficient method for consolidating support for a learner who was displaying deviant behaviour. Claire said,

From 2014, I conducted therapy with the child and no positive change was noted. Tello was then referred to a specialist and he was diagnosed with ADHD. He was also seen by a psychologist in Bloemfontein.

The above extract indicates that the co-researcher had swallowed her pride and accepted her limitations, and had sought help from stakeholders with different opinions. She valued their contribution in consolidating support for Tello, without expressing an inferiority complex.

5.7 SUMMARY OF THE CHAPTER

In this chapter, I reported on the way the co-researchers used the empirical data to formulate a framework in accordance with the five objectives of the study, which was given in Chapter 1 (see 1.3). These objectives are to validate the need for formulating the envisaged framework, to identify the main components necessary for the implementation of the framework, to anticipate possible threats that may impede the successful implementation of this framework, to explore the conditions conducive to the sustainability of the framework; and to monitor the application of the framework. The envisaged framework was intended to consolidate support for learners who display inappropriate behaviour in order to improve learner attainment.

The main focus of the chapter was to consider the multifaceted root causes of behavioural problems, which warranted a framework that required a holistic approach. During the discussions, the co-researchers collectively scrutinised and developed a common understanding of the underlying issues that manifested themselves in deviant behaviour. Co-researchers mutually agreed that a holistic and restorative approach was the best approach for dealing with learners' behavioural problems, in order to avoid using bureaucratic actions, which might result in learners facing adverse outcomes during adulthood (Browne, 2013: 125).

: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The aim of the study was to formulate a framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment. This chapter gives an outline of the study by discussing the findings, recommendations, and conclusion regarding the proposed framework. The motivation for this exercise is to remind readers about the reasons for undertaking the study.

The chapter will draw its argument by aligning itself with the study's five objectives, its theoretical framework, the value of the study, and recommendations for future research. The chapter will conclude by highlighting the limitations of the study and, lastly, giving a summary of the chapter.

6.2 BACKGROUND OF THE STUDY

The aim of the study was to consolidate support for learners who display inappropriate behaviour, in accordance with the legislative mandate of the education system, which is to promote education for all learners through holistic and integrated support provision. However, the capacity of schools to collaborate seems to be questionable, despite the introduction of the Education White Paper 6 (DBE, 2001) and the Screening Identification Assessment and Support strategy (SIAS) to assist schools to work effectively with other stakeholders to consolidate support for learners who display inappropriate behaviour. In line with the report on national early childhood development policies and programmes, schools have to be able to identify stakeholders who have programmes and policies relating to support to learners and the persons responsible for the implementation of these policies and programmes (DoE, 2001: 1). Failure to comply with the aforementioned directives is in direct contravention of the United Nations Convention on the Rights of the Child, which is a legally binding international instrument that obliges parties to the Convention, of which South Africa is one, to undertake all actions and institute policies in

the best interests of children. Therefore, the study encourages all relevant stakeholders to make an effort to provide learners with a range of age-appropriate therapeutic and developmental programmes and services that address children's deviant behaviour.

Collaboration could only be feasible if team members understand their specific roles in terms of their practice boundaries. As a team, members have to sit together and identify the problem, discuss it, and collectively assume joint responsibility for actions and interventions aimed at enhancing support for the learner. Therefore, the success of the envisaged framework is characterised by trust and mutual respect, inclusive participation, and clarity around roles and responsibilities (Danaher, 2011: 10).

6.3 RESTATING THE PROBLEM STATEMENT

The promulgation of the Children's Act 38 of 2005 and the Child Justice Act 75 of 2008 seems to have created a challenge for co-researchers. They attribute the escalation of uncontrollable behaviour in learners to the declaration of pieces of legislation that are meant to safeguard the well-being of children, because they have the mistaken impression that children who know their rights deliberately challenge adult authority.

However, this notion does not hold water, as different sectors have the responsibility to redress children's deviant behaviour. The problem is that co-researchers are not aware that they have no option but to collaborate with other stakeholders to provide the child with consolidated support. Section 28 of the Constitution, which outlines various rights that are in the child's best interests, left the co-researchers with no option but to formulate a framework for consolidating support for learners who display inappropriate behaviour in order to improve learner attainment.

6.4 RESTATING THE RESEARCH AIM

The current situation as depicted in the problem statement above, lead to the following research question: How can an intersectoral collaborative framework for consolidating support to learners who display inappropriate behaviour in order to improve learner

attainment be formulated? This question determined the research aim by pursuing the study's objectives (see 1.3).

6.5 THEORETICAL FRAMEWORK

The study hinges on *Ubuntu* as its theoretical framework for consolidating support for learners who display inappropriate behaviour. The reason for relying on *Ubuntu* as theoretical framework is to encourage the use of a communal approach amongst co-researchers in the way they observing the rules, to ensure that learners who display inappropriate behaviour are provided with the holistic support they need to meet their developmental needs. Moreover, based on the ideas related to *Ubuntu*, co-researchers learnt that the theoretical framework's prescripts that were adopted are an asset that gives someone in a precarious situation the assurance that they are not alone in whatever predicament they are facing (Mabvurira, 2016: 185).

The schools' continued use of punitive action as a deterrent for learners who display inappropriate behaviour points to a substantial and unprecedented decline of *Ubuntu* in our society, as teachers are now burdened by the responsibility of shaping children, which was previously a collective responsibility.

The decline of African philosophy became evident during numerous discussions, when co-researchers' failed to reach agreement on issues relating to the provision of integrated support for learners who display inappropriate behaviour. The study's adoption of *Ubuntu* was a deliberate attempt to instil in co-researchers the characteristics to determine, first, why the learner is displaying inappropriate behaviour, and also why the study encourages holistic support, in accordance with *Ubuntu* principles (see 2.5) to reintegrate the learner into society (Gade, 2013: 9).

It emerged during discussions that failure by society to explore ways in which young people were initiated into *Ubuntu* moral dispositions, was partly responsible for the decay that is commonly seen in children. It also appeared that this failure by co-researchers cascades the kinds of attributes and dispositions that enable children to lead healthy lifestyles that are anchored in communal understandings of personhood and humaneness and contribute to causing deviant behaviour (Letseka, 2013: 338). This blatant failure,

which has adverse effects on the development of children, calls upon scholars to investigate further the best way to encourage stakeholders to abandon their isolation mentalities and mobilise to share their expertise and information on how children can be assisted to become responsible citizens who contribute positively to society.

6.6 THE VALUE OF THE STUDY

At the end of the project, the framework will be piloted at the Mangaung One Stop Child Justice Centre in Motheo District, where learners who display inappropriate behaviour are usually panelled. All the contributors to the framework will share in the pride caused by the success of their contributions. The value of the study will also be seen in the literature pertaining to intersectoral collaboration.

The framework can be adapted for application in other districts that do not have a facility similar to the One Stop Child Justice Centre. Best practices copied from other countries and the restorative approach, as envisaged in *Ubuntu*, will be used to highlight the need for stakeholders to work collaboratively to provide support for learners who display inappropriate behaviour.

6.7 RESEARCH FINDINGS AND RECOMMENDATIONS

This section highlights the detrimental effects of fragmented support and the discrepancies revealed in the literature and during data generation (see Chapters 3 and 5), with references to the challenges identified by the study. Additionally, the section makes recommendations for future research into consolidated support as envisaged by the study.

6.7.1 Children who grow up in the absence of positive parental care

The moral development of children begins in their families. Schools are considered to be one of the most important social institutions, as they serve as the basis of moral grooming of a child's personality. Many children who grow up without positive parental care, end up

developing behavioural challenges that impact negatively on their schooling. This is because the absence of positive parental figures makes children susceptible to negative influences that have the potential to ruin children's chances of performing well in school. It also derails teachers' efforts to partner with parents to instil in children positive behaviour and a culture of learning.

Sections 3.4.1.1 and 5.2.1 determined that the absence of positive parental care relates to children's lack of moral compass. These sections are sufficient to prove that, without positive parental care, children have a minimal chance of learning to display acceptable behaviour and, as a result, teachers' efforts to modify the behaviour of children are in vain, due to an absence of a support structure at home, which is supposed to be in alliance with the school.

Therefore, research has to be done on the effect of an intact family that models positive behaviour. This research should give an indication of how such a family serves as the foundation onto which a strong relationship between home and school can be built, so that both institutions mirror the same behavioural expectations of the child.

6.7.2 Inability to deal decisively with learners' behavioural problems triggered by disruptive behaviour disorders

The challenge posed by disruptive behaviour disorders (see 3.4.1.2), calls for intersectoral collaboration that is intended to broaden the stakeholders' knowledge, skills and attitudes about learners with disruptive behaviour disorders. Given the arguments that co-researchers had about the root causes of the learners' deviant behaviour, co-researchers discovered people had limited understanding about the way certain behaviour can be triggered by genetic factors, physical characteristics, and children's mental abilities. Therefore, the absence of a multidisciplinary team approach to maximising a multitier system of support to learners with disruptive behaviour disorder seemed to be a subject about which co-researchers disagreed. As a result, further intensive research on how joint support can minimise the misunderstandings about and connotations attached to disruptive behaviour disorders should be conducted.

6.7.3 Bullies' inhumane treatment of their victims

The suggested framework represents a concerted effort by stakeholders to eradicate the inhumane treatment vulnerable learners receive from bullies. Literature (see 3.4.1.3) and the research findings (see 5.2.3) are clear on the adverse effects of bullying on victims.

Eradicating the appalling treatment that bullies mete out to their victims requires a holistic approach involving parents, teachers and policymakers, to synergise schools' anti-bullying policies with pieces of legislation, such as the Child Justice Act 75 of 2008, so that perpetrators can be put on diversion programmes.

Perhaps criminalisation of bullying will lead to its suppression, and assist in creating a school environment that is conducive to effective teaching and learning. Article 1 of the United Nations Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, declares that it is unacceptable to treat others inhumanely.

Due to different sectoral mandates and various pieces of legislation pertaining to care and protection of children, it is advisable to recommend that a research study is done on how pieces of legislation can be synergised so that relevant stakeholders can work as a team to find a joint solution to common problems relating to inappropriate behaviour.

6.7.4 Adoption of a group identity to instil fear in others

A joint effort by stakeholders has the capacity to influence the curriculum content, which should be designed to achieve meaningful social change. Low self-esteem has been identified as one of the contributory factors to gang affiliation (see 3.4.1.4). In addition, during data generation, it became clear that inadequate scholastic achievement could be blamed on gang activities (see 5.2.4).

A school curriculum that is aimed at addressing moral corrosion, such as the prevalence of gangsterism among youth, requires innovative ideas generated from the expertise of the multidisciplinary team. An all-inclusive approach to addressing moral values ensures positive conditions for learning, and helps learners to enjoy attending school. Therefore, the way teachers interact, the background of learners, the tactics teachers use to deal with learners, the school's code of conduct and rules, the school's connectedness to the

community, ethics, and curriculum can all contribute to harmonising moral development (Lodhi & Siddiqui, 2014: 8).

Education throughout life is based on four pillars: Learning to live together, learning to be, learning to know, and learning to do. The last two are the ones that most familiar, and which are most often closely examined. All four pillars of learning have stand alongside each other, so that education moves away from being a one-dimensional objective of economic development, to a more balanced inculcation of knowledge and morality in the individual, community and nation (bin Md Aroff, 2014: 61).

To make this paradigm shift, scholars have to do research on how community members and curriculum designers can work together to design a curriculum that provides learners with ethical boundaries, to prepare them to avoid being trapped into gang activities, which are a sign of a socially corrosive society.

6.7.5 Accessibility to forbidden drugs

Protecting children against the illicit use of drugs is an issue that necessitates close collaboration between stakeholders. The proposed framework envisions bridging the gap that exists between sectoral mandates in order to safeguard the well-being of learners and identifying harmful people who supply children with drugs.

Schools have to collaborate with other stakeholders to develop systems that can guarantee that learners are not exposed to drugs. This can be achieved if education authorities can enforce policies and procedures, in accordance with their duty of care to protect learners from harm that is reasonably foreseeable, by screening people who come into contact with learners and reporting indicators of possible access to drugs to relevant authorities.

The literature (see 3.4.1.5) and data collected from a panel discussion about a learner who was accused of using drugs (see 5.5.5), revealed that school policies do not cover all situations and circumstances that should be addressed in relation to the protection of children/learners.

The fact that the boy was suspended from school for using drugs due to the influence of older boys shows that the school failed to take active steps in accordance with Chapter 7 Sections 111 and 128 of the Children's Act 38 of 2005, to apply a basic screening process; furthermore, the school failed to execute its statutory obligation in terms of Section 110 (1) of the Children's Act 38 of 2005, to report a case of child abuse.

Therefore, further research on how to infuse into school policies screening processes for people who come into contact with learners, has to be executed as a matter of urgency.

6.8 SUGGESTIONS FOR FUTURE RESEARCH

The departure point for future research is to consider that inappropriate behaviour is a complex condition that warrants intersectoral collaboration in dealing with it. However, stakeholders seem to have little understanding that underlying issues, which manifest themselves in deviant behaviour, require consolidated support. No wonder schools are quick to suspend learners who display inappropriate behaviour without considering the behaviour in its context. Therefore, a framework must be well thought through by any study, to eliminate isolation mentalities, which have detrimental effects on the holistic development of learners.

A suggestion for the future is that, when conducting research, especially on learners who have been marginalised by schools for displaying inappropriate behaviour, it is important to gather information on how failure to determine the root cause of the behaviour exhibited by the child, contributes to the escalation of deviant behaviour. In so doing, the research should focus on the way that the uniqueness of children's growth and development has a considerable influence on their behaviour. Lastly, the social, contextual influences within the family, school and community that account for socioeconomic differences in child behavioural problems (McGrath & Elgar, 2015: 477), should also be taken into consideration.

6.9 SOLUTIONS FOR THE CHALLENGES FACING THE FORMULATION OF A FRAMEWORK

This section provides solutions to issues that were mentioned in Section 5.2 that obstructed collaboration. The blockages were revealed in the evidence gathered during data collection, which indicated that the disjointed, retributive, and non-integrated approach that was used by co-researchers failed to instil in children the humanitarian values depicted in the principles of *Ubuntu* (see 2.5).

Because of this disjuncture, the study sought to align the type of support given to learners, and the role of stakeholders involved in providing support to learners, by focusing on policies pertaining to the care and protection of children. The following are some of the key solutions to formulating a sustainable framework.

6.9.1 Parental involvement

Involving the parents in the affairs of their children will assist in ensuring that values portrayed by the school are consistent with the values that are practised at home. Parental involvement provides opportunities for parents to form partnerships with other stakeholders to support their children. Parental involvement, as alluded to in this study, is the collective responsibility of families, schools and communities, and the aim is to consolidate support for the learner. The most effective way to promote appropriate behaviour is positive parenting.

6.9.2 Effective communication

Frequent communication provides partners with an opportunity to keep each other informed about learner behaviour, achievement, and discipline. As a result, partners end up broadening their knowledge, skills and attitudes. So, it is important for schools to consult with other stakeholders to ensure that the nature of the support they give to children is complementary to their holistic development.

6.9.3 Effective policies and programmes

Synergising policy perspectives of different stakeholders strengthen and formalise partnerships, without getting in the way of the existing a good practices of each stakeholder. Policies need to highlight mutual gains, derived from intersectoral collaboration, and also clarify the following elements in the development of intersectoral collaboration (Greany et al., 2014: 9):

- What is to be achieved; what is the focus for the collaboration?
- What are the characteristics of the systems through which support to learners' needs can be fulfilled?
- How will progress be measured?

Once policies have been synergised, stakeholders can then develop integrated learner support programmes that are aimed at consolidating support for learners who display inappropriate behaviour.

6.9.4 Collaborative skill

Intersectoral collaboration needs people whose attitude is inviting, so that stakeholders are willing to identify and analyse problems together, define goals and assume a joint responsibility for actions and interventions to accomplish the aim of the study.

6.9.5 Balanced power

Stakeholders must do away with issues of power, as other partners feel ostracised and end up being frustrated because their contributions are not recognised. Since the framework will include parents as partners, professionals should desist from making unilateral decisions about services that learners should or should not receive.

6.10 LIMITATIONS OF THE STUDY

Although the principle of the best interests of the child was used to conduct this research, the study has limitations and shortcomings. To begin with, most of the data collected was

generated at Mangaung One Stop Child Justice Centre in Motheo District. The province has five districts and only two One Stop Child Justice Centres. One centre is in Bloemfontein and another one is situated in Phuthaditshaba (Qwaqwa). The legacy of the apartheid government's way of rendering services along racial lines created disorder, which has aggravated the shortage of resources, especially in remote areas, where children who are more vulnerable and underserved, are found.

The Centres alluded to above are situated in areas that have access to appropriate child rights-based services. Unfortunately, most of the children who are in dire need of care and protection are mostly found in disadvantaged areas that do not have access to resources. The framework requires commitment and a large workforce if it is to deliver holistic support to children. Since the research applied PALAR methodology, data collection depended entirely on the cooperation and availability of co-researchers.

6.11 FORMULATION OF THE FRAMEWORK

In this study, the level of support given to learners who display inappropriate behaviour was determined in relation to the child's sense of belonging, mastery, independence and generosity. Stakeholders can only accomplish the aim of the study through the use of a circle of courage, as demonstrated in the envisaged framework.

6.12 EXPRESSION OF APPROPRIATE BEHAVIOUR

6.12.1 Belonging

- A child's life is centred on peer groups and mutual relationships, and a child easily forms relationships with others.
- A child feels valued and respected as part of a family and community.
- A child has high self-esteem that helps him/her deal with challenges facing him/her.
- A child feels comfortable and welcomed within a group.

6.12.2 Mastery

- A child is self-dependent and feels competent in own abilities.
- A child has a strong sense of mastery and achieves success in his/her school work.

6.12.3 Independence

- A child shows a well-developed sense of autonomy by taking responsibility for his/her actions and is able to make choices without coercion.

6.12.4 Generosity

- A child is sensitive towards others; is able to show forgiveness and is also helpful towards others.

6.13 Intersectoral collaboration process

6.13.1 School intervention

- The class teacher observes the learner and reports any identified suspicious and inappropriate behaviour to the school-based support team.
- The school-based support team uses a circle of courage to assess the learner and to identify the support to be rendered to the learner, how it should be carried out and by whom.
- If the child's behaviour does not improve, the learner is referred to the district-based support team (DBST), for further intervention.

6.13.2 District intervention

- The DBST evaluates the problem and initial intervention strategies, and decides whether to give additional suggestions and assistance on the basis of the nature of the problem.
- The DBST provides a range of early intervention mechanisms and services to offer support to the child.
- If the intervention succeeds, the process ends with the DBST.

6.13.3 Panellists intervention

- If the DBST does not have the capacity to provide the necessary support, the learner is referred to a panel comprising various stakeholders.
- In an effort to determine the root cause of the learner's inappropriate behaviour, the panellist investigate the following:
 - The nature of the behaviour;
 - Whether the behaviour reflects problems at school;
 - Whether the behaviour reflects personal problems or problems at home;
 - How the problem impedes teaching and learning;
 - Whether the behaviour reflects socio-economic issues and if yes, measures that can be put in place to assist the child;
 - Whether the behaviour reflects medical or biological issues;
 - Whether the learner shows signs that might indicate that the learner is having scholastic problems;
 - Whether the was child referred to the DBST;
 - If yes, when the child was referred and what services have been provided;
 - If the learner was referred to the DBST, what the outcome of the intervention was;
 - If the child was not referred to the DBST, what the reasons for not referring him/her were;
 - Whether the child has a history of substance abuse;

- Whether the child has been tested for substance abuse;
- Whether the learner is currently receiving medical treatment; and
- What corrective measure is recommended to ensure the success of the intervention.

6.13.4 Alternative placement with the relevant agency

- After identifying the developmental tasks that need to be carried out, how they should be carried out and by whom, the learner is referred to the relevant agency.
- The relevant agency designs a programme that is aimed at achieving the following objectives within a certain time:
 - Work with children, not on them;
 - Meet the basic needs of the child;
 - Influence the child's behaviour positively; and
 - Provide a learner with an opportunity to succeed.

6.13.5 Review of the behaviour

- The child's Individual development plan will be populated with information and inputs from different stakeholders.
- The information will be used to determine where the child's circle of courage is broken.
- The inputs will be used to design an age-appropriate support programme for the child.
- After six months, the information contained in the child's individual development plan will be reviewed to determine whether consolidated support rendered to the learner had had a positive impact on the child's behaviour.

6.14 SUMMARY OF THE CHAPTER

In this chapter, the research findings and recommendations were set out to ensure that the study accomplishes its aim, which was to formulate a framework for consolidating support for learners who display inappropriate behaviour in order to improve learner attainment.

In conclusion, the framework was developed in accordance with the prescripts of various sectoral mandates, to help schools to deal with current challenges posed by learners who are uncontrollable, by using an integrated approach.

: PROPOSED FRAMEWORK FOR CONSOLIDATING SUPPORT FOR LEARNERS DISPLAYING INAPPROPRIATE BEHAVIOUR

7.1 INTRODUCTION

The aim of the study is to formulate a framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment.

In this chapter, the framework and all its uniquely identifiable constituent parts will be discussed. Since inappropriate behaviour is a societal problem that requires a collaborative effort across all sectors of the society, the chapter will provide information on how stakeholders can combine their high levels of knowledge and expertise to consolidate support for learners who display inappropriate behaviour. The chapter will, thus, present the constituent parts of the framework, which are bonded by the principle of the best interests of the child. For instance, the chapter will depict how unbroken, circular-shaped lines are used to explain how aspects of the framework are positioned, so as to concretise the importance of consolidated support to modifying the behaviour of learners. Equally important, the chapter will provide a monitoring tool to be used by stakeholders to ascertain the correct referral of a learner to an agency, which is suitable for supporting the child needs. Penultimately, the chapter will present the much talked about framework that comprises infused components, to display their inter-connectedness. Last, but not least, the chapter will provide a summary of the sections and subsections related to the chapter.

7.2 FORMULATING THE FRAMEWORK

This section will present the framework in a diagrammatic form, to give a picture of the distinctiveness of its components. Interconnected parts are also discussed narratively, to give an accurate explanation of the positive contribution they can make to consolidating support for learners who display inappropriate behaviour. This is done by showing

relationships between different components, which, in the end, are brought together to formulate a framework.

The components alluded to above are unbroken, circular-shaped lines; the child, who is placed in the centre of the framework; circle of courage, comprising a child's sense of belonging, mastery, independence, and generosity; *Ubuntu*, PALAR, collaboration, and pieces of legislation; and the principle of the best interests of the child.

7.2.1 Circular-shaped lines

The framework is in a circular shape and the pointers illustrate the sequence in which the information will be discussed.

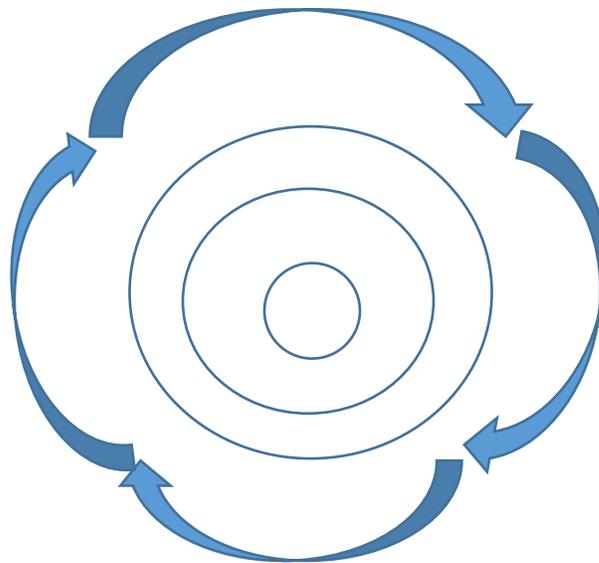


Figure 7.1: Discussion sequence

7.2.2 Layers of the framework

Figure 7.2 depicts four layers, which are further sub-divided into sectors. Each sector is uniquely different and will be discussed individually, to give credit to the role each

stakeholder plays in building healthy relationships with children. Finally, the layers will be infused into a framework.

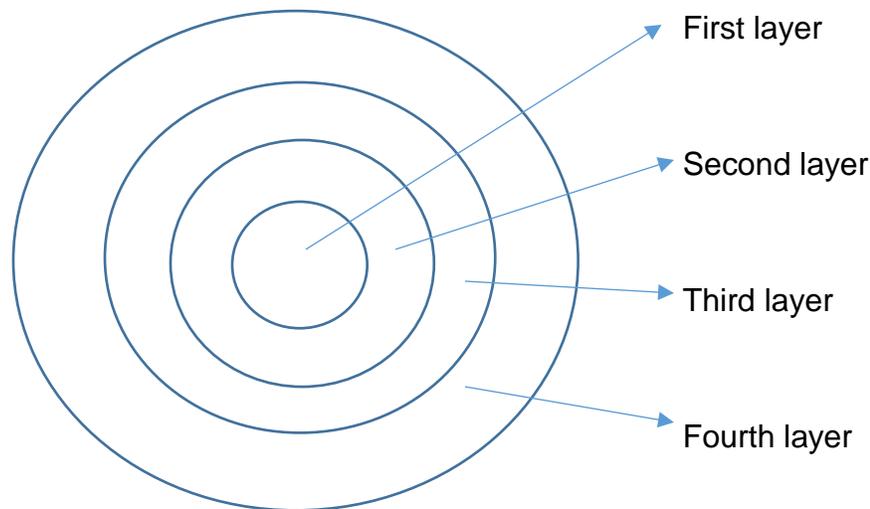


Figure 7.2: Layers of the circle

The lines of the circles are endless with a purpose, to represent continuous support for the child, which implies that the framework is embedded in the principles of *Ubuntu*, as well as the values underpinning PALAR. The framework signifies the embodiment of a caring society, which is held together by the spirit of inseparability, to find solutions to issues of common interest. The lines are the unification of the stakeholders who uphold the principle of the best interests of the child in every matter concerning the child.

Though the framework depicts consolidated support, we acknowledge that there are situations in which there would be tension among stakeholders, due to differences in what every member brings to the table, and, as a result, issues of power imbalance occur that makes some stakeholders feel ostracised. Nonetheless, *Ubuntu* and PALAR will nurture harmonious relationships, cooperation, and communication, to illuminate team spirit and sharing of ideas, and to promote a more participative approach by stakeholders. Doing so will ensure that stakeholders understand one another correctly, as they will be guided by the principle of the best interests of the child. The framework reflects a dialogical approach, as explicitly mirrored in the African philosophy of *Ubuntu*, and it also advances the spirit of communalism, which is used to thwart any possible inappropriate behaviour.

7.2.3 First layer: Child

Childhood is a trial-and-error period that is clouded with challenges that children find strange. Some children will be able to manage these challenges, and others will continue making mistakes along the way, until they eventually display the desirable behaviour. Therefore, children cannot be punished for behaving inappropriately, since childhood is a stage that is a learning experience.

The inner circle of the framework, which surrounds the child, symbolises the cocoon that protects silkworms from harsh weather conditions (Jin, Zhang, Gao, Li & Wang, 2014: 031013-1). So, the child is placed at the centre of the framework, to protect him/her from retributive action for displaying inappropriate behaviour. The inner circle of the framework reminds us that children need to be shielded from challenges that have adverse effects on their healthy development, and be capacitated to be able to deal with challenges that come their way as they enter the world of adulthood.

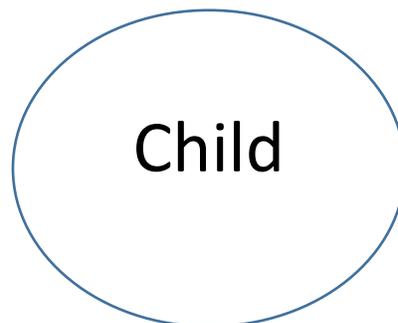


Figure 7.3: First layer: Child

The central position of the child in the framework signifies the nature of support a child needs, due to his/her lack of capacity to make correct decisions in the way mature adults do, because childhood is a trial-and-error period in human development, which requires indispensable support from caring adults. Brokenleg's article, *Restoring Bonds of Respect* (2014: 4), states that all children need loving, committed, and consistent adults around them if they are to bloom fully. We must become the extended family of elders and parents who once surrounded each child. So, the child is placed in the centre of the framework to provide him/her with love and care, which are encouraged by the Tanzanian proverb,

which says, one knee does not bring up a child, which is a similar sentiment as that of the saying, it takes a village to raise a child.

7.2.4 Second layer: Circle of courage

The second layer is divided into quadrants, which are borrowed from Larry Brendtro, Martin Brokenleg and Steve Van Bockern's so-called circle of courage, which was developed to inform the practices of professionals working with children labelled "at risk" or "troubled" (Jackson, 2014: 8). In the context of this study, this layer guides the stakeholders to assess the child in accordance with his/her sense of belonging, mastery, generosity, and independence, which are the foundational tools used in the study to determine the child's developmental needs.

The circle of courage encompasses a wide range of support, which guides stakeholders to collectively explore the support needed to modify children's inappropriate behaviour. The idea behind using the circle of courage in this study is to make sure that every developmental area of the child is addressed; placing a child in a central position is vital for observing the child's behaviour.

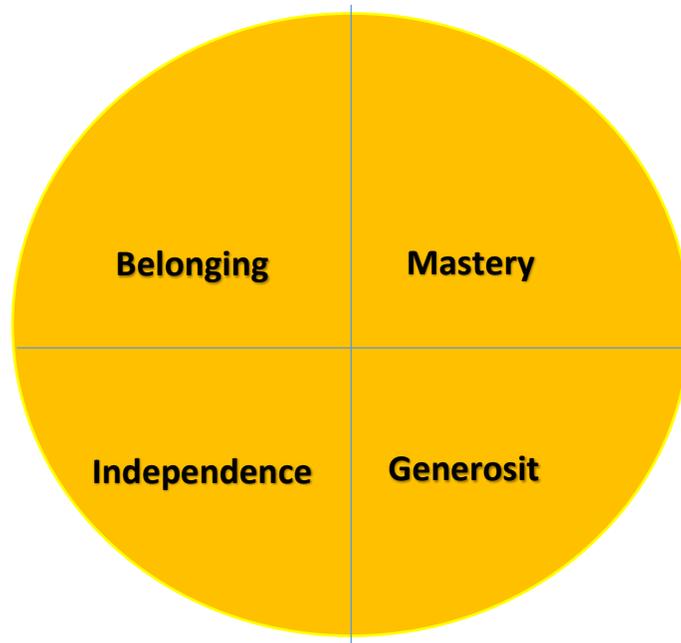


Figure 7.4: Second layer: Circle of courage

7.2.3.1 Quadrant 1: Belonging

Every child wants to be adored and feel important, so that his/her sense of belonging can be strengthened. A child whose sense of belonging is undamaged has good qualities and commands a great deal of respect.

A strong sense of belonging preserves society's moral values of care and honour for each other. Oelofsen (2012: iv) argues that a broken sense of belonging may cause children to find acceptance and belonging in destructive behaviour. This was evident in the previous chapter (see 5.2.1), where it was discovered that the absence of a positive parent-child relationship led children display inappropriate behaviour, because of being rejected by their parents.

7.2.3.2 Quadrant 2: Mastery

Lack of skilfulness or knowledge of meeting the school's required expectations can have a negative impact on the behaviour of the child. In an attempt to call for help, those learners who find it difficult to master the learning content show their frustration by being

disruptive and developing a negative attitude towards everything associated with the school.

Therefore, an all-inclusive curriculum that caters for the needs of all learners, gifted and non-gifted, is needed to curb the number of marginalised learners, who end up being involved in school violence, because learning content fails to inculcate moral values in children. In order to boost learners' self-esteem, the curriculum has to be customised so that the school becomes attractive to learners, by offering them technical, vocational, and life skills to help them with integration into society and the world of work.

As noted in previous chapters, learners who are not academically gifted often withdraw from school activities and find solace in associating with bad elements. Consolidating support for learners who display inappropriate behaviour is of value in the educational process, since it has positive outcomes for the child's learning endeavours and self-esteem.

7.2.3.3 Quadrant 3: Generosity

Helping each other, sharing, selflessness and cooperation are determining factors for a harmonious and orderly way of engaging with others in a positive and effective manner. Therefore, generosity enables learners to interact with others in a meaningful way. Learners who are generous carry the attributes of *Ubuntu*, in the sense that they promote tolerance among fellow learners, as well as denouncing violence. The behaviour they display is rooted in the traditional African values that are expressed in the Zulu proverb, *Umuntu ngumuntu ngabantu*, which means, a person is a person because of people. It is for this reason that we need to give support to learners who behave inappropriately. Otherwise, they find themselves thriving on their own and eventually end up being ostracised from the rest of the group.

Generosity promotes a peaceful and resilient society, as people come to depend on each other's existence, which is the cornerstone of a peaceful society. The attributes of a peaceful society will be shown in its children's values, attitudes and behaviour, and their denouncement of actions and words that might hurt other people.

7.2.3.4 Quadrant 4: Independence

The ability to make your own decisions without being influenced by others helps children to effectively handle things that block them from taking control of their lives. A school environment is demanding and may include situations that require learners to have control over their lives, independently from parents. It is for this reason that children have to be taught to have a firm and resolute character, and to uphold their decisions and feelings, otherwise, other people will take advantage of children's weaknesses and influence them inappropriately.

The ability to think independently is one of the traits required for a child's healthy development. It decolonises a child from being susceptible to the influence of other learners who do not adhere to societal norms. With the support of the other stakeholders, schools are a good place to teach learners to develop self-independence, so that they are able to secure positive relationships with people who model good behaviour.

7.2.5 Third layer: *UBUNTU*, PALAR, collaboration, and legislation

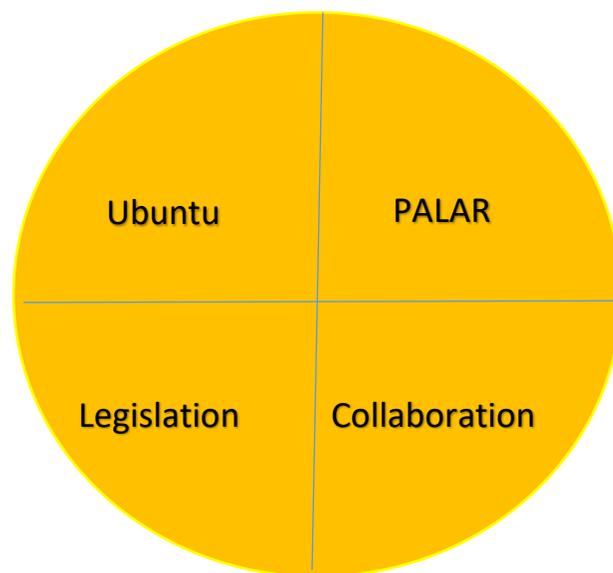


Figure 7.5: Components of the quadrants

7.2.5.1 Quadrant 1: UBUNTU

Curle (2015: 4) argues that it is only in terms of other people that the individual becomes conscious of his/her being, own duties, privileges and responsibilities towards him/herself and towards other people. Support for learners permeates the features of *Ubuntu*, by connecting them to the community and the environment in which learners live, and by advocating for the well-being of children through the promotion of social cohesion in restoring relationships that were broken by inappropriate behaviour.

The framework advances the attributes of *Ubuntu*, as it mitigates against the use of punitive action, which is congruent with the restorative approach. Dealing with learners who display inappropriate behaviour requires consideration of the set of happenings and contextual factors in the child's life.

The study contends that consolidated support, rooted in *Ubuntu*, will help learners take responsibility for their actions by fulfilling moral obligations to repairing broken relationships. A possible way to fulfil moral obligations is referring to social rules, which strongly produce corporations where humans behave with respect towards one another and which bind them together to result in a better community (Jolley, 2011: 6).

7.2.5.2 Quadrant 2: PALAR

The study calls upon stakeholders to work together to find solutions for inappropriate behaviour in schools. PALAR is suitable for finding a solution for inappropriate behaviour, because it stimulates collective thinking. With PALAR, various people bring their expertise and empower one another about multifaceted root causes of inappropriate behaviour.

Since inappropriate behaviour is multifaceted, the best method to get to the root cause of it is by engaging in PALAR, whereby the spirit of collaborative effort prevails among stakeholders. The stakeholders have to use a collaborative, iterative process of action to discover the cause of inappropriate behaviour by learners. Just as different components in the framework make it more effective, after finding the root cause of inappropriate

behaviour, the stakeholders identify a suitable agency for supporting the child, and then make a referral.

In PALAR we do not have observers – everybody has to bring what he/she knows about the child to the table, to help develop a programme that will help children improve their behaviour. Since the framework shows the child in the middle, he/she must also be afforded a chance to express his/her opinions and feelings about his/behaviour, and why he/she displays such a deviant behaviour.

After a period of three months, participants can regroup to review the effectiveness of the support given to the learner. In line with the principle of the best interests of the child, children have to be afforded an opportunity to explain to the panel what causes their deviant behaviour, so that the support provided to them is appropriate. In accordance with PALAR, stakeholders have to identify the source of inappropriate behaviour, do something to resolve it, review their efforts to resolve it, and, if not satisfied, try again.

They can do this by observing the prescripts contained in a panel discussion monitoring tool to be supplied later for a panel discussion. The tool assists in collecting information that can be used to identify the problem, so that the child can be referred to the relevant agency. During panel discussions, stakeholders use a dialogical approach to consider the behaviour of a child in its context, and every stakeholder's contribution is equally important and valued by the team.

7.2.5.3 *Quadrant 3: Collaboration*

The framework hinges on enlarging the circle of stakeholders, in order to encompass a wide range of proficient support for learners. The framework demonstrates how collaboration is greater than the total power that can be achieved by each stakeholder working in a silo, by combining different components within a collective responsibility for consolidating support for learners. This move is essential for empowering stakeholders to have a common understanding of the children's behavioural challenges that have the potential to disrupt effective teaching.

In their collaborative effort, stakeholders use a holistic approach to consolidating support for learners. A monitoring tool (Fig 7.7) will be used by the stakeholders during a panel discussion to avoid duplication of services rendered to the child and to determine appropriate referral.

The tool compels teachers to harmonise their support for learners who display inappropriate behaviour, in accordance with the nature of support prescribed in the Children's Act 38 of 2005 and the Child Justice Act 75 of 2008. These acts create a platform for teachers to collaborate with other stakeholders to provide consolidated support, which is essential for healthy development of and behavioural outcomes for the child.

A recipe for successful collaboration involves openness, accessibility and transparency by the stakeholders in relation to the child's behaviour. Honest information about the behaviour of the child enables stakeholders to understand the learners' behavioural needs, which are a prerequisite for designing an inclusive support programme that is suitable for the child's behavioural needs within the confines of relevant legislation.

7.2.5.4 Quadrant 4: Legislation

It is said that ignorance of the law is not an excuse. As a result, in this study, reference was made to pieces of legislation that are meant to improve the quality of support available to children who display inappropriate behaviour.

One of the laws that is prominently mentioned in the study, is the Child Justice Act 75 of 2008. This act was signed into law on 14 May 2008, and it makes provision for the assessment of children who are in conflict with the law and are accused of committing offences. Stakeholders' common understanding of the advantages of using different diversion options, as prescribed in the Act, will help to establish a standard practice for providing support for learners within the confines of the law. The Act makes provision for the court to issue an order, in the prescribed manner, requiring a child to be placed in a rehabilitation centre, child and youth care centre, school program, life skills programme, anger management programme, or drug abuse programme.

Another act that is conspicuous in the study is the Children's Act 38 of 2005, which was promulgated into law in April 2010. This act strengthens the constitutional right of children to receive care and support intended to safeguard their wellbeing. It furthermore advocates for conditions that ensure dignity, promote self-reliance and provide the child with the necessary support services.

The framework is intended to ensure that schools are inspected against these acts, in order to determine whether there is compliance with legal obligations to safeguard and promote the welfare of learners. Reference is also made to the South African Constitution and international instruments on special rights that this country has ratified, such as the United Nations Convention on the Rights of the Child, which have to be reflected within practices at all levels of the service delivery system.

A key to successful implementation of the legislation is the way learners who display inappropriate behaviour are treated. The advent of these pieces of legislation is a moment for the stakeholders to be more than what they were previously, and often such moments ask of people who are involved with children to work collaboratively.

7.2.6 Fourth layer: Principle of the best interests of the child and consolidated support

This layer consists of two sectors, namely, principle of the best interests of the child, and consolidated support. These two sectors are critical for the framework, as they provide other components of the framework with the strength to improve the behaviour of learners with the aid of a restorative approach. Consolidated support starts with a common understanding that what we do should be in the best interests of the child. These two sectors are the pillars that restrain us from using a retributive approach as a corrective measure to modify inappropriate behaviour of children. They are a safety net that we can use to reclaim learners who have gone astray.

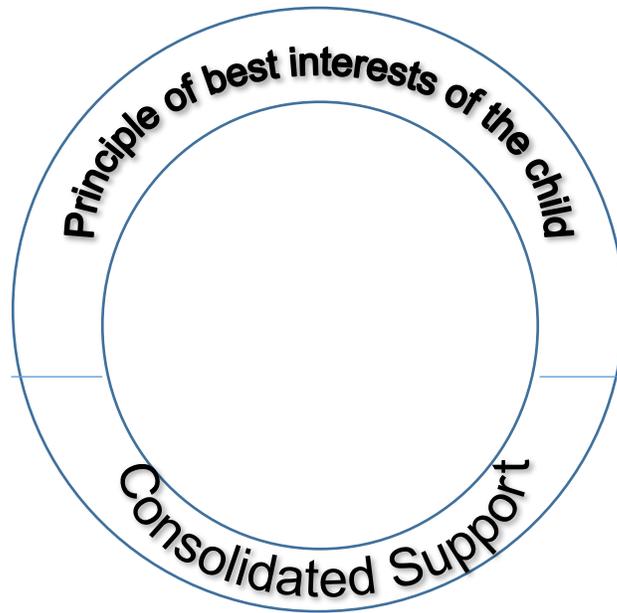


Figure 7.6: Anchors of the framework

7.2.6.1 The principle of the best interests of the child

The principle of the best interests of the child orders stakeholders to put factors that are related to the child's circumstances into context, in line with the behaviour the child is displaying. Underneath the behaviour a child is displaying, is a mirror-reflection of a child's broken circle of courage. Some common factors to be considered are the child's home circumstances, the child's relationship with his/her parents, the mental capacity of the child, the school environment, and the child's medical condition.

7.2.6.2 Consolidated support

The circular shape of the framework symbolises endless support provided to learners who are in conflict with the law. The continuous support rendered to the learner is executed in a rights-based manner until the child reaches the age of majority. Therefore, stakeholders have to meet and discuss possible root causes of the child's inappropriate behaviour and try to find solutions that would be in the best interests of the child. Such an effort requires stakeholders to be able to consider the background of the child and consider the

behaviour in its context, in order to understand factors that trigger inappropriate behaviour.

7.3 REFERRAL MATRIX

An appropriate referral model is outlined below. Its purpose is to ensure that the learner is referred to an agency that provides appropriate support, in order to yield the desired results. Since the study aims to consolidate support, indicators of the nature of the behaviour the child is displaying in the matrix help stakeholders to generate information that will help to understand the root causes of the child's inappropriate behaviour, through the use of the PALAR process.

The matrix is a collaborative referral tool that hinges on identifying appropriate services that are available to consolidate support for learners who display inappropriate behaviour, so that they are reunified with their communities. This matrix is associated with a broad range of therapeutic and/or developmental intervention strategies, which are reflected in the behavioural support matrix in Table 7.2.

THE NATURE OF THE BEHAVIOUR			REMARKS
1. Uncontrollable behaviour	YES	NO	
2. In need of care & protection	YES	NO	
3. Out of school youth	YES	NO	Expelled: <input type="checkbox"/> ; Lives on the streets: <input type="checkbox"/> ; Does not attend school: <input type="checkbox"/> ; Suspended: <input type="checkbox"/> .
4. Substance use	YES	NO	
5. In conflict with the law	YES	NO	
6. Inappropriate Sexual Behaviour	YES	NO	
7. Involved In Gang Activity	YES	NO	
8. Harmful Religious Practice	YES	NO	
9. Scholastic Problems	YES	NO	
10. Site Based Support Team's (SBST) intervention.	YES	NO	
11. Referral to the District Based Support Team (DBST)	YES	NO	
12. DBST's intervention.	YES	NO	
13. Recommendations:		

Table 7.1: Referral matrix

The information collated will be guided by the indicators that appear on the matrix in Table 7.1 and crafted as follows:

a) Parents provide information on:

- The child's upbringing and home circumstances; and
- The child's behaviour at home.

b) School-based support team provides a report on:

- The child's educational progress; discipline issues, and any other areas of concern; and
- The school placement (is he/she a candidate for mainstream/special education).

c) DBST provides a report on:

- The direct support that was given to the learner, in accordance with specialised therapeutic and or developmental interventions, rendered to the learner.

7.3.1 Recommendations by stakeholders

After gathering information on all possible measures that could be taken to support the learner, stakeholders engage in a rigorous discussion and thereafter a recommendation is made to refer a learner to a relevant agency for support.

7.3.2 Behaviour support plan

The following plan may be used by the stakeholders to design an intervention programme that provides the learner with a consolidated support. The nature of support will be derived from the information gathered through the referral matrix in Table 7.1. This information will be used to refer the learner to the relevant agency. The behaviour support plan bears resemblances of the three R's of PALAR, as it provides stakeholders with an opportunity to establish relationships amongst themselves and collectively reflect on the effects of their consolidated support on the behaviour of the learner. Thereafter, recognition is given to all the elements of the plan that help to understand the inappropriate behaviour of the learner. The behavioural support matrix is presented in Table 7.2.

1. Agency

- Name:
- Registration/Practice number:

2. Learner Information:

- Name:
- Date of birth:
- Grade:
- Duration:

3. Programme:

Type of Programme (Please tick):

- Therapeutic/Treatment;
- Prevention;
- Early Intervention;
- Life Skills.

4. Behaviour

(Brief description of the nature and scope of the behaviour a child is displaying).

.....
.....
.....

5. Detailed information on specific intervention rendered to support a learner.

.....
.....
.....

6. Methodology:

- Group-work;
- Individual Counselling;
- Interactive Learning.

<p>7. Evaluation:</p> <ul style="list-style-type: none"> • What went well during the programme? • What were the challenges? • Any incident that obstructed the programme?
<p>8. Recommendations:</p> <p>(What corrective/future plans will be done to ensure the success of the intervention?)</p> <p>.....</p>

Table 7.2: Behavioural support matrix

7.4 PRESENTATION OF THE FRAMEWORK

At the end of the developmental processes, the participants agreed to design a framework for consolidating support for learners who display inappropriate behaviour. The synergy that is evident between different components of the framework confirms that its construction is logical, because providing support for learners who display inappropriate behaviour requires a team effort. This idea of formulating a framework was encouraged by witnessing certain stakeholders failing to assist the school to address the behavioural challenges of the learners, due to a common attitude of perceiving the school as being the sole responsibility of teachers.

Due to the promulgation of current pieces of legislation, such as the Children’s Act 38 of 2005 and the Child Justice Act 75 of 2008, stakeholders are obliged to make the educational sector part of their core responsibility for the implementation of intersectoral collaboration initiatives in schools. The challenge that is common amongst the stakeholders, is a lack of understanding of their roles and responsibilities in relation to the school setup, as they believe that their involvement will be perceived as an interruption of free teaching.

After an extensive discussion about the contribution of each stakeholder on consolidating support for learners who display inappropriate behaviour, the co-researchers agreed that a diversified workforce with specialised expertise is an integral part of the framework. An agreement was reached that a framework must be developed to determine how consolidated support will be carried out. Co-researchers unequivocally agreed on a child-centred framework that is guided by legislative mandates that obligate state organs to work collectively to ensure that children have access to an effective and integrated support system.

This section fulfilled the aim of the study by presenting the infused components of the envisaged framework in diagrammatic form (see Figure 7.7). The framework is focused on consolidated support to facilitate trajectories that could lead to appropriate behaviour. Its approach is unerringly developmental and restorative, as it is aimed at promoting the notion that, in order to modify the behaviour of children, all relevant stakeholders should be given equal opportunities to make meaningful contributions.

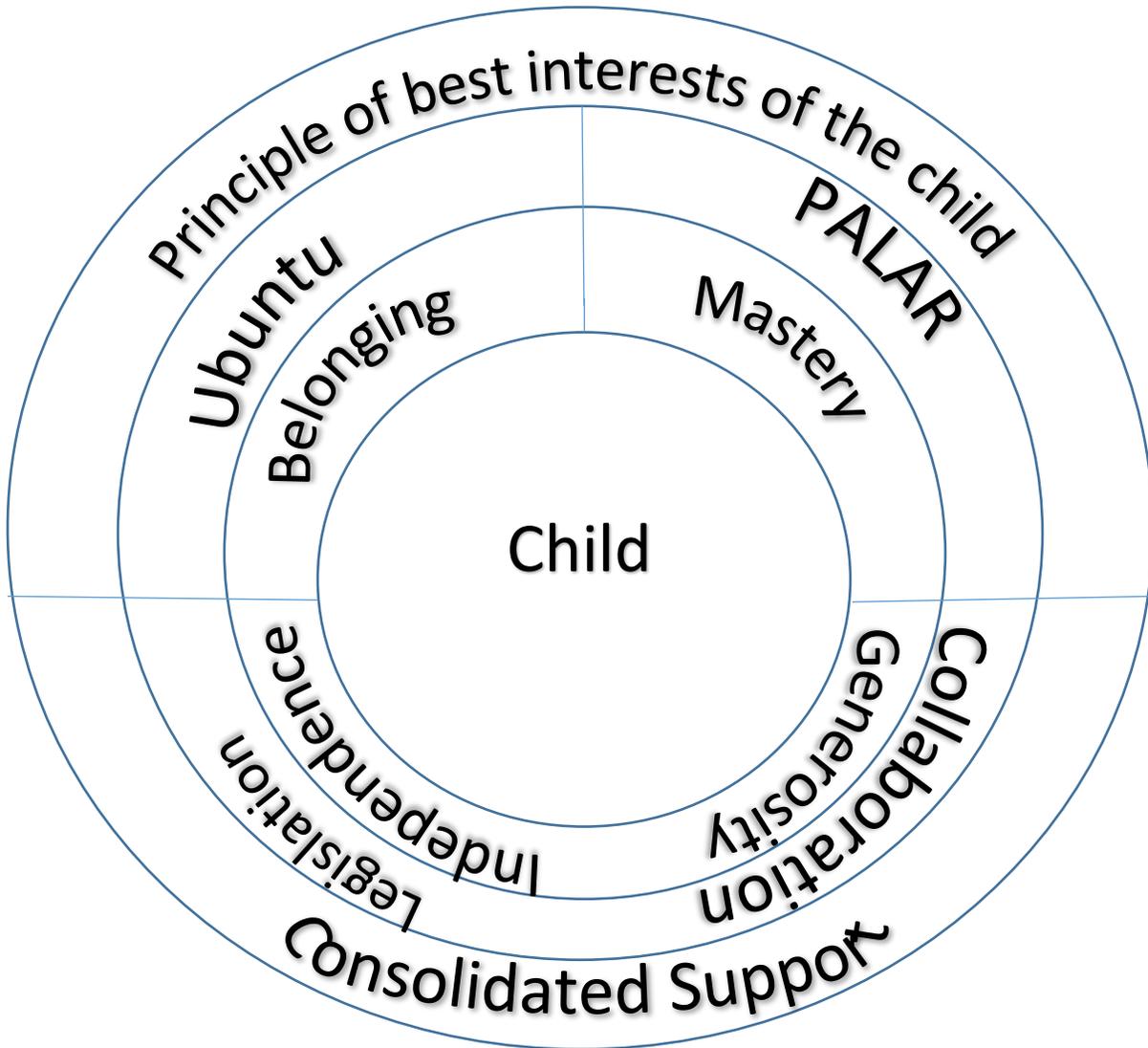


Figure 7.7: Framework

The above framework is child-centred, interdisciplinary, problem-oriented, inclusive, and collaborative (Zuber-Skerritt, 2015: 8). Its constituent parts value the quality of differences, which complement each other. Worthy of note in the framework is the advancement of stakeholders' commitment to and relation with one another, where consolidated support is premised on the expertise of different stakeholders. The framework illuminates the communal embeddedness and connectedness of a person to

other persons, and also highlights the importance attached to people and human relationships (Letseka, 2016: 35).

7.5 SUMMARY

The aim of the study was to formulate an intersectoral collaboration framework for consolidating support to learners who display inappropriate behaviour, in order to improve learner attainment. This aim was driven by a need to find a suitable answer to episodes of inappropriate behaviour, which make an immense contribution to violence in many schools.

The constituent parts of the framework, which are stated and briefly discussed in this chapter, reaffirms the aim of the study by demonstrating their suitability for consolidating support for learners who display inappropriate behaviour. Affirmation is depicted in the following picture, which demonstrates that collaboration between various parties, both state and non-state, in which all participants agree to work together to achieve a common purpose, is possible in helping to improve learner attainment.



Figure 7.8: PALAR in action

Figure 7.8 shows the co-researchers seated in a circle, this teaches us that we can achieve more than an individual organisation can achieve on its own if we work together. This notion is supported by the Department of Basic Education (DBE, 2016: 9), which describes teamwork as the cooperation of different sectors in an open and supportive way, to achieve shared goals. The Draft Policy on Screening, Identification, Assessment and Support (SIAS) is clear on the fact that every learner needs support, and furthermore explains that additional support may be required for a child who has behavioural difficulties (DBE, 2014: 7).

This framework is designed to help stakeholders to acquire a deeper understanding of various root causes of inappropriate behaviour. Due to the vulnerability of children, any deviant behaviour they display has to be contextualised. The framework ensures that stakeholders have a common understanding about the best way to develop the child, which is to give him/her support in any behaviour the child displays because he/she is communicating a message. Failure to explain to children what they can and cannot do and explanations why can have a negative impact on the healthy development of children. The chapter also presented a monitoring tool (see Table 7.1: Referral matrix) for processing the information that can assist stakeholders to understand a child's situation, and to plan and implement positive behavioural support programmes, review their impact and reflect on the outcomes.

The chapter concludes by presenting a diagrammatic form of the framework (see Figure 7.7), which consists of compartmentalised, interconnected constituents. The framework is reliant on the contribution made by these constituents to achieve the aim of the study.

The framework taught us that inappropriate behaviour requires knowledge of one's strengths and weaknesses, and knowledge of the child, and of the context. Contextualising the behaviour that is displayed can help in making informed decisions that are in the child's best interests, and which do not involve managing or controlling his/her behaviour. Therefore, we need to teach children to behave responsibly, rather than creating imaginary boundaries around them.

The framework addresses inappropriate behaviour of learners at an early stage, before it leads to underachievement, disaffection and, in too many cases, suspension or exclusion

from mainstream education. Consolidated support as described in the framework is devoted to bringing together different stakeholders into a unified whole, thereby making holistic support more effective and efficient.

The lesson learnt from the framework is that stakeholders reciprocate one another. Regardless how insignificant one participant's contribution is considered to be by others, it can have a ripple effect on improving the behaviour of learners. The framework taught us how to combine sectoral mandates to consolidate support for learners.

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Appendix A

RESEARCH PLAN			
Key Objectives	Action Strategies	Outcomes	Performance Indicator(s)
1. Application to conduct research.	Request permission from University of Free State to conduct a research	Permission granted	Ethical Clearance
2. Request permission from relevant departments to conduct a research.	Write letters to both the Free State Department of: Education & Social Development, to request permission to recruit its officials to participate in the research	Permission from Free State Department of Education still outstanding. Permission from Department of Social Development granted.	Approval letter
3. Request to use Winkie Direko Secure Care Centre as a venue to conduct research.	Write a letter to the Centre Manager of Winkie Direko Secure Care Centre to request permission to use the centre's boardroom as a research venue.	Permission granted.	Permission letter
4. Request permission to recruit departmental officials from Department of Education to participate in the research study.	Write a letter to the Head of Department.	Permission still pending.	
5. Identify possible participants and invite them to a	Send invitation letters to possible participants.	Process completed	

preparatory meeting.

- | | | |
|---|---|----------------------------|
| 6. Establishing Coordinating Team. | Creating a database of coordinating team members. | Process completed |
| 7. Call the first meeting with potential participants. | Send out invitations. | Attendance satisfactorily. |
| 8. Introduction of the research topic and the research methodology to the participants. | Presentation on: <ul style="list-style-type: none">• research topic• research problem• objectives of the study. | Powerpoint presentation. |
| 9. Conduct sessions on: <ul style="list-style-type: none">• The need for quality parental care.• Disruptive Behaviour Disorder.• Bullying.• Gangsterism.• Use of drugs. | Presenter:
Probation Officer

Professional Nurse

Social Worker
Police Officer
Social Worker | Process completed |

Appendix B



Faculty of Education

15-Jun-2016

Dear **Mr Stenene Mathe**

Ethics Clearance: **Intersectoral collaboration for consolidating support for learners who display inappropriate behaviour**

Principal Investigator: **Mr Stenene Mathe**

Department: **Education (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/0553**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully



Dr. Juliet Ramohai

Chairperson: Ethics Committee

Education Ethics Committee

Office of the Dean: Education



T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 | E: RamohaiJ@ufs.ac.za

Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South
Africa www.ufs.ac.za

Appendix C

Ref: Research Application

APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

- Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- If there are too few lines in any of the sections please attach the additional information as an addendum.
- Attach all the required documentation so that your application can be processed.
- Send the completed application to:

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Room 319, 3rd Floor
Education

Old CNA Building
Bloem Plaza

Charlotte Maxeke Street
BLOEMFONTEIN, 9300

OR

Free State Department of

Private Bag X20565
BLOEMFONTEIN, 9300

Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

PLEASE DO NOT EMAIL ANYTHING IN PICTURE FORMAT

Tel: 051 404 9283 /9211 / 082 454 1519

Postal Code														

11. POSTAL ADDRESS

Postal Code														

12 NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER

U	N	I	V	E	R	S	I	T	Y		O	F		
F	R	E	E		S	T	A	T	E					

13. OCCUPATION

S	E	N	I	O	R		E	D	U	C	A	T	I	O	N
S	P	E	C	I	A	L	I	S	T						

14. PLACE OF EMPLOYMENT

E	D	U	C	A	T	I	O	N		D	E	P	T		
P	R	O	V	N	C	I	A	L		O	F	F	I	C	E

15. NAME OF COURSE

MED		P	S	Y	C	H	O	L	O	G	Y		O	F	
		E	D	U	C	A	T	I	O	N					

16. NAME OF SUPERVISOR / PROMOTER

DR	MD	T	S	H	E	L	A	N	E						

17. TITLE OF RESEARCH PROJECT

INTERSECTORAL COLLABORATION FOR CONSOLIDATING SUPPORT FOR LEARNERS DISPLAYING INAPPROPRIATE BEHAVIOUR.															
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RESEARCH

22. DETAILS OF TARGET GROUP WITH WHOM THE RESEARCH IS TO BE UNDERTAKEN

Target group	Number	Grade	Subject	Age	Gender	Language

23. FULL PARTICULARS OF HOW INFORMATION WILL BE OBTAINED, EG QUESTIONNAIRES, INTERVIEWS, STANDARDIZED TESTS, ETC.

Please attach copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

Participatory action learning and action research (PALAR) will be used to allow me to interact with co-researchers (participants). Participants will be invited to a meeting where they will be introduced to one another. This opportunity will be used to invite them to own the vision encompassing the framework, so that a steering committee can be established to assist in achieving the mutual goal visualised. Afterwards, a plenary meeting will follow to set the tone for exchanging information and come up with a plan to achieve the mission. Data will be generated through a SWOT analysis and research methods such as Spider-grams, Life Histories, Problem Trees and Flow Diagrams, Human Sculpture, Narratives and Storytelling. The information gathered through meetings, formal discussions, PowerPoint presentations and position papers will be consolidated and added to data collected.

24. STARTING AND COMPLETION DATES OF THE RESEARCH PROJECT

Please bear in mind that research is usually not allowed to be conducted in schools during the fourth academic term (October to December).

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25. WILL THE RESEARCH BE CONDUCTED DURING OR AFTER SCHOOL HOURS?

Please bear in mind that research is usually not allowed to be conducted in schools during normal teaching time.

To avoid the disruption of the teaching programme and job-related commitments of the participants, the research will be conducted after working hours, during weekends and school holidays.

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (i.e. interview, questionnaire, etc.)	Time Needed
District-Based Support Team.	Formal discussions.	5 sessions x 45min
School Based Support Team.	PowerPoint presentations.	per session.
School Management Team.	Position papers.	
Social Workers from Department of Social Development.		
A lawyer from Legal Aid SA.		

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
x	

27.1 A draft letter/specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
x	

27.2 A draft letter/specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
-----	----

--	--

27.3 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No

27.4 A list of questions that will be asked during interviews with the target group/s?

Yes	No

27.5 Ethical clearance certificate from a higher education institution

Yes	No
x	

28 I STENENE MICHAEL MATHE, herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, i.e.:

28.1 I will abide by the ethical research conditions in the discourse of my study in the FSDoE.

28.2 I will abide by the period in which the research has to be done

28.3 I will apply for an extension if I cannot complete the research within the specified period

28.4 If I fall behind with my schedule for three months to complete my research project in the approved period, I will apply for an extension.

28.5 I will not conduct research during the fourth quarter of the academic year

28.6 I will not disrupt normal learning and teaching times at schools to undertake my research

28.7 I will submit a bound copy or CD of the research document to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein, upon completion of the research.

28.8 I will, upon completion of my research study, make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.

28.9 The ethics documents (attached) will be adhered to in the discourse of my study in your department.

28.10 The costs relating to all the conditions mentioned above are for my own responsibility.

SIGNATURE: _____

DATE: _____

ETHICAL REQUIREMENTS: FREE STATE DEPARTMENT OF EDUCATION

The scientific research enterprise is built on a foundation of trust and that the reports by others are valid. The reports should reflect an honest attempt by the researcher to describe the world accurately and without bias; this trust will endure only if the researcher devotes himself or herself to exemplifying and transmitting the values associated with ethical research conduct.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department would, amongst others, adhere to the following ethical conduct:

ETHICS GENERAL APPLICATION

1. Be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
2. Not misuse any of the information discovered
3. Moral responsibility maintained towards the participants
4. Embracing corporate social responsibility
5. Protecting the rights of people in the study, as well as their privacy and sensitivity
6. Confidentiality of those involved in the observation must be carried out, keeping their anonymity and privacy secure.
7. Follow the ethical clearance guideline of the institution that granted such.
Amplifying the voice of the participants
Enhancing collective plurality.

ETHICS: INHERENT PRINCIPLES

8. Reliability
9. Informing the participants about the importance of the research
10. Values of trust, fairness and integrity are maintained in the study.

ETHICS

11. The value of transparency is considered.
12. The research is committed to delivering the intended promise as informed by the objectives.
13. The research accentuates the values of reputation and respect.

RESEARCHER: INITIALS AND SURNAME

SIGNATURE:

DATE:

Appendix D

Researcher

Mr Stenene Michael Mathe

P.O Box 23530

Kagisanong

Bloemfontein

9323

Tell: 0822636219 (Cell)

Fax: 0865491088

mathesten@gmail.com

Study Leader

Doctor M Tshelane

127 Winkie Direko

UFS

Bloemfontein

Tel: +27(0)51401 9589

F: +27(0)51 401 3077

tshelanemd@ufs.ac.za

THE SUPERINTENDENT GENERAL

FREE STATE DEPARTMENT OF SOCIAL DEVELOPMENT

BLOEMFONTEIN

Dear Sir/Madam

Re: Request to be granted permission to recruit departmental officials to participate in the research study to be conducted at Winkie Direko Secure Care Centre.

My name is Stenene Michael Mathe and I am a Psychology of Education (MEd) student at the University of Free State, conducting a research on formulating an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment.

Participants in the study will include, amongst others, officials from Department of Social Development.

To avoid the disruption of the teaching programme and job-related commitments of the participants, major activities of the study will take place after working hours, during weekends and school holidays.

It is against this backdrop that permission is hereby requested to recruit the aforementioned participants to conduct research at Winkie Direko Secure Care Centre. The study will benefit the participants by affording them an opportunity to work together in solving complex problems, posed by learners who display inappropriate behaviour and to achieve the sustainable development of all participants and their organisations or communities.

Every individual's participation is entirely voluntary and they will be under no obligation to take part in this study. If they choose to take part, and an issue arises which makes them uncomfortable, they may at any time stop their participation with no further repercussions.

If you wish to discuss anything about the research, please feel free to contact me directly to discuss it with me. Kindly note that you are also free to contact my study supervisor whose details are mentioned above.

Yours sincerely

SM Mathe (Mr)

Signature:

Date:

Appendix E



social development

Department of
Social Development
FREE STATE PROVINCE

Mr SM Mathe
PO Box 23530
KAGISANONG
Bloemfontein
9323

Dear Mr Mathe

PERMISSION TO RECRUIT OFFICIALS TO PARTICIPATE IN A RESEARCH STUDY IN THE DEPARTMENT OF SOCIAL DEVELOPMENT

Your request to recruit participants to conduct a research study at the Mangaung One Stop Child Justice Centre, refers.

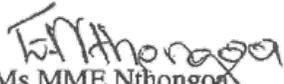
Permission is granted for you to conduct a research study under the conditions as outlined in your letter, provided that the following are also adhered to:

- Confidentiality of information will be maintained at all times
- The administration and activities of the Department will not be disrupted

It will be appreciated if the outcome of the study will be availed to the Department.

Best wishes for the successful completion of your project.

Yours sincerely,


Ms MME Nthongoa
Head of Department

Date: 28/11/2016

OFFICE OF THE HEAD OF DEPARTMENT
Private Bag X20616, Bloemfontein, 9300
Civilia Building, 6th Floor, 14 Elizabeth Street
Tel: (051) 409 0617 Fax: (051) 409 0618
E-mail: hodsec@fssocdev.gov.za

Appendix F

Researcher

Mr Stenene Michael Mathe

P.O Box 23530

Kagisanong

Bloemfontein

9323

Tell: 0822636219 (Cell)

Fax: 0865491088

mathesten@gmail.com

Study Leader

Doctor M Tshelane

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tshelanemd@ufs.ac.za

The National Association of Child and Youth Care Workers

INFORMED CONSENT

Dear Madam/Sir

My name is Stenene Michael Mathe and I am a Psychology of Education (MEd) student at the University of Free State conducting a research on formulating an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment.

Since this study is a collaborative effort using people-centred approach, Child and Youth Care Workers' inputs in this project on how to consolidate support for learners who display inappropriate behaviour through prevention and early intervention programmes will be highly appreciated. Active participation will be required from you to allow collaborative generation of ideas that affords the participants with an opportunity to work together in solving a complex problem and to achieve the sustainable development of all participants and their organisations or communities.

To ensure that data gathered during the study will be used solely for study purposes, information in discussions will be kept confidential and the research results will be

presented in an anonymous manner to protect your identity. You are further guaranteed that the documents, as well as video and audio tapes used will be safely locked away. Pseudonyms and codes will be used and the documents will be destroyed after the study.

Possible risks that you should consider before participating in this study, are attending five sessions that last for 45 minutes each. The session will take place after working hours or during weekends, depending on your availability.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. No payment should be expected and no physical or psychological well-being will be affected. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (above-mentioned).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

SM Mathe

Please fill in and return this page. Keep the letter above for future reference.

Study: Intersectoral Collaboration for consolidating support for Learners Displaying Inappropriate Behaviour.

Researcher: Stenene Michael Mathe

Name and Surname: _____

Age: _____

Contact number: _____

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: _____ **Date:** _____

Appendix G



HEAD OFFICE: PO Box 36407 Glosderry 7702 | Office No. 9, 220 Ottery Road, Ottery 7800 Tel: (021) 762-6076 | Fax: (021) 762-5352 | Email: headoffice@naccw.org.za | www.naccw.org.za

Letter of Consent for NACCW Participation in Research

The NACCW acknowledges receiving a research request for participation in the following research titled:

“Intersectoral collaboration for consolidating support for learners who display inappropriate behaviour”.

The NACCW has consented to participation and requests view of the final product for knowledge sharing.

████████████████████

Monitoring and Evaluation Manager

Appendix H

Researcher

Mr Stenene Michael Mathe

P.O Box 23530

Kagisanong

Bloemfontein

9323

Tel: 0822636219 (Cell)

Fax: 0865491088

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Study Leader

Doctor M Tshelane

127 Winkie Direko

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Tel: +27(0)51401 9589

F: +27(0)51 401 3077

tshelanemd@ufs.ac.za

TO: The Centre Manager
Winkie Direko Secure Care Centre
28 Drente Road
Erlichpark
Bloemfontein

Dear Centre Manager

**RE: REQUEST FOR PERMISSION TO CONDUCT MY RESEARCH STUDY AT
WINKIE DIREKO SECURE CARE CENTRE**

My name is Stenene Michael Mathe and I am a Psychology of Education (MEd) student at the University of Free State. I am conducting a research on formulating an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment.

Since this study is a collaborative effort using people-centred approach, Winkie Direko Secure Care Centre seem to be appropriate, as children who are displaying uncontrollable behaviour are kept in the centre.

I therefore would like to request permission to use the venue to conduct the research. You are kindly requested to indicate your approval by providing your signature in the space below.

Yours sincerely

SM Mathe (Mr)

Signature:

Date:

Centre Manager

Signature:

Date:

Appendix I



social development

Department of
Social Development
FREE STATE PROVINCE

Mr. Mathe
Department of Education
BLOEMFONTEIN
9300

FOR ATTENTION: Mr. M. Mathe

RE: APPROVAL TO USE WINKIE DIREKO VENUE FOR PURPOSE OF RESEARCH

This is to confirm your request to use Winkie Direko Secure Care Centre's venue is approved, as well as to have a consultation with staff employed at the centre.

Regards

[Redacted Signature]

Social Worker
Winkie Direko Secure Care Centre
28:11:2016

Appendix J

Researcher

Mr Stenene Michael Mathe

P.O Box 23530

Kagisanong

Bloemfontein

9323

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Fax: 0865491088

mathesten@gmail.com

Study Leader

Doctor M Tshelane

127 Winkie Direko

UFS

Bloemfontein

Tel: +27(0)51401 9589

F: +27(0)51 401 3077

tshelanemd@ufs.ac.za

To: The Participant

INFORMED CONSENT

Dear Sir/Madam

My name is Stenene Michael Mathe and I am a Psychology of Education (MEd) student at the University of Free State. I am conducting a research on formulating an intersectoral collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment.

Since this study is a collaborative effort using people-centred approach, your inputs in this project will assist in providing a holistic support for learners residing in school hostel who display inappropriate behavior, because a key to successful behaviour modification for these learners depends on how the hostel is a managed and a supportive environment that is developmental to learners. Active participation will be required from you to allow collaborative generation of ideas that affords the participants with an opportunity to work together in solving a complex problem and to achieve the sustainable development of all participants and their organisations or communities.

To ensure that data gathered during the study will be used solely for study purposes, information in discussions will be kept confidential and the research results will be presented in an anonymous manner to protect your identity. You are further guaranteed

that the documents, as well as video and audio tapes used will be safely locked away and destroyed after the study.

Possible risks that you should consider in participating in this study are attending five sessions that last for 45 minutes each. The sessions will take place after working hours and during weekends depending on your availability.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (above-mentioned).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

SM Mathe

Please fill in and return this page. Keep the letter above for future reference.

Study: Intersectoral Collaboration for consolidating support for Learners Displaying
Inappropriate Behaviour.

Researcher: Stenene Michael Mathe

Name and Surname: _____

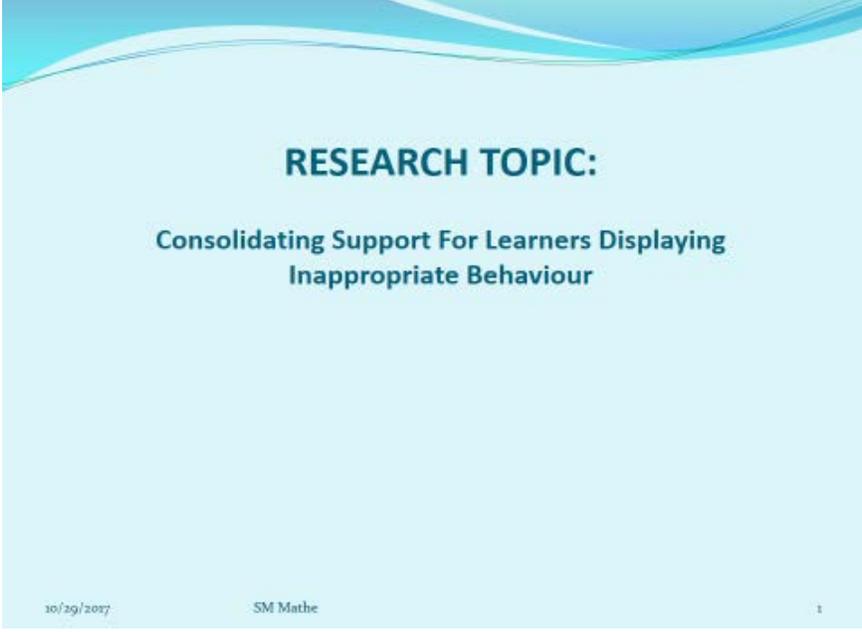
Age: _____

Contact number: _____

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: _____ **Date:** _____

Appendix K

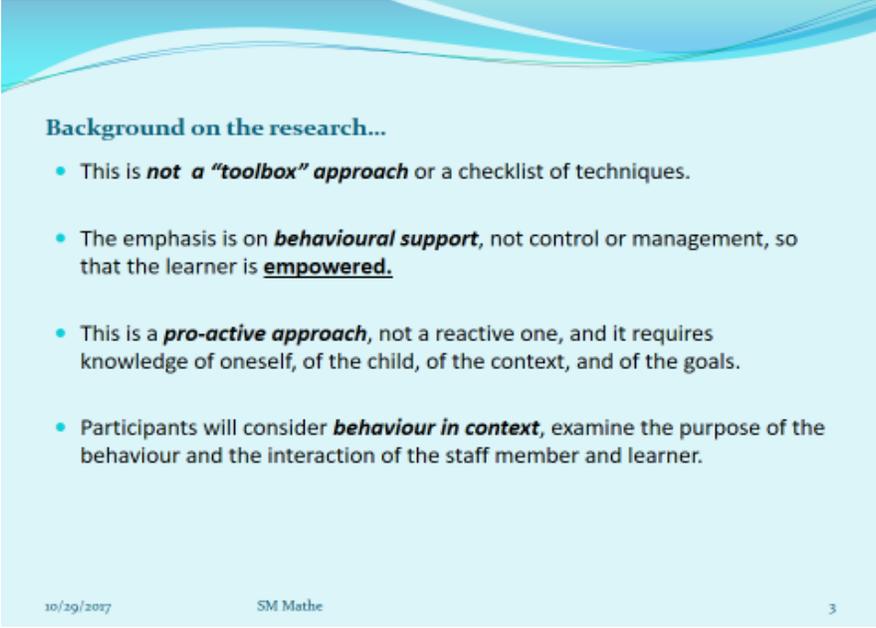


RESEARCH TOPIC:

Consolidating Support For Learners Displaying Inappropriate Behaviour

10/29/2017 SM Mathe 1

This slide features a light blue background with a decorative wavy pattern at the top. The text is centered and presented in a clean, sans-serif font.



Background on the research...

- This is **not a "toolbox" approach** or a checklist of techniques.
- The emphasis is on **behavioural support**, not control or management, so that the learner is **empowered**.
- This is a **pro-active approach**, not a reactive one, and it requires knowledge of oneself, of the child, of the context, and of the goals.
- Participants will consider **behaviour in context**, examine the purpose of the behaviour and the interaction of the staff member and learner.

10/29/2017 SM Mathe 3

This slide features a light blue background with a decorative wavy pattern at the top. The text is left-aligned, and the bullet points are clearly marked with blue dots.

The aim of the study:

The aim of the study is to formulate an intersectoral collaboration framework for consolidating support for learners displaying inappropriate behaviour, in order to improve learner attainment by:

- understanding why a learner communicate or show behaviours of concern.
- gathering information about the behaviour displayed by a learner.
- supporting the learner in making decisions which are truly in his own interests and for his own growth.

The Value of the Study:

- At the end of the project, all the contributors to the framework will share in the pride of their contributions.
- The framework can also be adapted to suit other districts.
- Restorative approach as envisaged in the study will be used to highlight the need for stakeholders to work collaboratively .

What is required from participants:

- Team work.
- Seeing the learner's strengths and being committed to the child.
- Separating the learner from the behaviour.
- Appreciating that all behaviours have a purpose.
- Being positive.

Questions the study seeks to answer:

- How to formulate a framework for consolidating support for learners displaying inappropriate behaviour?
- What are the main components necessary for the implementation of the framework?
- What are possible threats that may impede the successful implementation of the envisaged framework?
- Which conditions are conducive to the sustainability of the framework?
- How to monitor the application of the framework?

Research Methodology:

- The study uses Participatory Action Learning and Action Research (PALAR).
- PALAR is an approach for community–university partnerships to foster and maximise the rewards of university engagement with communities for collaborative research and problem-solving.
- Key elements of PALAR that promote a truly participatory approach to knowledge creation and practical social and educational improvements are to:
 - promote mutual learning and development;
 - foster the cascading of learning and knowledge to others in the community;
 - co-create knowledge that is relevant, contextualised and useful.

Research Methodology cont...:

- Traditionally, a researcher has been defined as an expert, external, distant observer who uses certain variables, research methods.
- In the PALAR paradigm, the researcher facilitates the whole process of research and development with 'participants' as co-researchers in all phases of the research.
- PALAR focuses on small numbers of people in a community who are engaged in addressing an important, complex problem collaboratively and actively because they are directly affected by the problem and its solution.
- Research methods used in PALAR are confirmed in terms of mutual benefits by the participants in the research project.

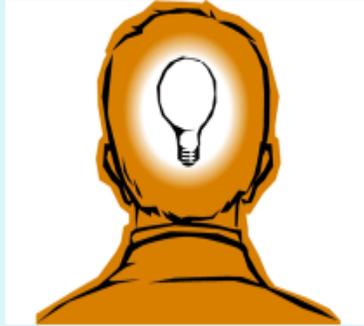
Main components or phases of PALAR:

- Problem definition and needs analysis - identify the main problems or issues that need to be addressed urgently in the community.
- Start-up workshop - create a supportive environment conducive to relationship building, trust, open discussion, reflection and learning and lay the foundations for participants to acquire, create and cascade relevant knowledge and skills related to PALAR.
- Project work - participants attend regular team meetings to work on their particular topic and research project.
- Mid-way specialist workshop - provide specialist input in certain skill areas as needed and identified by participants.

Main components or phases of PALAR cont...:

- Project work continued - team members meet regularly with their teams to present their progress reports, exchange their ideas and experiences and ask questions.
- Concluding workshop for participants to finalise project results so as to reflect on the successes and failures of their PALAR efforts.

THANK YOU.



As a result of this research proposal, what has changed in your way of dealing with children who display a deviant behaviour?

Appendix L

MINUTES OF THE PANEL DISCUSSION

REF: TELLO NKETLE

1. **OPENING OF THE MEETING WAS DONE BY MR MATHE.**
2. **WELCOME WAS DONE BY THE SCHOOL PRINCIPAL.**
3. **PRESENT AND APOLOGIES**

Attendance register was circulated and a copy will be attached to these minutes.

No apologies were recorded.

4. **MATTERS FOR DISCUSSION**

Mr Mathe chaired the meeting and began by asking everyone present to introduce themselves. After introduction he explained the reasons for the meeting. The chairperson alerted everyone present that he had a recorder and asked for any objections to the fact that proceedings will be recorded. There were no objections. He explained the agenda for the day, which was to discuss the child's behaviour at school and how to best help the learner.

The school principal asked if it was proper for her to be part of the proceedings, since there was a case opened against her by the learner's father. It was discussed that contents of the case will not be discussed as the agenda was about the child and not the father.

The chairperson asked the social worker from the department of education to explain the background of the case. Mme Claire explained the history of Tello, a ten-year-old boy, who is displaying unacceptable behaviour at school. She further stated that her interventions started in 2014 at Hambany Primary school, where the social worker was told that Tello was disrupting classes, beating up other learners, beating up teachers and swearing at teachers among other disruptive traits. The social worker invited the parents to school to discuss the child's behaviour, both at school and at

home. In 2014 the parents indicated that the child was well behaved at home and they had no challenges with Tello at home.

From 2014, Mme Claire conducted therapy with the child and no positive change was noted. In 2015 Tello was moved to Sunplus Primary School. With the intention of continuing sessions, the social worker followed Tello to Sunplus Primary and the learner would just sit in sessions with no participation whatsoever. Tello was then referred to a specialist and he was diagnosed with ADHD. He was also seen by a psychologist in Bloemfontein. Although the psychologist could not release a written report, she stated that every time Tello came back for a session he would have relapsed. On doing further follow-up, Mme Claire was told that Tello had been referred to another psychologist and she is yet to have sessions with Tello.

The Chairperson asked for further background of the case from the case manager, Mme Regal. Mme Regal indicated that the case was referred to her in 2014, when the child had allegedly broken chairs at the school, disrupted the class and the police had been summoned to come to the school to help the teachers since the child was uncontrollable. The social worker immediately went to the house to conduct a home circumstance investigation and on various occasions no one opened the door. Calls were made to both parents and they later had sessions with the social worker at the office. Mme Regal further stated that all that was said by Mme Claire is what she had been told by the school.

The Chairperson asked for proof of all these allegations and both social workers indicated that these were all allegations. Mme Claire said she did not see the curtains that were allegedly torn by the child and Mme Regal said she had written proof from both schools indicating the child's conduct.

Mr Nthete (Tello's biological father) was given a chance to speak and he explained that he has no recollection of his child being violent at home or in the streets where he plays with his friends. All he remembered was that at Hambany Primary School, his child was a victim as he was constantly suspended and when he met with the school teachers, they always seemed surprised that Tello was suspended and the correct procedure was not followed. At Hambany Primary School he was constantly

told that his child had beaten another child and at no particular point was he shown the child who had been allegedly beaten.

At Sunplus Primary he stated that the meetings were not fruitful and at the last meeting he was told to leave the principal's office. On the 21st of July, Tello reported to the father that he had not attended three of his classes and one teacher, Miss Selete had told the child that his journey at Sunplus Primary School is over and she was not afraid of Mr Nthete. The three classes he didn't attend were of teacher Selete, Eister and Vicky respectively. Mr Nthete stated that the child attended teacher Lorraine and teacher Anina's classes with no problems at all, but teacher Selete seems to victimize the child. Mr Nthete said on the said date, teacher Selete even called Mrs Nthete and said Tello is not doing anything in class and she would beat him up. What surprised them is that Tello is in grade 4 and teacher Selete is teaching grade 3, but constantly victimizes their son. Tello was then suspended and Mr Nthete immediately reported the matter to the department of education.

Mr Shabalala from the department of education confirmed that he met Mr Nthete, however the chairperson reminded everyone that we needed to focus on the best interest of the child. The chairperson asked the case manager and the social worker from the department of education what had informed their decisions and had they explained the effects of the medication to the parents.

Mrs Nthete explained that Tello is taking Ritalin and another type of medication that she couldn't remember, however she came to school to discuss the medication with teacher Eister, since she had been advised by the doctor to do that. Mrs Nthete noted some changes in the child.

The chairperson asked if these changes were reported to the school, to which Mr Nthete answered by saying the school said they noted that challenges were occurring on Mondays and they were worried that the child is not taking his medication during the weekends.

The chairperson asked if the father agreed that the child had a problem and needed help. Mr Nthete stated that his child only had a lot of energy and struggles to sit still, even in the car, but he stated the child does not fight and does not swear at all.

The school principal was given a chance to share her experiences with the child. The principal indicated that it is very easy for the child to receive help, but this can only be possible with full cooperation from the parents. The school principal indicated that Tello's behaviour is disrupting classes, he is violent to teachers, he tripped the school principal, he goes to the bathroom and undresses the girls, he has so much power that at some point he fought a teacher and the teacher was in the hospital for two weeks. The school has proof of the child's misconduct, these ranges from videos and other learners who have witnessed the child's behaviour.

The school principal further stated that the child is not only a danger to himself, but to other learners and teachers. She gave an example of when the child was kicking both Masefetsane and teacher, Isaak. When the Principal wanted to take him home, he kicked the Principal's car until they got home. When the Principal shared these experiences with the parents, they became defensive. The principal indicates that in all this, she does not blame the child, as she has noted that the child has a problem and needs help. All she wanted was cooperation from the parents.

At this juncture, Miss Shalala asked the school principal, Mr Nthete and Tshabalala to be excused from the meeting. She asked the biological mother to share with the panel what she had explained to Miss Shalala. Miss Shalala had information that at a very young age the child had fallen from a very high stoep and this could have caused the child to have challenges, since his bones had not yet been fully formed. Mrs Nthete indicated that this was not a secret and x-rays had been done; Tello had fully recovered and had no challenges from the fall. After this discussion, everyone was asked to re-join the panel.

The chairperson stated that both the school and the parents need to admit that the child had a challenge and needed help. Mr Mathe explained that through the discussions he felt the father is positively reinforcing the child's behaviour to police the teachers, since the father kept saying: "my child told me that this teacher did this and that", the father would act without first investigating the matter and we need to be careful of such behaviour since the child can also start to manipulate the circumstances and this behaviour seems to be duplicated in both schools. The

chairperson invited everyone present to say something in the conclusion which focuses on the child's best interest.

5. Way forward

Mrs Nthete stated that she is willing to work with the school to help the child. She reiterated that the child's fall has had no impact on the child's life. The fall was addressed immediately as they took the child to Minemed, which referred them to Oppenheimer and the child was treated immediately.

Mr Nthete said when doctors checked the child, there is nothing wrong with him. He is only willing to accept that the child is hyperactive and there's nothing medically wrong with the child.

Heylian stated that the fact that the child fell at such a high level at such a tender age already shows the child might have been hyper-active. Tello needs a proper routine, since it seems the brain is going faster than the body and it will be very easy for him to manipulate the parents. She further stated that there is a Dr Khan who is exceptionally good with children who are hyperactive and would recommend that Tello should get help from him.

Mme Shalala explained that the first 1000 days of the child are very crucial and the fact that the child fell within those 1000 days is a cause for concern and this might affect the child's neurons.

The chairperson summarized the way forward, by saying the first step he would take, was to consult Maarta for legal information as to how we can help the child to see a neurologist through the courts.

The principal said that she assures the panel that the child will be treated fairly and justly. She further stated that she is guided by the country's constitution and all she wanted was cooperation from the child's parents.

Claire stated that the child needs to be referred to a neurologist so that we know how best to help the child.

The case manager stated that she would want to conduct a home circumstance investigation to help her understand Tello's home environment and this will help determine areas in which the child needs help.

Heylian stated that we need to give an extra reward to the child when the child has done well. The school principal then explained that they are already doing this and she explained that on various occasions Tello has been class captain.

6. CONCLUSION

In closing the Chairperson indicated that the relationship at home and at school needs to be monitored. He further noted that we are guided by the Children's Act and if necessary the child might have to be removed from the home if circumstances are not in the child's best interest.

It was agreed that Tsello will be back in school and he will be treated fairly and justly.

7. CLOSURE

The meeting was closed and a date of the next meeting will be discussed at a later stage.

Minutes compiled by

Regal N. Ndlava

Reg. Social worker

Appendix M

INTRODUCTION OF THE STUDY

The Speaker introduces the topic of the research:

CONSOLIDATING SUPPORT FOR LEARNERS WHO DISPLAY INAPPROPRIATE BEHAVIOUR

This is my background on the research; let us not use this research as a toolbox approach or a checklist of technique. The emphasis is on behavioural support, not control or management, so that the learner is empowered. This is a proactive approach, not a reactive one and it requires knowledge of oneself, of the child, of the context and of the goals. Participants will consider behaviour in context, examine the purpose of the behaviour and the interaction of the staff member and the learner. So the aim of the study is to formulate an **intersectoral** collaboration framework for consolidating support for learners who display inappropriate behaviour, in order to improve learner attainment by doing the following:

- Understanding why the learner communicate or show the behaviour of concern
- By gathering information about the behaviour, displayed by a learner
- And by supporting the learner in making decisions which are truly in his own interest and for his own growth

The value of the study

At the end of the project all the contributors to the framework will share in the pride of their contributions. The framework can also be adapted to suit other districts, because we are seated in Motheo District, and a restorative approach, as envisaged in the study, will be used to highlight the need for stakeholders to work collaboratively. So what is required from us as participants, is teamwork, seeing the learner's strengths and being committed to the child, while separating the learner from the behaviour. When a child has committed an offence, do not judge the learner, deal with the behaviour and do not deal with the child as a person or an individual, appreciate that all behaviour has a purpose and be positive in everything we are doing with the child. The study seeks to answer how to

formulate a framework for consolidating support for learners who display inappropriate behaviour; what are the main components necessary for the implementation of framework, what are possible threats that may impede their successful implementation of the envisaged framework, which conditions are conducive to the sustainability of the framework and how to monitor the application of the framework?

Research Methodology

The study uses participatory action learning and action research, which in short is called PALAR. PALAR is an approach for community-university partnership to foster and maximize the rewards for university engagement with communities, for collaborative research and problem-solving. Key elements of PALAR, that promotes a truly participatory approach to knowledge creation and practical social and education improvements are:

- To promote mutual learning and
- Development
- To foster the cascading of learning and knowledge to others in the community
- To co-create knowledge that is relevant, contextualized and useful.

Traditionally a researcher has been defined as an expert; an external distant observer who uses certain variables and research methods. In the PALAR paradigm the researcher facilitates the whole process of research and development with participants as co-researchers, in all phases of the research. PALAR focuses on the small numbers of people in the community who are engaged in addressing an important complex problem collaboratively and actively, because they are directly affected by the problems and its solutions. Research methods used in PALAR are confirmed in terms of mutual benefits by the participants in the research project.

The main components

Problem definition and needs analysis: This is to identify the main problems or issues that need to be addressed urgently in the community. Start-up workshops create a supportive environment, conducive to relationships, building trust and open discussions, reflection and learning and laying a foundation for participants to acquire, create and cascade relevant knowledge and skills related to PALAR

Project work

Participants attend regular team meetings to work on their particular topics and research projects. Midway specialist workshops provide specialist inputs in certain skills areas, as needed and identified by participants. While project work continued, team members meet regularly with their teams to present their progress, report and exchange their ideas and experiences and ask questions, in order to conclude workshops for participants to finalize project results, so as to reflect on their success and failures of their PALAR efforts. So what this simply means is that we cannot preamp that our efforts are going to be successful. After we have concluded the project we have to sit down and check whether it enhances the support to the learners or not. So like I have indicated to you, in these slides in which we are using PALAR, it means that maximum participation from all of us is expected. There is no expert who can impose his ideas on us; we are all equal participants.

Appendix N

Quality parental care (transcription from an Audio)

The audio starts with a female voice:

OH, I thought we are still waiting for many more.

The response comes from a male voice:

No, we are waiting for you. Shall we!

Welcome colleagues to our session which has to do with our research. As you know I am using what you call this thing, a voice recorder. I just want to make you aware that today we are also going to use a voice recorder as a means for data collection but I am not going to lead the discussion, I am going to hand everything over to you Mme to lead us today (there is a lady laughing in the background). Our first session was Ingrid, Ingrid was leading the discussion, so you will do the welcome but we know one another or maybe just to remind each other we can also do the introduction but I am handing everything over to you. Ok... I do not know my duty and responsibility but let's go with that. I am Marisa, I am the social worker for the school (there is noise that interrupts the recording then there is silence). My name is Pulane, I am the social worker supervisor here at the One Stop Child Justice Centre (there is a voice that says you have many vacancies and there is laughter). My name is Maphorisa, I am a teacher. Oh my name is also Maphorisa, my surname is Sechaba. I am a social worker supervisor here at the office. I am Pearl, I am a child, youth worker. Ok colleagues you all know me, I am Michael Mathe, a student at the University of the Free State, so I am also working for the Department of Education, thank you. Thank you, on the agenda in front of us I believe we have to look at certain behavioural challenges that we have in our schools. Actually it's in schools that we are encountering those that have been mentioned there on the agenda is actually the challenges that the study is faced with, I think it is what is it, the need for quality parental care, how does it contribute to behavioural problem and disruptive behaviour disorder which is a condition, bullying, gangsterism and illicit use of drugs, but as you all know that we from different institutions and the manner in which we have experienced these

problems will be different here and there ya!! Ok just to lead the conversation, who is going to lead us on how quality parental care will impact on behavioural challenges, ya the need for quality parental care, I think you are more knowledgeable as social workers children who are neglected how do they display behavioural challenge, ok let me make an example this lady from Welkom she is a teacher doing her Masters, if I'm not mistaken she is visiting the school, she is doing practical experience in Maphoka so she came to me and she was touring the school and finding out what is the social worker is supposed to be doing, now the first issue that I have put on the table was the lack of parenting and when I gave her the examples of neglect in our schools she could not believe that parents can really do that to their children, I cannot isolate the issue to South Africa but I think it's beyond from the normal range the way of neglect the way of absent parents the way of single mother and so forth and the lack of father figures. Mr Mathe intercepts, but I'm sure Mme Pulane if you will recall we have had such cases where one, of children who have been reported as uncontrollable only to find that they are from dysfunctional families other they were actually acting as if they are adults on their own without the supervision of their parents ya!! *A lady's voice Speaks:* I think we need to also understand that in South Africa there is a new phenomenon of child headed homes and it is very rife where the majority of young people who are in contravention of the law now is either they are on their own or with grandparents or relatives and most of them receive foster care grants and on the other dimension is that the social workers that are supposed to monitor them when they are on foster care grant are not regularly visiting them to ensure that everything that is planned it goes accordingly hence, that is why they are reported at the one justice centre and is only then that the social worker remember and says I remember this is my child I placed the child under the so and so, so they are in most cases being neglected. So coming to the issue of quality parental care, yes indeed it can have a positive impact in the life of a child but we do not have parents in South Africa anymore, we talk about child-headed families, we talk about elderly people taking responsibility of a parent, which results to that whole concept of the age gap and hence our young people end up also joining gangs because of that freedom and lack of parental supervision. *Another voice talks in the background:* parents who are also there but not really there, I can be there knowing I have kids, but I do not do what I am supposed to do, maybe because of other

reasons, maybe it can be stress, it can be drugs, it can be domestic violence, so many reasons. A lady voice intercepts: I think one particular reason I have seen happening here at one stop is a young lady being a parent and expected to live a life of young person but at the same time having to resume the responsibility of parenthood and without skills and we find that in most cases there are cracks there because that particular individual still wants to maintain her own relationships a new man in her life and that new man is not interested in this child and that new man normally removes her from this house to join them somewhere, then the child will end up either with the grand parent or alone somewhere being left there but because you are busy with your new relationship your forget that, the child needs your as well in as much as this man needs you and the minutes there is a young child of that particular new man of yours it is even worse because there is going to be a change in focus in terms of attention more attention will be given going to the little one and that older one will be neglected more and more and left with the granny and those are the type of kids who end up in conflict with the law. We also get cases whereby these young children want a sense of belonging whereby they would go and interact or socialize with older men because their needs are not met in the households whereby you find that parents do get maybe their grants or so forth but instead of using the money for the children's needs they use it to consume alcohol and to also care for themselves more than they care for needs of the children so you find that children most of the time they will go and seek that sort of comfort that loving that sense of belonging and they will go to older man to get that attention. *Another lady talk:* another sensitive scenario of this case that touched me this week was of a young mother with three boys two of the boys happen to be at Jimmy Roos and he is left with this one and she is now a security guard and the father is different fathers, different father in this way, the first two children that are at School of Industry have different fathers but the second and the youngest one they share a father, now the second and the third one their father is not a South African he is from Mozambique and that father ended up being in a relationship with her friend staying in the same street, now that father ended up running away with the girlfriend to Cape Town for 3 years and when they came back now this man went to Germany and he does not have a return date, he does not have an address and they were left just like that, and now the kids ended up sniffing glue and now turning into street

children and then going to School of Industry and not adjusting well in Jimmy Roos, as we speak they are now back at the street from School of Industry where we felt is a structured environment, but because there is no safe net when they come back during school holidays and also when we want them to come back to join the family there is just no safe net and as a result they went back to the street they are back to glue, they are back to the street and it's just a total mess, so those are the different types of families that we have in South Africa that make us look or be dysfunctional. *A whispering male voice in the background say:* and the problems cascaded to the school: *a female voice responds:* Jaa, yes because such children do not have birth certificates but the school enrol them because they need to have a particular certain number in order for a school to function it must register a particular number of learners, regardless if you have a certificate or not but if I have a particular number of learners I am a school if I have less I won't be regarded as a school, I stand a risk of being closed so they register them but at a particular point in time the school is forced to have birth certificate and that is where the problem results and the children become a drop out. A male voice in the background says: it sounds to me that as if these challenges that we identified in the study are intertwined so we cannot treat them in isolation, because somebody said something about the absent parents how the child gets involved in drugs and all that. *A lady's voice intercepts:* and the girl child who ends up being involved in a relationship with older men especially with girl children they end up like that because their needs are not met and the boys end up on the street while the girls end up in prostitution and the relationships that are not approved.

Another lady talk: Ntate Mathe you know on this scenario we have been talking about when coming to a deaf child its really challenging because now at home you will find that the parents themselves do not know how to communicate with the child and now they are practicing all these, that things in front of the child you know it's very hurting when it comes to deaf child because now when they go to school they present this behaviour and you can see how they live at home. *A male voice asks a question:* you mean now the home circumstances are not conducive for the child to be at there, *the lady agrees yes!!* But now it's difficult from my side or the school side to remove the child from his or her family to another place, *there is response that says:* there is no place that is the sad part, the

lady continues talking and says, centres or wherever, *the response comes in again and says* there is no centre that's the sad part, *the lady continues to argue her point and says* for the deaf!. The response says for the deaf, for the blind, for mentally disabled you name them. That is what I want to put on the table that in the absence of quality parental care there is no other alternative going into foster care is worse now because there is money involved is the disabled kids sometimes meaning its R800 and something plus the R1600 of the care dependence grant you find people jumping to find these kids but they make a mess because there is a lot of money involved and there is no centre in the Free State that caters for their needs. A male voice speaks: you know mme what you are saying I once attended a workshop conducted by the department of social development, the national department of social development and they were bragging about their diversion programme how they have diversion that is good blah blah and I said I am from the department of education and as department of education we are sitting with a problems because we have special schools we have special schools for the disabled for the deaf and the blind and now if you say your diversion programme is inclusive, give me an example of a diversion programme that caters for the deaf or blind and they could not provide me with one, and that Director from National said the point I am making is very important and they will elevate it to the senior but till today, we are still waiting because we do have children in schools for the deaf and blind who also display challenges, but they are excluded because there are no programmes for such learners so what do you do with that. A lady speaks: adding to your point of these young ladies please in your research read up or make means to research this thing I am saying now, most ladies become pregnant at 19, I do not know why that is the age, 19 the first child will be born and there is never a sound relationship with the father of the first child, she will have a baby at the age of 19 then shortly after that not shortly sometimes longer but after that you will find the rest of the siblings but the first child being born at the age of 19, now if you take into consideration if this mother is positive like you are saying that child is going to be left by the mother in 10-15 years to come meaning that at the age of 16 that child will be without a parent because the father would be long gone he never even knew he was a father I do not know how we are going to do with that as social workers, because the 19 year old generations is causing lots problems because they leave us with challenge

because down the line they die, so that is the big challenge. **Another voice comes in:** I also think it is caused by this thing maybe after 18 I am an adults any parent like me I have a parent of 18 if that child goes to tertiary I am no more strict like I am now with them because I think it is where I think they need education of contraceptive and teach them about condoms so maybe education about such is important, it is true after 19 it is always the case child is preventing tertiary or no tertiary, if not pregnant its abortion if you can just check so maybe education in the sense that even after 18 years the health worker must intervene and go to church and encourage ladies to go to the clinic and prevent, I think that is what I think will work. **Another lady speaks:** but now there is this myth to say when you are using contraceptives you will find yourself, you will find yourself wet and the boyfriend will tell you that you will not go to the clinic because it makes you wet, but I think if we have programmes that show them and educates them it will help. I think education is the key because where do these young girls end up in most cases what I have seen happening they end especially in Bloemfontein you hear stories that the mother of this child went to Cape Town, she got employment there as a domestic worker and the other one is in Port Elizabeth, she is also a domestic worker but the family is here, now imagine traveling from here to Cape Town as a domestic worker, how much do you earn, how much to you pay for your transport from there to here and from here back, so basically you work for transport and because you work for transport the chances are you might come home once in six months because you have to save and when you do that it simply means you create a vacuum between in terms of love and care for your little one, because the two of you must bond so it means attachment there is going to be detachment and once that attachment is not there then there won't be love the won't care there won't any be relationship you can't tell me you are my mother if you left me for six months without food without care and without just listening to me, because each child every day wants to tell the parent something and wants to hear the parent say show them or show them you are good and I know you are good, and there are no such things because you are in Cape town. **A male voice intercepts:** you remind me of one thing that we once discussed I think it was of the lady Welkom who had a little girl but did not stay with the little girl and as a result little girl started displaying uncontrollable behaviour, because there was no attachment between her and the mother and when you ask the mother about the

whereabouts of the father she does not know anything. **a female voice intercepts:** even the name of the father and this is serious, and she is busy changing jobs and whenever she is changing jobs she does not think about taking the little one, instead when changing the Job she will even change the placement of the child, and currently the child does not stay with relative, she stays with a friend she does not even have a house she is a domestic worker this lady she does not have furniture that she can call this is my furniture, she does not have a house or a place she can call home, where she works is her place for that time, so that is the scenario that we are sometimes confronted with. That is a child does not have home that also will challenge identity of that particular child to say how do I identify myself I don't have a home, I have mother who is forever in Welkom and all those places and who am I because even my father is unknown to me. *A male voice intercepts:* ok colleagues I think a need for quality parental care is coupled with illicit use of drugs. *A female voice speaks interrupts:* but the need for quality parental care maybe we also need to define given the circumstances or scenario or circumstances we have discussed now define, what will quality parental care mean to us in terms of the study if we are to advocate for quality parental care given the scenarios we have just presented now how will that be, what will we mean by that, *another female intercepts the latter speaker:* can I just answer to that this morning I had a good conversation with Belgium lady and she was saying to me in Belgium the parents will be there in their hundreds when the school comes out, and they will wait for the children, pick them up take, them home and so forth, she said this thing of children being put on school bus for some other reasons and there is no communication between the teach and parent she finds it disturbing she finds it very bad and I asked her don't you have poor people in your country obviously this is due to lack of finance parents, are at work and they need to use such transport services and she said with them the employer allows them to take time off go and take your child home obviously it's safe there not like us and leave the child at home when you get home from work you child is there, obviously with us is a different scenario due to crime, but they whole country is working together for the sake of the children. Because they work until late I have been in that country I have worked there for a while. They work until seven and start working at about 9. And when we in South Africa are already at work they are at home, and that is why they are able to go to school and see their kids, and at seven

when we are at home it's their time to knock off, that's how they operate and their lunch time is two hours, lunchtime in Belgium and France is two full hours now in two hours if you are clever enough you can go and pick up your little and have your meal that is how they operate. Now in South Africa we need to look at how we operate. *A male figure intercepts:* you know you remind me of the story of this girl who was brought here as uncontrollable by one of these school what is this school, Louise Botha and it was like she is always late at school she does not cooperate, I don't know if you still remember that case, but after we requested the parent and the teacher to go outside we remained with that girl here in the boardroom you know what she said to us she admitted that yes I always arrive late at school, but there is a reason and when we probed she told us the reason why she arrives late at school every morning on her way to school there are people who waiting for them when they know the school starts let's say at 8O clock, before they reach the school from the bus rank to the school or taxi rank to the school along the way there are people who are selling drugs who wait for them there and those people make sure they give them drugs before they arrive at school so she then opted for arriving late knowing that by the time she passes that spot those people won't be there they will be gone, so there are so many things that are happening that we are not aware of, you would think this girl is not cooperative but has reasons why, like this poor girl who opted for arriving late at school just to avoid these people who are giving them drugs so that is the challenge. ***A female voice speaks:*** so what is our definition of quality parental care in South Africa where we are specifically in Bloemfontein, how can we if we are to sell this concept, *a male voice intercepts:* because the aim is support, the study is all about to supporting the children who are displaying this behaviour, what would be your suggestion. *A female voice puts forward a suggestion:* I know I am not going to repeat this again because everyone will to kill me, I am sure of that especially teachers school and my school if you want to make a meaningful progress with the child who is displaying difficult behaviour or problems you need the parents on board number one that one we agree when can the parents meet us mostly after hours who should be there teacher, social worker all of us, having meaningful supportive group for parents on a convenient time for parents which is weekends, I know this sounds weird and can create war but it's the alternative solution, I think this thing at our school it's a big problem as we speak right

now, that seven thirty until two that is *klaar!* That is your working stick to that not twenty five to eight, seven thirty remember that, now it makes teacher reluctant to work a minute later, now all employees not teachers only, so in other country there are things like flexi hours, if me as a social worker need to meet a parent on a Saturday morning let me leave Friday so that I can do my things that I feel I need to do then I will be here on a Saturday morning, nothing is going to fall off the education system to make such flexi hours available for employees, I feel that if parents need to...(the speaker clears her throat) parents need to compromise their own private time so do we, if we want to assist each other, I know I am going to be the most unpopular person on planet earth. A male voice intercepts: I think it's a good point this one, it make a lot of sense flexi hours why do we have to be rigid with time knowing that this person can go the extra mile to assist the child. A female voice intercepts: if I have a committed parents group we support each other our problem will be less, another lady speaks: I was actually going to say the same thing regarding the support groups but from our side working with the children that are in conflict with the law, think it will also be beneficial if maybe the court because we work with children in conflict with the law, how about we extend it that we also include the parents of the children in conflict with the law not only working directly on one on one basis, it should be a standard order that is also stated you are referring the child to a specific compulsory program, let also the parent go through a program that teaches the skills a parental skill, a male voice say: it should be an order, the latter speaker continues and says, Yes it should be an order because the parents should be asked what are you doing as a parent because tomorrow the child will be arrested on a crime, this child comes to court we are only working with the child what about the parent, what are you doing be exposed to some sort of life skills or parental programmes that will also help you to guide and also support you child in such instances. Because there is a time the social worker and the courts are not there in the process, what is it that you are gaining in this process, what knowledge are you gaining so maybe the parents should be part of this. Someone indicates that there is a hand up!! A lady says: I am a little worried about the deaf because the challenge is we do not have enough interpreters in the province and then like Mme said now when you come to the panel with a deaf child with a mother with lack of communication I do not understand how is this kid going to understand what do you say

because of this interpretation, lack of communication between yourselves because we do not have enough interpreters, within our province, it's something that needs to be looked into, and they do not have enough information about this whole law thing, they just do things like everything is normal to them. ***A female voice speaks:*** You know what many years ago we used to rely on extended family setup, because not all parents are parents good parents, you can have a parent but that parent does not necessarily mean it is your support system, yes it's a parent because he gave birth to you his or her character is just not, we cannot regard that person as your support system, so we need to also find out from the little ones who is the person they can trust, can stand for you, who are you close to, who do you regard as your support system. And those are the people we can group and those are the people we can train because the little one has identified something positive and has a bond with that particular individual and they can walk a mile. Coming to the issue of the blind and the deaf and all those people with different disabilities, in the family of that particular individual there should be a person or two that go through training of this, I do not what they call it, ya this language thing, Ja the sign language, so that at least when the child comes from your school when he comes back from home there is change people must understand there must be post and pre. Another speaker talks: I also suggest that maybe at schools parents meetings should not only be about finances of the school and what is going to happen, parents must also have programs that maybe we have topic today we are going to talk about how do I identify if my child is taking drugs, as much we are teaching learners of late we are telling them about drugs, we must also involve the parents maybe once a quarter it should be must that the parents must attend. *Another speaker says:* my programme on the 23rd now February excellent program I am telling you it was a life changing for the parents we had this wonderful SAPS and they delivered an excellent speech to the parents and the parents were so excited because it was about the drugs and what, what.. Immediately after that the parents basically begged me to establish a support group for them, I have just one problem when what time, because they are available Saturday morning or after hours, I am available during the day and who is going to bend the knee now yes the extra mile is something we can talk about, but also now what about overtime, you know those kind of things on a once off basis its fine but what about on a permanent arrangement I am not going to start something that

is not going to last. I want to answer also on what you said, I completely differ from you, but we can agree to disagree, I will be sensitive on that I completely reject if a child should choose who's his support system, you Mme have made that baby you are going to raise that baby. I know its tradition of a culture thing it does not make any difference to the behaviour of the child, why I am saying that Mme is continuing with her life, she is living her life she makes number 4, number 6, number 12 all to the granny, granny is the best support system but granny dies, granny becomes old at 70 at the age when the child is 17, 18 then she cannot control and that is when grannies come to school, please take this child to the hostel, take this child anywhere I can't anymore I can't run after this child. So I completely differ with that. And you as parent for me if a child in my school, if a granny comes and says I am the one who is raising this child where is the mother, no she is there she is having her husband, call that lady please, I am not going to talk to you granny, you are not the mother, and coming to the legal things I feel strongly about that, we need the signature of the biological mother and father, not the granny if that child die at school or injures or what, what is the parent going to say because we admitted the child with the signature of the granny. So now I completely differ but we can agree to disagree.

The male voice says: ok colleagues thank you, allow me to adjourn today's discussions because I think the need for the quality parental care we have exhausted it. And you have said a mouthful. If you agree that we should we should terminate today's session and before we come to that, who would tell us about bullying and illicit use of drugs amongst us who can come and just who would lead the discussion, so I am relying on you. **End of**

Audio duration 48 minutes 26 second

Appendix O

Consultative Meeting

A voice of a lady opens the meeting.

A lady's voice: *we have Mr Rabade there and he is representing SAPS, I do not know are these your schools Ntate Rabade, it is a class, we have Kaelo, we have Leritha , oh Ikatlelo is not here it's only the learner, oh the principal is here, good morning Sir, I didn't see you. And you will remember that Semtech last time said they have done this, now I do not know if they do not want to be part of this meeting or what. But theirs was internal so I do not know but next time when we do a campaign we will invite them and see if they will come.*

So the purpose of this meeting is to come together as four schools and decide on the campaign according to the problems of our different schools, maybe Ikatlelo has a dagga problem, and maybe Kaelo its gangsterism and so on so the schools will tell us what are their main problems. And then from there we will be planning for that campaign and we will come up with the venue for the campaign. So as I have indicated previously that usually we have individuals schools at for consultation but now they have been combined so I do not know if the campaign will be the same, I think will come together but I am not sure, Mr Mathe is there anything you know about the campaign

Mr Mathe: *No I think about the campaign will not combine them because every school the problems are unique, so we will target the problem that the school encounters, so you will give us three different dates, and say which date will be suitable for Ikatlelo and which date will be suitable for Leritha and one other thing again regarding the purpose of coming here, we know in most cases that there are schools that are on the radar of the stakeholders according to the problems we encounter as Mme has indicated earlier, so some of the schools find that the campaign goes to them because they are hot spot schools, others is the issue of strengthening them and capacitating them, but now the*

problem will be known by you more than us people who are in the offices. Like Mme said that we will be focusing on the problem.

A lady's voice: *ladies and gentlemen is that clear that Mr Mathe suggests that it should be an individual school approach, where we will go to a certain schools at a certain date, so I do not know if Mme will be able to be there because Mme should always be there, she must represent her department in every campaign that we have.*

Mr Mathe: *should we not find out from the schools regarding their problems and find out if there are common problems and then we take it from there, I do not now.*

A lady's voice: *what do other schools say, what does Ntate say or prefers, what do you suggest, a joint campaign, this meeting that we called today is to prepare for anti-crime campaign where every department will be represented, so usually when we do this campaign we go to individual schools, but they have decided that we must bring the three schools together for consultation meeting and then from there we will give out a date today, that will tell us when will we do the campaign, now Mr Mathe was saying it will be Ikatlelo campaign, Kaelo then Leritha, so he suggests that we should have a joint campaign meeting, so that is why I am asking how do other schools feel. Do they want a joint or an individual?*

An interception by Mr Mathe *to a speaker that is not audible, sorry Sir please come closer there is only a few of us so please come closer.*

The gentleman speaks: *I think it will benefit us all if we have a joint campaign meeting so that they can see we care for all of them, because you will find that we talk about gansterism here and when we get to the other place it is the same thing and there are still fights, but when they are in this together, they will see that they have to end this thing, because the schools here around Kagisanong there is a common problem and its gansterism and I think this thing is not only affecting the schools, because when we talk with these kids we can pick it up from there, I think we should also look at the communities, we need to have community meetings in places such as phase 4,5,6,7 and Khayelitsha and other places, these things happen in those different places. And this thing in the community is not a new thing, it looks normal to them, oh they have fought, they stabbed*

that one, tomorrow it will be the next one, so it looks normal to them. So when they come to us, we are shocked by what they do, but in their communities it's normal.

A female speaks: *I understand your point clearly that these things come from the streets and end here at the school, because you find that the learners have fought in the streets they end up fighting even at school, they do not end this thing in the communities. We are focused here at the school because QLTC is the one looking the ones in the communities we are focused on what is happening at schools. There was a meeting a Relebetse on Sunday imbizo but that one the side of Kopanong, Relebeletse that side which falls under Kopanong police station, they had an imbizo which was organized by QLTC, so they are also going to come in these different places. They have just started so we will forward the message that even this side we need an imbizo.*

Mr Mathe: *please explain to our people what is QLTC, others will know it and other will not know it. The lady responds: No Ntate the school teachers know what is QLTC is, QLTC is an organization just like school safety, but it is Quality Teaching and Learning, we are doing almost the same thing, they do get involved with schools but they are more involved with the communities, all stakeholders traditional healers, initiations school leaders and all that it involves everyone.*

The lady continues: *so Ikatlelo said it should be joint and Kaelo, what do other schools say now, Mme from Leritha, what do you say*

The lady from Leritha speaks: *my biggest problem is gangsterism and on that ganstarism my biggest concern is drug addiction, once the learner is drugged we cannot control him or her, we find anger issues and we find fights in the school yard and it puts educators who work with safety in a dangerous position, because when these kids are drugged they have a tendency of attacking our cars, last week I think I made it clear that as we speak my car is not here its two tyres where flat mysteriously, and the other teacher's car as they fought in class with the children because they did not do homework, when he went outside the following day or the same day he found that traditional beer (skomfana) has been poured over it. So I feel that Mr Rabade and Mr Bambie as our police help us when we have a complaint but the problem is that these gangsters mix with the community, but what I have identified about the gangsters is that you will find a drug,*

you will not know the difference between BTK and the other gang but the drug will be a common factor. Where I was this week I found at that there is a group of school kids and their using drugs in the school premises and they can be dangerous to all of us. As the stakeholders we should influence policy so that kids can go for testing, and health should also be accessible so that testing of drugs can be a common thing, then we will root out a lot of things, if we can fight drug addiction, I am for the campaign yes, but I am more into testing.

Another lady speaks: *testing yes we have told Mme Beko about it last time when we came from this meeting, and said that the schools are complaining about testing and she said that there is a budget for this year, so people have to be trained first, so I thought she will be in this meeting to come and explain what is going to happen about testing because it is what you want more than anything, I think she will address it, I think since 2014 she has been talking about testing devices so I think this year something will happen.*

Mr Mathe: *I was just saying that this is a good idea if it can go together with the campaign because on the testing should we anticipate, a situation where like if a person has to test for HIV or whatever, one can deny to test now what I want to know will this also apply, will these children have the rights to say they do not want to be tested.*

The lady responds: *I spoke last time when we were at this kind of meeting and said sometimes the schools that I know inform parents and they do not just test kids, they inform the parents and say that we suspect that the learner has smoked dagga, so as the school we have a testing device can we have a permission to test the learner. Mr Mathe asks, so it is not random testing?*

The lady responds *yes but some parents will not agree, and if they do not agree they as parents should take their children for tests, and submit reports to the school so that the school can know how much did the learner smoke.*

Mr Mathe: *thank you chair, eehh I think again we should also be aware that there are pieces of legislation that protect the very children, such as the children's ACT, we should not offend them by testing them and find out that it is not according to the children's ACT. We should check when it comes to testing how much authority it allows us and when the*

parent gives permission to what age can they do that. But I think that most of the children who are problematic, although all children are problematic, but I am sure it is the one who is above the age of 18, so they are not covered under the children's act, so this person is now an adult in so it depends on them if they agree or what

A gentleman from the floor speaks: *these rights do have limitations somewhere because now if the child is drugged and they are dangerous even to themselves, because this anger like Mme said earlier, it can lead to them doing something that against the law, so don't we have a policy that has limitations just like the rights have their limitations.*

Mr Mathe responds: *unfortunately menever the law people will tell you that ignorance of the law is not an excuse so all that you have to do is to familiarise yourself with those pieces of legislation so that you can know how much power do they give us. I am not saying you should not do it because I am not sure what do they say when it comes to drug testing, that is why I am saying we should also align ourselves with the law, because you will find yourself in trouble with the law, but I will try and get information and supply the school with the information when we come to drug testing, so that we can look at ages and in terms of the law, how much power do we have because we cannot just do things and not do them within the parameters of the law.*

Another gentleman talks: *I also agree with that point because when we need certain information then and the situation is not easy for us to get it, then the law comes in and give us the authority to get the information by force, maybe ntate will talk about it. I also want to know how the budget gets in if we have to have the testing apparatus*

The lady responds: *the schools have to be provided with testing equipment, but they have not yet arrived, most of the schools that have them are the ex-model C schools and each child pays R100 for the test. So in this regard they will be bought and the schools will get them. And the code of conduct will have to be amended so that if the child is suspected of drugs they should be tested*

Mr Mathe speaks: *it's the truth but the code of conduct cannot supersede the law, do you understand the issue, so we need to be careful, can I please ask chair through you. As I have picked up that schools have serious problems, are there children who feel that they need help who use drugs and what do you normally do?*

A lady responds: *In our school we call Mme Masiti for assist she is a social worker, but just to give you a clue of how this thing comes out, you will be suspecting as a teacher that this child is on drugs, and now there comes a time when the child is in matric now most of them when they are in matric you push them to the limit, the results and everything, you will sometimes have a session and say look here all other children have moved from one level to another and you are the problem and this child in my case, they will confess that they have a problem. I have used these drugs so now when I try to concentrate, I can't because I become moody sometime, and the other ones when we are at camps because we are at a camp, there is a low access to drugs so they get sick, and you take them to National hospital and you find this thing of withdrawal symptoms of this drug. The character of these kids who use drugs is that they do not have a concentration span; they will not sit in a class they will always ask to go out. So I feel that in my school there are no resources, hence I resort to using a social worker.*

Mr Mathe: *May I respond, it's not like I am trying to be otherwise, but I want to share what I know with colleagues especially for the learners who are under the age of 18, so I disagree with you when you say that there are no resources, you know Free State is one of the fortunate provinces there are resources in Free State, it is just that we do not know how to access them like One Stop Child Justice Centre in Elrichpark. I know Mme Masiti would come and she will talk with the child and it will end there, but a child on drugs needs therapeutic intervention because you cannot just talk to child and leave them and it is a long journey to rehabilitate a child that is on drugs, but through social development at One Stop Child Justice Centre, every Friday the children who are under the age of 18 when you have engaged the parent the parent has the right to report the child as uncontrollable at one stop, they do intakes on Fridays they will open a file and the file will be allocated a probation officer, probation officer work with kids who are in conflict with the law, but there is that allowance where if a child is under the age of 18, I am talking about the children's act, when you hear me talking about it now and then they will open a file and do the intake and the parent has to be there, the child should admit that they have a problem and they need assistance.*

Then the file will be allocated a social worker who will start with her own investigations about the child and assess and also do home visits so that they can do a report. And you

know there is a youth court and sometimes the parents do not have means of taking the child to AURORA, but a court can take out a court order and send the child for rehabilitation program, so I am asking that we should use the resources that are in place and the services that are in place. We should not just sit and say there is nothing we can do.

Another gentleman talks from the floor: *I hear what you say but the problem is we only get this kind of information, only such platforms and you find that in schools there is only one person who has that information and you find that the very person is not so sure about the facts.*

Mr Mathe: *Ok NICRO is funded by social development and it has programs for the children and adults, when I talk about adults I am talking about the ones who are 18-19 years, it has diversion programs for adults and diversion programs for the younger ones. But now it depends on whether Ikatilelo falls under NICRO or social development because they have demarcated the areas, you can find that there are places where NICRO can render services, I know Bulamonyako its NICRO there, I don't know here how you work.*

A lady speaks: *they do not take all the schools all at once because they have their own budget, you can find that they do maybe three schools and their programs, if I am not mistaken, its three years.*

Mr Mathe intercepts: *we will get that list for you because it is not all the schools where NICRO provides services like Ntate said earlier, they work according to the allocated budget, they get a number of schools. But each and every year one stop gets social workers who are final year students, another part of their project is to provide community services at schools and establish crime prevention clubs, so you need to know where do you fall so that we can go to ask at one stop for a final year social work student, who will come and do those programs which are monitored and assessed, now we are thumb sucking because I do not know if you fall under NICRO or social development*

A lady speaks: *can I please give the gentleman a chance to speak his hand has been up for a while. Ntate is Mr Takane from Botshabelo education committee which was launched last year in April, so they have also created groups they are trying to address such things but they work together with SAPS, over to you ntate!!*

The gentleman talks: *all that I want to say is that we need to work together so that we can identify the problem and not wait until the child is now worse, it is better to call everyone for intervention at the same time and not waste time.*

The lady responds: *so what you are basically saying is that this thing involves everybody, because it affects everybody so everybody should be involved and it should not be the principal alone it should include all of us.*

Another lady talks: *thank you very much, I want everybody to understand very well as a teacher I cannot diagnose that such and such a child uses drugs, but when the child is having a problem with the drugs I will see with the signs, so I am saying it should be easy, we as teacher have been tested for AIDS where the rate of the scourge of AIDS on teachers was looked at, the national department was in our schools doing that, now we will take children to AURORA and NICRO when they show certain signs. There are children who do drugs while they are still in primary, when they get to higher grades you find that the drugs have already damaged them. Now my point is just as the department of education did the test to see if the teacher has been infected to be able to see the problem before it's too late.*

Mr Mathe talk: *ladies and gentlemen it's good to talk in this way so that we can agree to disagree but I think we are ignorant at times when it comes to these things, we can hear that Mme is talking about a child that has started drugs as early as primary school and we know that using of drugs is illegal, our government has tried its level best to assist us, let us not only look at south African schools act there is also children's act, there is child justice act 75 of 2008, go and read that act, sometimes when you have to implement that act, some of these schools get frustrated because now you have to get a police officer to assist you and you find that the police officer disappoints you and says this child is under age, I cannot arrest him or her, go to that act it will tell you from the age of 11years a child can be arrested and it's only the court or the magistrate who can determine if the child has a criminal capacity or not, if you see a that the child is young make sure you notify the police they must arrest that child, to arrest the child does not mean we want the child to have a criminal record, because our intervention is not punitive it is restorative, when a child is arrested at that age the court will determine if the child has a criminal capacity*

or not, but the fortunate part of it is that when you arrest an underage, a social worker is immediately notified and when the child is released he or she is released into the custody of the parent or the social worker who is called a probation officer, it is then that the probation officer will do an assessment and then develop an individual development plan because after the assessment they will know the weaknesses of the child and the referral emanates from there if the child is highly addicted.

There are many centres not only in the Free State but also in other provinces. So I am pleading that we should go and read those acts, they will assist us. Because I fail to understand why do we just sit and watch when children in primary schools commit a crime but I guess this is because at times people do not know these things.

A gentleman talks from the floor: *I think these kinds of gathering and campaigns they are going to assist us because some of the information presented here today we did not know it, because we did not know if testing a child is legal or not legal but now we know all these things.*

A lady speaks: *thank you nate for that information, I think that we are going to train school safety maybe from the next term, I think you will be part of that training*

A gentleman speaks: *on the other issue I think we should also address the issue of parents because these parents compromise us, I am representing parents they compromise us, I remember when I was teaching at Sedubelo High School there was an incident where the child was drunk and that child was uncontrollable and we invited the parent of that child to come to school the following day, when the parent comes and we explain about the behaviour of the child and the drinking, the parent replied by saying you know when this child has drunk beer he behaves better, I am sure he had drunk brandy and parent said this child behaves like this when he has drunk brandy, when he has drunk beer he behaves well.*

The lady intercepts: *so the parent is promoting that the child should drink, and drink only beer, I can add to that when you have called a meeting with parents there is nothing they help you with they also complain about their children's problems to you so you end up not knowing what to do because these kids are problematic not only at home but also at*

school, and the parents will tell us that a child has missing for the whole weekend only to appear on Monday, they will tell you that they do not know what to do.

Mr Mathe: and the other parent once said to me that her child is good when I complained about the behaviour of her child, and she said her child is a good child. I replied and said this means that your child lives double standard life, a good one at home and a different one at school, and at times it is like you are insulting a parent.

The lady speaks: I think we should have a campaign but we should start with the children first because if we can start with both the parent and children there will be confusion, we start with the children not for long then we talk with the parents. Mme Mpone Dilemela is from the head office let me give her a chance.

Mme Mpone Dilemela: I think this is a good idea we have spoken about these issues and now need a solution.

Ntate Phure: parents I have been listening to what has been said, I also think we need to call an imbizo with the parents and discuss these issue in-depth, and I think the approach of talking with the children first is fine. We should do this properly, it should not look like we are doing it just for the sake of doing it, we have to help each other with ideas on how we can help these kids who are hooked on drugs.

Mr Mathe: I'm going to talk about two issues, the first one is security where I can say that last week or two weeks back there were people at our offices who came to do a presentation about beefing up security at schools, Mme will add where I did not give full information those people from Vanderbeilpark, were Mme Beko said that when the committee is going to be trained those people will be trained so that they can be part of the training and demonstrate their gadgets and how they work, and also explain to us and the principal what to do when you have security in your premises. It is a good concept.

Secondly let me talk about the campaign, where a lasting solution was discussed. I am going to ask that we should separate these two things, I don't think that the campaign is the solution to the problems we have, the campaign is just to make people aware about the adverse effects of crime in our schools, if we want a solution we cannot get a solution if the relevant stakeholder is not on board, because you cannot just talk to the child on drugs alone, that child needs therapy, there are those who need medication. And one

other thing is that when we are gathered like this it's usually people from higher offices who are not foot soldiers, unlike the social workers who are driving the programs. You find that an assistant director or director will come and talk but I think if we can identify the relevant people who know that when they counsel a child and put them on a therapeutic program, what is it that must be done. The psychiatric complex also works because the children who are addicted can be put there because sometimes you find that these children act like they have lost their minds or there is something wrong with their minds. So we need such people to come on board. We need to invite child welfare to be part of our meetings and tell us what areas do we serve, because it is unfortunate that we will be talking here about the children but we do not know which organization is responsible for let us say phase 6, we need to know such things so that when a child has a problem and he or she is from phase 6 you know who do you talk to who is responsible for that area and what is their role in the life of a child that has problems, because most of our problems start from home and end up at school. The child comes to school already high when you go home you find that the home circumstances are not conducive and we want to address them at school and we forget to address the ones at home. So we need those people to help us to deal with the child holistically.

So I suggest that we identify probation officer because they are the ones who work with the problems of the children, we need to invite them to be part of our meetings, and they should tell us when they come in when we have such problems

A lady speaks: are you referring to social development, the reason why I am asking is that we need to check here with mme, why are they not part of us because we invite them, every time we have those awareness programs they never come

Mr Mathe intercepts: that is why I am asking, we it depends on who do you invite, social development has two spheres there are people for probation and people for generic, you cannot call a person for generic for probation issues this person does not know what they are going to say when they come to address the people.

A lady speaks: I think the drugs are a serious problem in the schools so I think the next campaign should be about drugs awareness, but what I have observed is that when we do a campaign and we just talk to kids it is not going to help us, I think in this campaign

we should tell children what drugs are and how does one get hooked and how does one feel when you are on drugs, and also tell them how does one leave drugs and what are the problems, and also have people from psychiatric complex who are knowledgeable who come with medical programs that a child can follow and such kids should be given appointment as a place after the campaign to be addressed as a group of learners who have a problem. According to my experience in safety I have realized that every child that ends up in jail has a history of drug addiction and they will threaten this other one, because they have told authorities they maybe they have dagga or other drugs and stab them because they see he has drugs. So I see that drugs are the sources of these things. The reason why I am so sure is that I teach life science, I teach these kids about the effects of drugs and I know how far it will go in the life of the child.

Another lady speaks: *I am also in support of what has been said because it will go a long way and help the children so we need to plan a way forwards now. I suggest that we should call grade 8, 9 and 10.*

A gentleman speaks: I think because the numbers are going to be too big we should work with one school at a time

Another intercepts: yes that is why I said now I am getting confused so let us agree that we will do one school at a time, because we will have to look for accommodation and this and that if we take them all at the same time. So we agree now that we will go to one school at a time so we are closing this matter now.

Mr Mathe: *I am now satisfied, now my heart is well rested!!*

The lady speaks again: *Ikatlelo give us a date, can we please have the school to give us dates. Ikatlelo!!!! That date is when the school close that won't be possible (there is a debate about the dates!!!) The campaign is one hour or two hours, so we agree on the 28th so we should make it 12hrs 30 on the 28th or 29th ok 28th. Now Leritha*

A lady for Leritha: *we also want a date before we close*

Response: *let us move it to the next quarter, next term 18 April or move it to Wednesday that week when the school opens 19 Wednesday same time yes!! 12hrs 30. (Now there is murmuring and sound of pages)*

A lady speaks from the floor: *I suggest that it should about both gangsterism and alcohol because schoolchildren turn to drugs because of alcohol.*

The lady speaks: *I think up to so far we are done, let us not forget to sign the register, and is there any question or anything before I close!!*

A lady from the floor speaks: *I am just asking how about if we can get the school safety policy, which we can use to fit in our different circumstances, maybe even a draft.*

Mr Mathe: *if you allow me because I have realized that there is lack of information regarding available services, so I suggest that I should focus on getting people who render these services, so that you can know how to refer to such agencies so that it becomes part of this thing we are doing.*

End of audio!!

Duration 1hrs 47 min- 22sec.

Appendix P

GANGSTERISM

Mr Mathe: I think Magda one of their concerns was the strategies we have to curb the prevalence of gangsterism amongst learners, and one of the things I highlighted is that Free State has resources and but now it's up to us to can find a way to utilize them so that they can benefit the learners and community at large, we have schools such as school of industry because I believe that a child who is a gangster that is uncontrollable behaviour. Other stakeholders are concerned about the gangsters that are mushrooming all over while at the same time we are sitting with resources.

A lady speaks: I think that is why I suggested that instead we should focus more on this issue because there is also an issue of guns, and a lot of the cases that we get there is a big hotspot, Semtech is a big hotspot.

A male intercepts: There is a gang called the Romans they are mainly in Rocklands and they are in Semtech to be specific, there are actually few schools that are involved in gangsterism, Katlelo and Makgulo are the BTK. And I know there are some even in Moemela. (There is more than one person now talking) even the girls are in they are from 12 to 13 years.

Mr Mathe speaks: you know because the inspector is more into contact with these incidents you know in the office we were busy with planning to conduct awareness campaigns but the schools that were identified is Ikatlelo, Semtech and what else, but now it sounds like which schools should be targeted.

A lady speaks: because the problem is that the issue is under-reported,

A male intercepts: this is because people are scared to report these people

Mr Mathe speaks: does this mean that we will have to get other people on board, but I want to hear from Maarta and Magritha because I think you are in a better position to be able to articulate the children's act. And the purpose of institutions such as schools of industry what is the use of keeping the children there if they do not get services.

A lady speaks: the problem is a child if he must be at the school of industry he must be referred in terms of children in need of care, and these children they do not just have a behavioural problem, they committed serious offences, and in a gang-related so that is the problem. So sometimes the child has committed a crime to leave a gang. So if the child wants to change there is an option, but the one that do not want to change and in a way I understand the fear of the school of industry because they fear if they take children that are gang affiliated, they fear the gangs are going to start there but it is a case everywhere.

Mr Mathe speaks: is it only children who have a history of being in gangs, I want us to get a picture of what is happening in these institutions because it is of no use to us if these children are arrested, are kept here and they do not have any alternative place where they can be rehabilitated. We should look at the programs that are offered at the school of industry' the success rate' the impact that they have on these learners.

A lady speaks: ok I think we should look at the core of the problem and why children join gangs, the problem is children join gangs, if you see a child and he is part of the gang what do you do, maybe we should start a preventative program but I really do not know how we can do this.

Another lady speak: Magda, not deviating from your point I know that our department is developing a strategy for the management of gangs, I think people are just using what they have to manage gangs in institutions, (an interception) but how do we manage gangs in institutions with programs, a **lady responds to the question:** we do not have programs, you know is when children are fighting and you establish what was the fight all about, in the beginning children don't just give you information and say it's a gang related fight, you have to dig deeper, they will be fighting about petty things but when you dig deeper you will realize that this is gang related. This one is coming from *Maroma* and this one is coming from the BTK, now because *Maroma* their number is high and BTK their number is less they feel these other ones are coming into their territory than the fight starts, then we have to separate them to keep the other gang that side and then the other gang on the other side, and only things in terms of behaviour and anger management, but per say to say a program to say to address gangs, it is not there.

A lady asks a question: but still my question is how you get children out of gangs, how you prevent them from joining gangs.

The response comes: we don't have Magda!

The lady continues with her question: but I want to know who did research to see how you get children to say no I don't want to join gangs.

The lady responds: Yoo, look the expectation from the national office is that every month we doing profiles, we give them that information, I know that they did research, they hired a private company or whoever to do research, around the secure care centre to get information why are children why children join gangs and which are the gangs which are prevalent in the areas where we are living, but to say there is a programme, there is nothing like that. And for me when a child comes in he comes with an assessment and it's for me to observe the physical tattoo that I can see and also asked the child if they are a member of the gang, other children are open they will talk, but other will not talk. But in the real essence there is nothing that we can say is a program we want to include.

A male speaks: the problem is that we have, I want to use Maroma as an example because they are the largest currently, Maroma is not a gang with one leader they operate as Maroma in phase six, there are a lot of guys there. They go from house to house, they burn it down and stab whoever they want and rape whoever they want. And nobody will come to us and say that guy is the gang leader nobody. And phase 5 it has its own Maroma and Maroma in Phase 5 will not go to Maroma in Phase 6 because they will fight each other.

A female speaks: the other thing that I have realized is that these gang members are using the children that are under the age of 18 years, so the children will say I am staying in this area but my school is that other side, so these people will prevent me to go to school so I have to give in.

Mr Mathe speaks: you know when I was still handling panels there was this panel that took place in Kroonstad, whereby boys and girls were grouped by an adult, they were actually working for that adult as gangsters and it's a lady, so the girls would be used to sleep with older men, she has opened a little brothel there, boys will be used to steal other people's belongings and bring them to her you know and they fed those children drugs, it

was like a gang that has been established by this lady, so I wonder that is not the same thing that we are experiencing here whereby there is an adult who is a driving force behind.

A male responds: I can give you an idea about a case we were busy with of a gang and the leader was actually the youngest, there were adults but she was a leader she was 15 years and the oldest one was 22 years. There is no structure they do not report to anybody.

A lady speaks: this proves that enough research has not been done on the gangsters in the Free State, we always thinking in terms of the Western Cape so we do not want to acknowledge that this is reality, so can I suggest that we compile a municipal profile of the extent of the impact of this problem, we deal with the different facets of the gangs and how they manifest in Mangaung. But working in your respective areas what would you suggest as SAPS, as things that you can use as resolutions to solve the problem.

A male responds to the question: currently what happens is that we get a docket and we go and arrest and it's never less than 13 in a group, and the rest of the group continue fighting.

Mr Mathe speaks: you know I'm worried because we had a similar situation in School of Industry and it was two groups, a coloured group and an African group, they identified themselves as gang members from different gangs and one of the African boys was fatally attacked by the coloured boys and the African boys have to reiterate, now I think that school is a ticking time bomb. That is why I think that next time when we meet we must have people from School of Industry so that they can narrate their first-hand experience so that we can take it from there you see. **Mr Mathe continues** and says: now inspector tell me about this School of Industry, have you ever been there, the Inspector says yes he has been there now and further mentions that the problem with School of Industry is that you can discuss with them but there is no programme there, I am now with Semtech, the principal call me there and I would have meetings with the lecturers and these gangsters will stand up and walk out, remember we have a problem: Law versus Constitution, we cannot act against the constitution so I cannot go with a dog there every day, one of the parents will come with a constitutional court case and say you are

discriminating against our school you say our school is a gangster school because you are here every day, why don't you go to that school, unfortunately gangsters do not start at the school, they start at home because the way they are brought up is the way they are going to end. Mr Mathe intercepts: yes because most of the children who are panelled they are out of school, but are we not as teacher of school not perpetuating this behaviour because if I suspend or expel you, it means you will have a lot on your plate, it means you will have enough time to do silly things.

Mr Mathe says: may I suggest that we go back to our drawing boards because at least now there is information that has been given to us and then we organize another meeting and I think NICRO should also be part of this are they not, because they also render services to schools, so you would permit me to invite other stakeholders so that we arrange another meeting, maybe we can be able to unfold some of the things we have not discussed and maybe inspector you can bring us something that can give us a holistic picture of what is happening, but in the meantime don't be afraid to share anything with us, I will give you my email address.

Another lady intercepts: sorry Mr Mathe because it is under-reported this thing is so serious and violent but it is so under-reported, just look at the attention on the fees must fall whereas this is a bigger problem, so the under report needs to be addressed. The inspector says: my biggest concern is that the community in that areas are going to pick it up remember and they are going to attack people that have brought it up, so these guys are known and they will point you out and says that is the guy who is driving past, these guys are clever!!

Mr Mathe asks a question on what is suggested as a way forward: (and there is laughter in the room.) the inspector says you can put on your radio every day there is a report on gangs. Sunday there was a report that a boy lost his leg at a school in Rocklands. They cut it with a Panga. These are not gang member they just want to join so that is the price you pay, so they must change the outlook from the old gang structure and one thing is that Bloemfontein is taking initiative with the issue of gangs. A lady says, because our end goal is exit strategies and preventative measures, that is our end goal but now we have to look at what we can do in the immediate.

Mr Mathe says: my other concern is that I am actually not convinced that the two schools are doing what they are supposed to do in terms of behaviour modification.

A lady says: but Mr Mathe remember now those schools previously the purpose was to keep those children with uncontrollable behaviour but now they are now coming with something extra which is gang related and that needs empowerment, as much as we talking about behaviour management we must also check that gang membership also weighs more and you can't say to people you having children with participation what are you doing, but you are not exposing those people to training, because the first thing they will say is as somebody who must train us what did you do. **Mr Mathe intercepts:** but again this has been a concern for many years to get trained child and youth workers who can also assist in terms of rendering programs, the reason I am saying they are not doing what they are supposed to do, is all the people who are there they are equipped, you know we have people who were just picked up from the streets to be child and youth care workers, they know nothing about the programs and all those things.

Inspector says: I will suggest teacher not the ones of school, but teacher they can identify a gangster they are the ones who can be able to see the leader, they identify the leader and deal with him before he can start with his business.

Mr Mathe: Inspector thanks for the information, we can see that you are knowledgeable when it comes to gangs and it's going to assist us a lot because we are dealing with this at face value, we do not go the route course of the whole thing but now I am sure colleagues have made a paradigm shift, we can see that there is a lot we do not know about gangs and a lot of staff. So we are looking forward to meeting again so that we can elevate or improve on what we have already discussed today and who know you can come up with mechanisms on how to deal with gangs. *End of audio!!*

Appendix Q

Illicit use of drugs

Mr Mathe: good morning everybody, just before we start with our panel or panels, I just want to make you aware that I have this thing, a voice recorder which I am going to use to record all our conversation as part of my research data collection. If there is anyone who is against it, you can just give me an indication so that I can switch it off. Do you all allow me to continue recording? All right, thank you very much.

Mr Mathe says: before we give Mme Botlhoko, as the case manager, to tell us why we are here today, maybe I should start by telling you what the purpose of the panel is, “mama are you comfortable with English?” Do you only speak Sesotho now when you are at school? How do you communicate with teachers?

The lady responds: you know I did not attend school here, I attended in Lesotho, now English was spoken by those in authority.

Mr Mathe: Ok I am going to explain to the mother why we are here today so that she can get a picture why we are here today, he continues and says. Mama here we have a panel. The panel is where a lot of people meet from different professions, and parents are also allowed to be part of the panel, so when we are here, so when we have a child that displays behaviour that needs to be monitored or corrected, this is where we share ideas and advice each other when a child has a behavioural problem. We are not here to punish a child but we are here to help each other so that we can help the child if the child has behavioural problems. Do you understand now Mme.

Mr Mathe continues: ladies and gentlemen can you please join us when you are seated, that far it looks like you are not part of us, and you will find that there is someone seated at a corner there and they have an important thing to share with us. Mr Mathe now says that he is going to hand over to Mme to give a background report on why we are here today.

A lady speaks: ok I am just going to give a brief background on the child’s current circumstances, he is 14 years of age and is currently under the care of the paternal grandmother. The biological mother is deceased and the father is still alive. The child is attending Hugeland School and has been recently suspended due to his substance abuse challenge, it was also reported that the child displayed disruptive behaviour in class and it is difficult to manage him as well. He is often absent from school, the child also received

therapeutic counselling from the school psychologist who, I will apologise on his behalf that he cannot make it to the panel today, he did therapeutic counselling with the child on a number of occasions and it was then the case was referred to our offices for further intervention. With the home circumstances I think the foster parent is a pensioner and I think the roles are not clearly stipulated within the household because discipline is not properly enforced, the psychologist also recommended that the child move with the father for thorough monitoring and also as a way of enforcing discipline but that has not been done. And then the child's environment exposes him to be exposed to older boys who have greater influence in terms of his behaviour, so the problem presented by the caregiver, she also complains about the child coming home late but again more discipline is not enforced because the father is absent, the grandmother of the child is also reluctant to let the child go to the school of industry, reasons could also include attachment so probably the biggest factor could be the grant. And during the interview with the child was made aware of the facts of the substance abuse especially at his age and in terms of evaluation I think that the child displayed challenging behaviour because the caregiver cannot control and roles at home are not clear and effective. He is also in the company of older boys who have influence in using substances. The environment is also not conducive to the child's development currently and the caregivers of the child, in future we propose that they attend parenting programs at our offices. So my recommendation is that the child, but not my own recommendation, but the school also recommended, that the child be placed in a school of industry. Because he is a child I need of care and protection according to the children's act section 150 subsection 1B, because he displays behaviour that cannot be controlled by the foster parent and according to the children's act subsection 1(d), he is addicted to a dependency producing substance and is without any support to obtain treatment for such dependency so we therefore recommend that he be placed in a child and youth care centre. So I will give over to other.

Mr Mathe says. Are there any questions that you would like to pose to Mme as the case manager anyone?

A lady asks a question from the floor: I just want to know did you ask the father if he has a new girlfriend, or wife and if the wife wants the child. I think that can also contribute so I want to know that.

The case manager responds: there is something like that which you have just asked about, there is a new wife in the picture and the child is not properly accepted. I do not know the father, for me it was difficult to communicate with him because he could not come to the offices. I always called him and we talk but I do not know him in person. I will be honest, but I try to engage him in this but I am not sure if reluctant or he can't because of his job, because they say the employer is a bit difficult. But the father does not want to engage with the child and I also saw in the report of the psychologist that he also tried to engage with the father, yes there was some kind of support that they gave to the child but again they also proposed that the child should stay with the father for monitoring purposes but still it didn't happen.

Mr Mathe speaks: so the psychologist who assessed the child is from the school,

The lady responds: yes it is the psychologist from the school.

Mr Mathe again: how is the grandmother related to the father, and then the respondent says it's the father's mother. Then Mr Mathe continues to ask if they do not stay in the same house.

A question from a lady: the other thing is, I don't know if you have been to the house but on a Friday this is what his friends told us, not him, they told me that he had to go and hunt for food.

The case manager responds: that is new to my ears.

The lady speaks again. I know of people who normally do that but it is said for a child that needs nutrition and good food, I just want to know if we know the same things around the area.

The case manager responds and says, that is new to me but I have noticed that hygiene is also a problem when we went with other social workers for home visits. We know kids play around they get dirty but so such an extent, but at times I felt this kid, if I judge from afar opinion or I do not know how I can put it, but I would see the child as the child living on the street.

Another lady agrees: yes definitely and the thing that they told me about is with the bigger boys are the problem and he told me that he is the one that must be sent to go and fetch things. He is doing things for the bigger boys because he is the small one.

The case manager says: and another thing that I think I should add is that the child being away from school again and I can understand that he was suspended due to such reasons but him staying in the location he is vulnerable to that.

The lady responds: the thing is with the suspension we want them to go for rehab and then come back to school; we don't just suspend them and leave them, we want them to get help. Because of one child that like that 5 other children will be influenced by the school.

Mr Mathe: if I may ask for how long has he been away from school?

Response: four months.

Mr Mathe: yo yo yoooo!!

One lady speaks: he is a very clever boy, he just picks up a thing like this he can make matric like nothing but at this moment he has got no support

The case manager: and I can also add to what I was saying about the older boys because he is the one who told me that he hangs around with the older boys who are far older than him, so I think they are also an influence.

The other lady speaks: and he also told other learners how he feels before he comes to school and he has smoked this thing when the teacher says do this and that, he just wants to laugh at her because he say it makes him feel great, and he was telling other learners in class, so this is making them interested also in smoking this thing.

One lady speaks to the granny of the boy: Eheh Granny as the teacher has been talking, the last time when you were with them and say Moramang must go home and asked that the child must go to the rehabilitation centre where they can see what they can do with these drugs, why did you wait for such a long time

The granny responds: they said he must stay at home and then he will be taken to the rehab thereafter.

A question is asked: after how long did these people come?

The granny responds: these people never took him they just brought him home, and I kept wondering when he will be taken to rehab.

Mr Mathe: colleagues we are not here to blame one another, but I think where maybe mistakes were done we need to correct that. I am saying this because it's unfortunate that the boy was out of school for so long and the correct way in which the matter could have been resolved was to refer the child to the district instead of sending him straight home. Because I believe that Mr Van Wyk as a district, I am sure you could have assisted to make sure the child reserves attention, in terms of the things that he is doing like the drugs, because unfortunately our parents do not know where to get help for their children, especially mme like she is saying is from Lesotho, I don't think she can be able to know the procedure to follow, we are now correcting a mistake but is it a fact that the boy has been out of school for long of which it is unconstitutional, so we are not saying maluti is wrong, but the process that was followed was flawed, because we have now denied this boy an opportunity to attend school for more than four months, of which is constitutionally wrong. And maybe a point of correction Mme, you said Aurora does not take children under the age of 18, no I don't think that is the case and one other thing that Hugeland School could have done because taking drugs unlawfully is an offence I think this boy should have been reported to a probation service so that, because I know that sometimes they do have a way of getting an order that says a child should be sent to rehab. So that is why I am saying let us acknowledge that we have made a mistake; all of us.

A lady speaks: can I also talk nstate with regard to the court order: in the past I did have a client that I had to send to rehab, he was an adult, so I wrote a report to court so when it got there the senior prosecutor told us that the magistrate does not make order for voluntary people because if they volunteer they are not going to make an order whatsoever but if they do not volunteer then can they make a court order for that person to be placed.

Mr Mathe: but in this case it was an adult, here we are talking about a child.

Another male speaks: I think from the discussion I can determine that as a probation officer like what I have discovered here, I think we still need to go back to the community,

to the schools and raise awareness that this is like this, because reporting a child and open a case it does not mean that you going to put the child's name in the mud, it is a process of trying to help the child because from the probation officer you will be able to determine whether the child needs rehab or what kind of help. So I think I will discuss it with my colleagues.

A lady speaks: I was just saying but I think I am covered, I think the gap is between home and school, like at home you will find that at home the child is so disruptive and uncontrollable but when they are at school they display another cool behaviour, but I think parenting programmes are really needed.

Mr Mathe says: let us summarise. A lady intercepts him and says, yes I think parents need guidance because it becomes a very big problem when there is substance abuse.

Another gentleman speaks: yes I just want to summarise a little bit from what we I have discovered. I think we all played some part, the school played their part, the parent played their part, absent father also played their part by not being there in the upbringing of the child and this makes the child's upbringing very difficult, and he ends up getting involved in a lot of wrong things.

Mr Mathe: alright colleagues I agree with all of you, but I also want to indicate that what you said is true about all of us being a contributory factor to the current behaviour the learner is displaying. As a school you can only teach a learner how to read and write and behave; it ends there, but in terms of referrals to Aurora and other outside agencies it is somebody else's task so we cannot blame the school for not talking the child to Aurora, because that is actually not their mandate, it is just that we have been working from different angles, so I am happy that we are all here; the school is here; social workers are here, the district officials are here, the parents are here. I am also from the provincial so tomorrow no one will come and say I did not know. But again I want us to go back to Mme's recommendation, what informs this recommendation: is it behaviour, is it drugs or what.

A lady speaks: for me Ntate Mathe I think the school know better about the substance abuse than I do, I have tried to counsel the child. I have also referred the case to the probation section but, I think with my assessment it is the family like there is no support.

Mr Mathe: thank you very much. I wanted us to get a picture of what is happening, because initially we mentioned the drugs that the boy is using and the behaviour that he is displaying at school, those are secondary things; the primary from the source of the problem here is the family that is dysfunctional, the home circumstances are actually not conducive for a child, so that behaviour he is displaying at school. He is actually acting out trying to tell the school I need help please people help me. So the boy when they get to the school he could not adhere to the rules. He needs a stricter environment where he can adhere to the rules. I was raising this so that it should assist you when you draw up your individual development plan. Where the child is going to be placed, they should know which areas to address. Because we were focussed on the drugs or the behaviour and neglecting the source of the problem, so the child is need of protection and care.

A lady speaks and says: Ntate Mathe may I request that we give Nkgono an opportunity to also rise out her view because I think with the recommendation she is not so... you know.

Mr Mathe: ok I think it's important so please briefly tell her what the recommendation is all about so that she can also know what is it, that we have found out of this discussion maybe

A gentleman explains to the granny of the boy: ok Mme we have discussed the behaviour of the child and we found out that there are a lot of things that are affecting the boy, at home he did not get proper care and love, when he goes to school he ends up misbehaving, because there are no strict rules, do you understand mme

The granny responds: I do not understand because I do reprimand the boy, but now this new generation is different

The gentleman intercepts: we are not judging you mam we only want to help; we are not saying you did not raise the boy well but we want to help you with his behaviour.

Mr Mathe speaks addressed the granny : Mama here we are guided by the law not emotions, or opinions of anyone, not my opinion, not that of anyone here but the law, so we want to work according to the law, as the gentleman has spoken earlier we are not saying you failed to raise the child, we know you did your part but every child in their lives, they want their mother and father, especially when they know their father is alive, if the

father was dead then its another story. Now there is what we work with called a circle of courage which says a sense of belonging is important. Now if they do not have that they do not have an identity, the child does not understand himself because the father is going that way, and now the child ends up associating with wrong elements, because of a broken sense of belonging. And on that circle of courage there is what is called master which Mme said that spoke about it and said the boy is performing well at school, you see he has 4 months not attending school, but he will pick up quickly and continue. But friends and the environment which he lives in are not good for him, we are trying to move him from that place and put him somewhere where he will attend school and get help, at the very school government will pay for his fees. It does not mean when we say he must go there you are going to pay a cent; he will be under government care. We are trying to correct his behaviour and take him out of drugs. He will still be able to come and visit home there is transport that will bring him and all that, so do not worry he is in good care.

Mr Mathe concludes by saying: I think we said a lot. If you allow me to adjourn this panel and release everyone, I will do so. Thank you very much for the teachers for availing ourselves, we know that you have a lot to do and you have left your classes unattended; you did this in the best interest of Daniel. Thank you!

End of Audio>>

Appendix R

Attendance register

RESEARCH TITLE: INTERSECTORAL COLLABORATION FOR CONSOLIDATING FOR LEARNERS DISPLAYING INAPPROPRIATE BEHAVIOUR

Date: _____

Venue: Mangaung One Stop Child Justice Centre
(Winkie Direko Secure Care Centre Boardroom)

Name		Organisation	Contact Details		Signature
Surname			Telephone		
Physical Address			Fax		
		Portfolio	Cell no.		
			Email		
			Persal		
Name		Organisation	Contact Details		Signature
Surname			Telephone		
Physical Address			Fax		
		Portfolio	Cell no.		
			Email		
			Persal		
			Persal		

Appendix S

Participants' Photo Collage

