PROVISION OF EDUCATION IN AN ABNORMAL SOCIETY: IMPACT OF GANGSTERISM AND VIOLENCE IN CAPE FLAT SCHOOLS

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PLAGIARISM DECLARATION

I, **Zimkhitha**, declare that the current study '*Provision of Education in an Abnormal Society: Impact of Gangsterism and Violence in Cape flats Schools*. It has not been submitted before for any degree or examination in any university, and all sources have been duly indicated and acknowledged by means of references

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Name & Surname   Date of Submission

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Abstract

The research focus on, understanding the impact of gangsterism and factors of violence on education within the Cape Flats schools. Security at schools is beginning to obtain consideration in South Africa as expressed in various media reports. Schools are places of teaching and learning and can only deliver their educational mandate in safe and secure conditions, free from injuries, crime, and violence South African Schools Act, (No. 84 of 1996). Basic school safety and security features are therefore essential at schools. This is not the situation and schools are functioning within a dysfunctional society, which has a direct impact on the provision of education. The Cape flats in particular, had been in the news of late, because of reported and unreported incidents of deaths, injuries, crime, gangsterism and violence that seem most prevalent in township schools (De Wet, 2016). By understanding and analysing nature and factors of violence in Cape flats schools, could result in educational policy change and approaches on teaching and learning methodologies. The Cape flats has a high unemployment rate and rising challenges of poverty, uneducated youth, high crime rate which has become a fertile ground for youth recruitment into gangs. These youth gang members are learners at schools and impacts the learning and teaching environment. The schools have becomes a microcosm of society. It is therefore important to understand how crime and gangsterism influence behaviour and impact on teaching and learning. This research finding provide recommendations on how to ensure that a conducive environment is created for teaching and learning cold take place in an abnormal society plagued with criminality and violence.
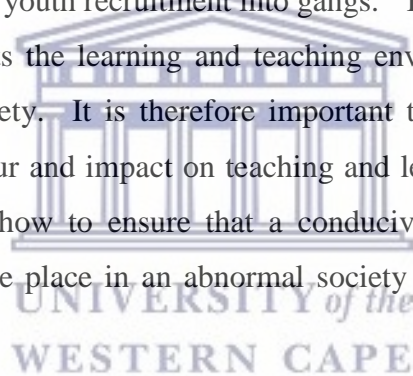
KEY TERMS

- **Gangsterism**: the culture of gangs. It is the use of tactics associated with gangsters as intimidation or violence in order to achieve something.

- **Cape Flats**: community of study within the Western Cape South Africa.

- **School**: A **school** is an educational institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers.

- **Violence:** the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

- **Cape Flats – Kensington- Factreton**: community of study within the Western Cape South Africa.

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1.1 Background

Newspapers are inundated with cases of human abuse through violence and gangsterism. Personality violent behaviour is difficult, uncertain, and heart breaking and violate our human rights and personal safety. Within South Africa, brutality has turn into ordinary daily occurrence in the search for unquenchable greediness. Previous research studies on gang violence focused very little on the impact on schools and education provision affected by gang violence instead focused more on gang association. Most researches on gangsterism using the Western Cape as a case study focussed on the criminal aspects of gangs. The people who have to suffer gang violence on a daily basis in gang affected areas have for too long been overlooked, as the centre of attention of research studies is usually on the gangs and not the people who survive in fright and horror. Gangsters have been a part of the Cape flats since the creation of Cape Flats townships under apartheid laws such as the Group Areas Act (1950) and the Population Registration Act (1950). Before 1994, The Group Areas Act was one of many pieces of legislation used to control the lives of Indians, Coloureds, and Africans, in this instance by limiting property rights. Many pieces of legislation passed under the apartheid regime were attempts to control the labour of Africans. Legislation passed by the Apartheid government was in a way to implement apartheid system. Therefore, the GAA was another layer in controlling the movement and life of urban Black, Indian or Coloured persons.

Gang bloodshed has turned out to be recognized as a persuader of crime and violence in the Western Cape, especially in the Cape Flats. Approximately many of the historically underprivileged location on the Cape Flats has been affected by gangsterism in the city. Gangs and their activities therefore intimidate the stability of communities, especially with regard to the provision of services such as schooling, housing, health and social grant payouts. Gang violence has become known as a central driver of crime and violence in the Cape Flats. Since the 1950's gangs became general trend, entrenched in various socio-economic and political causes, and it dent the lives of people, families and whole communities. Gilligan (1996; p27), describes gang by saying that, "The tragedy of violence involves not just victims, but also victimizers. What we need to see if we are to understand violence and to prevent it – is that human agency or action is not only individual; it is also, unavoidably, familial, societal, and institutional, like that of which gangs has become. Each of us is extricable bound to others – in relationship. All human action even the act of a single individual) is relational. Understanding

that point, it is essential to understanding the origins of violent acts, and the strategies that might be helpful in preventing them." (Gilligan, 1996, p. 27).

The gang violence has become deeply entrenched in the Western Cape, particularly in areas such as Elsies River, Kensington, Manenberg, Athlone, and Lavender Hill to mention but a few in the Cape flats. The news broadcast has reported the rising lists of school kids killed or injured in gang crossfire, some school children are shot while they are in their classes, creating a worrying picture of life for children and youth in these Western Cape communities. Cape flats roads and the public parks appear to be owned by gangs. It is approximate that more than half of all attempted murder charges in a number of communities of the Western Cape were gang associated. Various communities have tried to organise themselves in an attempt to break the grip of fear that the gangs have on the residents, but with mixed success (Kinnes, 1995). The resources that communities need is not available to put a stop to the course of gangsterism that occurs in these communities. According to Kinnes (1995), he argues that gangsters were much more structured than the community leaders and that in these underprivileged areas gangsters paint images of power, wealth and success.

The first democratic government was elected in 1994 and a new era of democracy has started. African National Congress (ANC) led alliance formulated in consultation with other key mass organisations, promulgated the Reconstruction and Development Programme (RDP), which was the integrated, coherent socio-economic policy framework. It entailed six principles and one of them relating to this study was Peace and Security for all. Nonetheless, during the year 1996 The South African Constitution was then established and passed. South African Constitution, Section 28 of Bill of Rights protect the rights of children to an equitable education, and to live free of harm, in all environments. The South African Constitution (1996) is the supreme law of the country and cannot be superseded by any other law. Within this legislation, there is a Bill of Rights, which is a basis of the Constitution and it states the democratic values of human dignity, equality and freedom. Chapter 2 of the Constitution (Bill of Rights) protect the right to basic education, right to life, right not to be unfairly discriminated against, right to privacy, right to bodily and psychological integrity, and the right of children to access basic health-care and social services (Constitution of the Republic of South Africa, 1996). Therefore, in this constituted democratic country; an urgency exists what the root causes are of violence in gangsterism, drug businesses and their upsetting dents on economic and

social life in neighbourhoods from corner to corner of these Cape Flats schools (Kensington, Hanover Park, Gugulethu, Nyanga, Manenberg, Mitcheil's Plain, Khayelitsha etc.

However, one of the main pieces of legislation promulgated post-apartheid is the South African Schools Act, (No. 84 of 1996), an educational policy and act that was moulded in this democratic era and still exist. The South African Schools Act of 1996 aims to amends past inequalities in educational provision and to provide an education of progressively high quality for all learners (DOE, 1996). It requires schools to adopt a code of conduct that is dedicated to the improvement and maintenance of the quality of the learning process. The Code of Conduct of the Schools Act calls for the establishment of a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process. The indicators of school safety are good disciplines, ethnicity favourable to educating and learning, proficient teacher behaviour, good governance and administration practices, and a nonexistence or low level of crime and brutality. These aspects, according to fragment 20(1) (g) & Section 21(1)(a) of the South African Schools Act, are mostly in the domain of the School Governing Bodies' (SGBs') functions (Republic of South Africa, 1996a). Whilst school safety is the SGBs' responsibility, the school principal and educators are obliged to ensure learner safety during school hours.
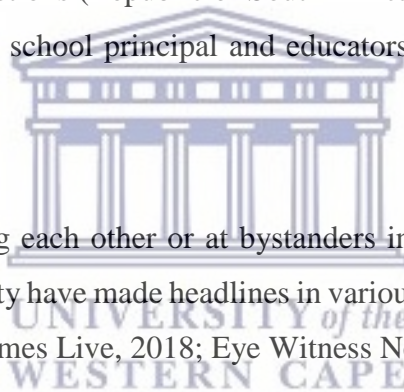
News reports of gangs shooting each other or at bystanders in broad daylight and in public areas in the Cape flats community have made headlines in various newspapers and TV channels in the country (eNCA, 2013; Times Live, 2018; Eye Witness News, 2013). The gang violence has brought the Cape flats community to a standstill, with the main public institutions like schools closed for many days during some of these gang wars in the community. In response to the recent upsurge and the persistent gang violence problem in the Cape Flats communities, the Western Cape Provincial Government and the National Government developed a range of policies and interventions, including the establishment of a commission of enquiry in the Khayelitsha Township, the passing of the Western Cape Community Safety Act No. 3 of (2013), the Prevention of the Organized Crimes Act 121 of (1998), and the creation of a dedicated gang prosecution court. Various stakeholders called for the deployment of the army in gang ridden areas during the periods of increased gang violence, calls were also made for the reinstatement of the specialized gang and drugs police unit in the province and for tougher penalties and sentences for convicted criminal gangs and deliberate targeting and arresting of known and suspected gang leaders within these communities Western Cape Government,

(2013); Standing, (2005). Despite all these efforts by the government, gangs continue to exist and seem to be thriving in these communities as time and again they emerge and wreak havoc in these communities. Gangsterism and violence had destroyed the social fibre of society and more so the education sector that is deemed as sacrosanct is also affected.

1.2 Motivation for the study:

Schools as sites of teaching and learning function optimally in an enabling environment can deliver their educational mandate only in safe and secure conditions, free from injuries, crime, and violence. Basic school safety and security features are therefore essential at schools. Reports of incidents of injuries, crime, and violence has increased in township schools. A need to understand in what way does gangsterism impact on the teaching and learning environment is much needed. Education is seen as the social construct to eradicate poverty and unemployment hence the importance to understand the impact of gangsterism on the education sector.

1.3 Research question

This research will focus on the following primary research question:

What is the impact of gang related crimes on functionality of schools in the Cape Flats?

Secondary research question.

Does gansterism impact on the teaching and learning within schools?

How does gangsterism and violence within the community affect the school environment?

1.4 Aims and objectives

The aim of the study will be to discover the nature of gangsterism and factors of violence and its impact on the teaching and learning within the Cape flats schools.

The objectives of the study are:
- Explore and describe the activities of gangs and its extent in various Cape Flats township schools. How safety and security policy is applied in Cape flats schools.

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- Explore and define how gang violence affect Cape Flats schools and how do Cape Flat schools affect gangs.
- To discuss the impact of gang related crimes in Cape Flats schools.
- To discuss the role of a relevant stake holder,
  - Community role
  - Government role

Having identified these aims and objectives, the next section will briefly indicate the population of study and sample selected. Just like the aim and objective of the study, the researcher will only briefly discuss the population and sampling that will be used in the study as these are to be fully discussed in Chapter 3 of this paper. In this chapter, the researcher identifies and give details of the various stages, principles and methods that implemented in this research process. These stages, principles and methods include the use of individuals as the main tool for data collection, the discussion of the sampling and data collection methods. Identifying all these various steps, principles and techniques required the researcher to know the underlying principles governing each of the tools selected and considering the current literature. Winerman (2013) postulate that researchers should be guided by their literature to select the most suitable tools to obtain near perfect findings in their study. Morse & Field (1995) state that "when we talk of research methodology we do not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique" Morse & Field (1995).

1.5 Population and sampling

The population of this study will all be primary and high school principals (3) and staff (15), teaching and non-teaching staff, School Governing bodies (6) Western Cape Education District officials (6) and police officers (4) in Cape Flats. This population consists predominantly of a population historically labelled in South Africa as "Coloured". This sample will consist randomly selected schools from these townships namely: Kensington, Factreton, and Langa Township. Sample will consist of mixture of schools that are apparent as good - peaceful - safe schools and bad - hectic schools in the Cape flats area. A total of plus minus 3 schools, 2 police stations, people will be interviewed in depth from a cross-section of the public and school community. Proportions will be set to ensure a reasonable mix of men and women; different social class groups; and different lifecycle/age groups. The research will not attempt to explore the issue of ethnicity. The rationale for the selected numbers are to be discussed in full in

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Chapter 3 of this paper, however the total number of people to be interviewed will 34 people. The researcher in the next section will discuss the significance of the study.

1.6 Significance of the study

Numerous scholars and journalists such as Chetty (2015), De Wet (2016), Du Toit, (2014), Fourchard, L. (2012), Kinnes, I. (1995) have previously studied gangs with a focus on gang violence, gang initiation processes and risks of being in a gang, amongst others. Attention has therefore been more on the gang members and their activities with little focus on the context and how it affecting the schools and communities around Cape Flats.

This study therefore becomes one of the first studies to present a provision of education in an abnormal society affected by gangs. This marks the study as highly significant as it presents new information that is lacking in a South African context especially in the Western Cape, which has the highest number of gang activity in South Africa Statistics SA (2011). In general, very little literature exists on impact of gangsterism and gang-related activities in Cape Flats schools. There is no enough evidence of studies that have been done yet on the provision of education in an abnormal society. By highlighting the experiences of the principals, teachers and community (SGB) in relation to gangs and gangsterism, their experience of bullying indicates a greater need for intervention by different role players and service providers such as the South African Police Services, the Department of Education and Non-Governmental Organisations towards alleviating some of the experiences that may affect the learners' developmental experiences. The study will therefore to provide understanding of the effect of gangsterism on the teaching and learning within schools. . In the next section, the researcher will briefly acknowledge the use and maintenance of ethical limitations in the study.

1.7 Ethical issues

Like any other social science, this research will also be in line with ethical parameters set by both the social work profession and parameters of conducting social science research. Such ethical parameters will include the most crucial ethical guides as stated by Hammersley & Atkinson (2007) who advocate that researchers should maintain and respect client confidentiality, obtain consent from the research participants and non-judgemental attitudes towards the different views of the participants amongst other factors. In the next section, key concepts pertaining to the study will be discussed below.

1.8 Clarification of concepts

Within this section, the researcher will clarify the major terms in relation to the study which are gangs, gangsterism, gang violence, abnormal society.

1.8.1 Gangs

The definition of what is a gang is a matter of controversy and confusion among law enforcement officials and researchers. Defining gangs has therefore been based on characteristics that define gangs such as gang names and recognisable symbols, geographic territory, regular meeting patterns or even ordered and continuous course of criminality (Non-profit Risk Management Centre, (2004). Gangs are defined in many ways, and most definitions have similar components. One common definition of a gang is a group of three (3) or more individuals who engage in criminal activity and identify themselves with a common name or sign (Office of Juvenile Justice and Delinquency Prevention, (2012). Miller & Klein (1999) on the other hand identify a gang as an organized group with a recognized leader whose activities are either criminal or at the very least threatening to the community. Unity, identity, loyalty and reward are normal characteristics that are admired, but when associated with gangs they become distorted Miller & Klein, (1999). These are the traits shared by most gangs in order to survive. Common facts across many gangs as suggested by Miller & Klein (1999) are: • Gangs are a grouping. • Gangs can be organized around race or ethnic group, money-making activities or territories. • Gangs usually claim an area of town which they call their "turf." They spend much of their time fighting rival gangs to keep them out of this territory. • Most gang members are males ranging in age from eight (8) to twenty-two (22) years old. Females are moving away from the traditional role of being merely girlfriends of gang members and are forming their own gangs. • Gangs wear particular items, styles, brands or colours of clothing. Some gangs wear bandannas of a certain colour or baseball caps of a specific team. • Some gangs mark their bodies with tattoos of their gang name or symbol. • Gangs often use a certain hand sign or handshake to tell others what gang they belong to. • Violence, abuse of women, disrespect for authority are usually daily activities for gangs. With such mind-sets, gang members can at times present a rather grave danger to communities because of their lack of remorse, their lack of respect towards law and authority and their relentless loyalty to the groups that spawned their vicious behaviour, (Pinizzott, 2007). This introduces another element of the study as the researcher attempts to identify specific experiences of learners in Hanover Park in relation to gangs and gangsterism. The National Crime Prevention Council (2008) and White (2009) wrote

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that the proliferation of gangs can bring fear and violence to every block of a city. In addition to suffering unacceptably high numbers of deaths and injuries, gang-besieged neighbourhoods are plagued by intimidation, economic and physical decay, and withdrawal from civic engagement. As these neighbourhoods decline, the bonds that hold communities together weakens: children fear going to school; parks become unusable; shopping and taking a bus to work become dangerous ventures (White, 2009:97). This facet introduces substantial experiences shared by community members as a result of gangs. Scholars like (White, 2009) and National Crime Prevention Council (2008) have focused on a broader spectrum of the community experiences as a result of gangs. The researcher within this paper attempted to highlight experiences of school-going learners as a result of gangs in Hanover Park Western Cape-South Africa where it is estimated that there are tens of thousands of gang members in Cape Town where rites of passage often include ritual killings and rapes (Department of Correctional Services, 2006).

1.8.2 Gangsterism

Researchers have given several motivations for youth enrolment in gangsterism. These causes include enhanced status or reputation among friends, increased income from drug sales and other criminal enterprises, protection from other gangs, social relationships giving a sense of personal identity and coercion into joining gangsterism. Gangs often have tattoos that symbolise their gang affiliation and generally establish distinctive clothing to signify membership with a particular gang. Innocent youths wearing similar clothing may become victims of gang rivalries resulting in physical confrontations. Drive by shootings in the community may occur, most often as a result of competition between gangs for territory. Gang members will drive by brandishing weapons to demonstrate their capacity for deadly violence. Communities with a history of gangs are more likely to have an established gang presence with gang membership including representation from several generations (Non-profit Risk Management Center, 2004).

According to (Gastrow, 1998) of organised crime provides definitions of organised crime, crime syndicates and gangs. He distinguishes between the European Union's definitions and its shortcomings with regard to the South African context. He notes the following: "In general, gangs tend to be less formally structured than syndicates. They are often territorially based, their criminal activities involve less sophistication than those of syndicates, their members tend to be youths and they tend to identify themselves by a gang name. The many different

manifestations of criminal gangs make it unlikely that one single definition will ever be adequate or comprehensive enough to cover all shades and variations." (Ibid, 1998 p. 9)

He also provides a definition of gangs which reads as follows:

"A criminal gangster consists of an organised group of members which has a sense of cohesion, is generally territorially bound, which creates an atmosphere of fear and intimidation in the community and whose members engage in gang-focused criminal activity either individually or collectively." (Ibid, 1998 p. 9) It is important to return to the question of what constitutes a gang, as the traditional definition has been altered as a result of changing circumstances. While some elements of Gastrow's definition apply, it is helpful to understand the differences between the current definitions that are used. Gastrow correctly points out that no one definition will ever be adequate. He concentrates in particular on the theoretical aspects applicable to gangs.

1.8.3 Gang violence

Gang violence refers to mostly the illegal and non-political acts of violence perpetrated by gangs against innocent people, property, or other gangs. Throughout history, such acts have been committed by gangs at all levels of organization. Modern gangs introduced new acts of violence, which may also function as a rite of passage for new gang members. The definitions of gang and gang violence are a matter of debate and disorder among law enforcement officials and researchers. However, in order to define gangs, there are general characteristics that gangs have such as, gang names and recognisable symbols, a geographic territory, regular meeting patterns or even ordered and continuous course of criminality. Gang violence is sometimes defined on the basis of whether an incident involved a suspect or victim who is a gang member and sometimes based on whether the incident involved gang activity (e.g. retaliation, territoriality, recruitment, wearing gang colours, shouting gang slogans) (Non-profit Risk Management Centre, 2004). Traditionally, racial, ethnic or religious groups formed gangs. The pressure of old values and traditions forced many people to band together to fight the prejudices found in their new environment which, could have been noted in the apartheid era. Territorial lines were drawn based on race, ethnicity, and religion, and group members maintained their own language and subcultures. Gangs of today are based on similar needs to identify with a group. Today gangs are based on, besides racial, ethnic, and religion, common experience and geographic location for example, urban and poverty-stricken areas.

In the next section, the researcher will give an overview of the research paper by giving a summary of each chapter.

1.9 Chapter organisation & thesis overview

Chapter One gives the reader an overall picture of the study and acts as an introductory piece to the entire research. The chapter begins with relevant quotes from different scholars and schools of thought that depict the overall picture of gang activity. The researcher also within this chapter indicates the rationale and significance of the study by highlighting the potential outcome of the study. The aim and objectives of the study are briefly discussed, and the chapter concludes with a brief exploration of key concepts namely gangs, gangsterism, gang violence and abnormal society.

In Chapter Two which is the literature review paper, the concept of gangs and gangsterism is clearly and elaborately discussed as the researcher attempts to identify gang patterns that lead to experiences of individuals as a result of gangs. The chapter also focuses on previously recorded experiences of society and school staff because of gangs by reviewing literature newspaper articles and papers by scholars.

Chapter Three provides a comprehensive description of the methodological framework and methods applied in this study. The research methods and research design is fully explained with a look at how this methodology, namely qualitative, is most relevant to the study. Further description of the research designs namely explorative and contextual designs is given. The chapter also portrays the population of the study and how the selected study is most suitable in presenting a justifiable view of the entire population of the study. In addition, a step-by-step explanation of how the data was collected as well as how the data was analysed is specified. Ethical practises upheld in the study are also discussed within Chapter Three of the study.

Chapter Four covers the core of the study. Within this chapter, findings of the interviews conducted are interpreted and discussed. The data collected throughout the research process is transformed into meaningful information. All the categories that were coded are presented and the main themes selected from these coded categories were analysed using thematic analysis. Where necessary, discrepancies between current literatures are given.

Chapter Five marks the conclusion and final piece to this thesis. The researcher gives a summary of the entire study and gives a collective description of the overall findings of the research. The chapter also portrays recommendations for future researchers exploring the topic and further recommendations in addressing some of the challenges and experiences identified in the study.

1.10 Summary of Chapter one

This is an introductory chapter to the research and it provides a brief into the rationale and significance of the study. An introduction into the aim and objectives of the study were also discussed briefly. The chapter concludes with a summary of the each chapter of the study therefore presenting an overall picture of the study. The following chapter presented is the literature review section, which reviews relevant literature by previous scholars and schools of thought.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Educational institutions function within and has a reciprocal relationship with society. In this regard educational institutions such as schools influence society and likewise. Schools reflect society and directly affected by socio-economic societal environment. The schools do not operate in vacuum and cannot isolate itself from the socio-economic environment that it functions within. This thesis in particular focus on the impact that gangsterism has on the delivery of primary education. This chapter commence with the conceptualising education followed by the policy and regulatory. Experiences of society in gang-infested communities and the theories that informs this research is present and lastly the concluding remarks are presented.

2.2 Conceptualising education

Education has a central role to play in attaining sustainable development by instilling values that encourage sustainable practices. To play this role effectively, education should go beyond developing cognitive understanding and ability, and address the economic, social and other dimensions of learning as well. Pigozzy (2007) illustrates that, Sustainable development depends on a literate and skilled citizenry. It requires caring and informed decision-makers at all levels and across all sectors: people capable of making the right choices for a sustainable future. Developing these attitudes and capabilities among decision-makers and citizens is the task of education for sustainable development. How can we all grasp more fully the interconnected problems that weigh on our common future? What role can education play in addressing challenges like poverty, wasteful consumption, urban decay, population growth, gender inequality, conflict, and the violation of human rights? How do we identify the knowledge and skills that can overcome such challenges? How do we educate people for equitable social and economic development? Education must face these challenges and help us learn our way into sustainability.

An understanding of the term education for sustainable development is an essential starting point. According to Pigozzy (2007) there are three interlinked areas that are most commonly identified within sustainable development.

These are: (1) society (including political aspects), (2) environment, and (3) economy. These elements, the three pillars of sustainable development, give shape and content to learning for sustainable development:

Society: understanding social institutions and their role in change and development, as well as the democratic and participatory systems that give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences.

Environment: awareness of the resources and fragility of the physical environment and the effects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development.

Economy: sensitivity to the limits and potential of economic growth and their impact on society and on the environment, with a commitment to assess personal and societal levels of consumption out of concern for the environment and for social justice. These three elements assume an ongoing and long-term process of change with the recognition that human society is in constant movement. Thus, culture is an essential underlying dimension. Sustainable development is about the direction and implications of change.

Education seeks to develop the knowledge, skills, perspectives and values that will empower people of all ages to assume responsibility for creating and enjoying a sustainable future. Education, broadly understood seek to enhance well-balanced development, which takes into consideration the social, environmental and economic dimensions of an improved quality of life for present and future generations. Education alone is unlikely to instil values of this kind. Nevertheless, education is one of our best chances of promoting and rooting the values and behaviours that sustainable development implies. The other view is that the word "education" has been derived from the Latin word "educatum" which means the act of teaching or training, Dhaker.(2016).

2.3 Department of Education systems structure

2.3.1 School Governing Bodies (SGB)

The School Governing Body (SGB) is a statutory body of parents, educators, non-teaching staff and learners (from Grade 8 or higher) who seek to work together to promote the well-being and effectiveness of the school community and thereby enhance learning and teaching. Section 20 of the South African Schools Act 84 of 1996 (SASA)

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as amended determines various functions applicable to all SGBs. SGBs may also request "additional functions" as listed in section 21 of SASA from the Head of Department in each province. The provincial minister of education may also confer these additional functions listed in (section 21 of SASA) upon schools if he/she so determines and is satisfied that the SGBs concerned have the capacity to perform such functions effectively.

School governing bodies are important structures to ensure the smooth running of schools. The South African Schools Act (No. 84 of 1996) gave parents, teachers and high school students the right to form school governing bodies (SGBs) and to make policies around issues such as language, religious instruction, school fees, and a code of conduct for learners. The South African Schools Act No. 84 of 1996) and South African Constitution (1996) guides all policies made by governing bodies. Section 16(3) of SASA 84 of (1996) carries out the duties which include, but are not limited to the following. This means governing bodies must make policies which:

- Allow all South African children to enter the schooling system;

- Promote values of non-racialism and equality between boy and girl learners;

- Help communities to respect and tolerate all religions and cultures in our country;

- Encourage children to speak a range of our country's languages;

- Respect children's rights and promote non-violent ways of solving problems;

The Western Cape education department has drawn up a policy setting out the rules of school governance. Titled Basic Financial System for Schools (2006), the document lays out the roles and responsibilities of principals and school governing bodies. In addition, it gives guidelines on how to manage a school's bank account and what to do when procuring goods, equipment and services for schools. It also gives tips on how to prevent fraud and corruption in schools.

2.3.2 School Management

Public school principals are responsible for supporting and assist the School Governing Body (SGB) however; they are also answerable to their employer, the education department. School principal is an accounting officer who manages and supervise all

school staff, teaching and non-teaching staff. Principals therefore play a dual role with the delegation of School Management Teams (SMT).

Principals are expected to attend and participate in all SGB meetings and inform the SGB about policy and legislation. The principal represents the Head of Department in the governing body when acting in an official capacity as contemplated in sections 23 (1) (b) and 24 (1) (j) of SASA 84 of 1996. The principal must: -

- supporting and guiding the school's expenditure in consultation with the SGB;

- helping the SGB keep proper records of school accounts and all school records;

- Monitoring compliance and acting on any con-compliance detected.

Principals are also ultimately responsible for the school timetable, the admission and placement of learners, and all activities at a school that support teaching and learning. According to the Education Laws Amendment Act 31 of 2007, an additional responsibility of public-school principals is to prepare an annual report on the academic performance of the school, and a breakdown of how the available resources have been used. Such reports must be submitted to the provincial education department every year.

2.3.3 Department of Basic Education

The Department of Basic Education takes school safety very seriously and as an apex priority the department has put in place various policies such as Safety School Policy and measures to ensure the safety of all learners, educators and relevant stakeholders in schools. The Department reiterates that there is no place for violence, drug-use/abuse, sexual harassment and other criminal acts in schools as it poses a serious barrier to learning. There is great focus on the inculcation of values and ethics and of a just and caring society within schools and communities. The Department views these ills in a serious light because they carry a potential to deprive our learners of their inherent constitutional rights to life, education, equality and dignity. Interventions have focused on addressing elements of physical infrastructure related to proper fencing, alarm systems and burglar proofing, resilience-building programmes for young people and the strengthening of partnerships with relevant stakeholders.

The Department has a solid partnership with the South African Police Services (SAPS) aimed at linking schools with local police-stations and the establishment of functional

School Safety Committees. Schools are critical in instilling discipline and ensuring safety, thus the emphasis on Codes of Conduct for Learners at all public schools. Schools are therefore directly responsible for providing an environment conducive to the delivery of quality teaching and learning by, among other things, promoting the rights and safety of all learners, teachers and parents.

A National School Safety Framework (2015) has been developed to serve as a management tool for Provincial and District Officials responsible for school safety, principals, Senior Management Team Members, SGB members, teachers and learners to identify and manage risk and threats of violence in and around schools. The Framework is critical in empowering all responsible officials in understanding their responsibilities regarding school safety. The Department has developed a National Strategy for the Prevention and Management of alcohol and Drug use (2013) amongst learners in schools. As schools mirror the communities, curbing drug use in schools will in turn prevent drug use within the communities and render them safe for all citizens. Schools have been provided with a Guide to Drug Testing in South African Schools.

In terms of the *Regulations for Safety Measures at all Public Schools* the Minister has declared all public schools as drug free and dangerous weapon free zones.

2.3.4 Other laws that affect schools

- *Public Finance Management Act 1 of 1999*

  Although the Public Finance Management Act (PFMA) has no direct bearing on schools, the Department of Basic Education applies certain sections of the PFMA to prescribe how schools should manage allocated funds from treasury. The Act is intended to regulate financial management in the national and provincial governments to ensure all revenue, expenditure, assets and liabilities of those governments are managed effectively and transparently.

- *Circulars and policies issued by the provincial departments of education:*

  The national basic education department usually uses circulars and policies to inform principals and SGBs how the state's allocation should be spent. Half of the state's allocation is supposed to be spent on learning and teaching support materials,

while the remaining half is spent on services rendered (including electricity and water), repairs and maintenance of schools.

2.4 Experiences of society in gang-infested communities

Gangs and gang culture now occupy central positions in mainstream society within communities they have inhibited (Wacquant, 2008). Identifying these experiences through use of literature is difficult as previous scholars and agencies such as Kemp (2011) & the Department of Justice in Canada (2013) have focused more on identifying risk factors and effects of gangs on families of gang members without acknowledging other sub-groups of the society such as education institutions. Noted below are some of the experiences of individuals and communities as a result of gangs.

2.4.1 Gangs thrive on intimidation

Felson (2005) stated that gang members thrive on intimidation in and fear with a purpose of scaring off enemies, to get victims to comply with their wishes or to discourage bystanders from interfering in their business and to discourage witnesses from speaking out against them later. This intimidation as noted by Bryant (1989) may take the form of verbal threats or may even resort to violence. John Mongrel, leader of the 28's gang in a documentary titled The Heart of a Killer (2008) stated that he would anally rape new prisoners in order to intimidate them and to prevent further uprising from any other prison members. This is a typical example of how gangs intimidate people into submitting to the code of the gang. Community members therefore experience intimidation on a regular basis which according to Bryant (1989) is one of the most prominent reasons why people never report gangs to the authorities.

2.4.2 Fear

Communities also experience fear as a result of gang presence and this fear vary from fear of crime to fear of victimisation and in some cases can be a fear or being raped amongst other factors (Chappell, Monk-Turner & Payne 2011). Chappell et al., (2011) notes this fear as an indirect threat to physical health by noting that when people are afraid to leave their houses, this will inevitably contribute to health risks such as obesity, diabetes and heart diseases due to a lack of exercise and stress. With such fear and hopelessness usually comes a reduced desire to carry on with life (Chappell et al.,

2011). In summary, people end up being afraid to go outside because they might become the next victim either deliberately or accidentally.

2.4.3 Economic effects

The direct costs and experiences of communities resulting from the economic crimes are amongst others, higher insurance as people try more to protect their properties, higher health care costs, decline in property values and increased legal expenses (Vigil, 2010). The economical implication on society because of gangs is that an increase in gangs and gangsterism brings an increase in expenditure to curb the problem (Castells, 2008). This was noted in South Africa where the past premier of the Western Cape, Ms Hellen Zille was advocating for an increase in the budget towards addressing the gang problem in the province (Cape Times-author unknown, 2012). The economic effects of gangs can be noted in government spending to address the problem. However, Hobsbawm (2002) notes a positive economic experience presented by gangs stating that the underground economy has survived in urban areas where the formal economy disappears and in doing that has provided goods and services that are needed by the society. This view suggests that when the formal economy falters, the informal steps in and presents jobs to members of society.

2.4.4 Political effects

According to Davies (2013), political movements often rely on the underground economy and many state security forces have been corrupted by massive profits derived from selling drugs and guns. Davies (2013) clearly portrays that where the state or law enforcement benefits from the existence of gangs, the state will refrain from issuing policies against the vindication of gangs. Another experience and effect presented by gangs is that the ever growing number of gangs and their political and economic influence undermine the political strengths of the state (Davies, 2013). With an estimated economy of $400 billion annually as recorded by the Vigil (2010), this inevitably makes gangs an influential aspect leading to people experiencing financial and political influence by gangs. Where political strength is lost by the state, citizens experience a loss in their political will. On a political front as noted in South Africa, Ms Hellen Zillen advocated for an increase in funding and man-power to address the scourge of gang violence while the then Minister of the Police asserted that unless the root causes of gang existence which include poverty, joblessness and social exclusion

of "at-risk" youth are addressed in a holistic manner, the problem will continue to escalate. These conflicting views created political tension between the African National Congress (ANC) and Democratic Alliance (DA) in South Africa as both parties advocated against gang violence but from a different point of view. Leading political analyst Daniel Silke also suggested that illicit gang activities may accelerate illegal immigration, drug smuggling and trafficking in persons and weapons which may also alter the internal political sphere of the country (Katz & Webb, 2006). These views suggests that people also experience a shift in their political circles as gangs develop which leads to the development of new policies to address gang phenomenon.

2.5 LEGITIMACY AND PROCEDURE OVERVIEW

2.5.1 Gangsterism an overview

Gangs and criminality are a common phenomenon in almost every country and these groups are no longer restricted to the disadvantaged communities or trailer parks (Triplett, 2004). This is supported by Egley & Howell (2011) who writes that gangs are no longer confined to inner city domains, as gang activity has been documented in suburban and rural areas. Gang membership also is not any longer limited to people of a minority but has evolved into accommodating other races and social circles as well. Gangs now cut across all psychosocial structures such as race, socio-economic status, ethnicity and culture (Egley & Howell, 2011). With this has also come a shift in the nature of gangs worldwide. In the past, gangs were viewed as groups of young men that are more or less defending their territory and were more known for settling their disputes through fistfights and knives (World Bank Institute, 2000). Solving the disputes between gangs, according to World Bank Institute (2000) has evolved to gangs now resorting to use sophisticated weaponry such as guns. More firearms are now noticeable in places where one used to see a lot more of just your regular, traditional street fight (Odzer, 2011). The evolution of gangs has also brought in different views about the nature and context of gangs and gang activity as gangs now tend to hold different roles and spheres within their respective communities. For instance, Bunker (2008) perceives gangs as a voice of those marginalized by processes of globalization. Yablonsky (2005) on the other hand views gangs as a relevant entity that provides attention, affirmation and protection to many young people who may feel a lack of support at home. The Capital Fax Blog (2013) on the other hand identifies gangs as playing the role of eliciting drugs and having financial rewards from drug

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dealings and organized criminal activities, which inevitably attracts young males to join gangs. These juxtaposition views on the roles of contemporary gangs indicate the different roles played by gangs both the perceived positives and negatives. The opposing views on the roles of gangs makes the need to understand gangs and their social functioning not only at community level but is also essential in fashioning both political and economic tools that alleviate communities affected by these gangs whether in a positive or negative way (Hagedorn & Davies, 2011).

Gangsters have been part of the Cape flats townships ever since the formation of these above-named townships under apartheid laws such as the Group Areas Act (1950) and the Population Registration Act (1950). Before 1994, The Group Areas Act was one of many pieces of legislation used to control the lives of Indians, Coloureds, and Africans, in this instance by limiting property rights. Many pieces of legislation passed under the pretence of segregation were in actuality tries to control the labour of Africans specifically black people. Legislation passed by the Apartheid government was in a way to implement apartheid system. Therefore, the GAA was another layer in controlling the movement and life of urban Black, Indian or Coloured persons.

The Population Registration Act (Act No. 30 of 1950) was South African's law which from the apartheid era required every citizen and resident to be classified according to their race and ethnic group, and recorded in the population register. The Immorality Amendment Act, 1950 (Act No. 21 of 1950) was also a South African's Act of Parliament which amended the Immorality Act, 1927, to extend the existing avoidance on sexual intercourse between white South Africans and black South Africans and other South Africans to make illegal sex between "white people" and "black people".

Gang bloodshed has turn out to be the recognized as a persuader of crime and violence in the Western Cape, especially in the Cape Flats. Nearly many of the historically underprivileged location on the Cape Flats have been affected by gang quarrel in the city. Gangs and their activities therefore intimidate the stability of communities, especially with regard to the provision of services such as schooling, housing, health and social grant payouts. Gang violence has become known as a central driver of crime and violence in the Cape Flats. Since the 1950's gangs became general trend, entrenched in various socio-economic and political causes, and it dent the lives of people, families and whole communities. Gilligan (1996), describes gang by saying that, "The tragedy of violence involves not just victims, but also

victimizers. What we need to see if we are to understand violence and to prevent it – is that human agency or action is not only individual; it is also, unavoidably, familial, societal, and institutional, like that of which gangs has become. Each of us is extricable bound to others – in relationship. All human action even the act of a single individual) is relational. Understanding that point, it is essential to understanding the origins of violent acts, and the strategies that might be helpful in preventing them." (Gilligan, 1996, p. 27).

The gang violence has become deeply rooted in the Western Cape, particularly in areas such as Kensington, Elsies River, Manenberg, Bonteheuvel, Parkhood and Lavender Hill to mention but a few in the Cape flats. The news broadcast has reported the rising lists of school kids/learners shot dead or injured in gang crossfire, some school children are shot while they are in their classes, creating a worrying picture of life for children and youngsters in these Western Cape communities, Cape flats roads and the public parks appear to be owned by gangs. It is approximate that more than half of all attempted murder charges in a number of communities of the Western Cape were gang associated. Various communities have tried to organise themselves in an attempt to break the grip of fear that the gangs have on the residents, but with mixed success Kinnes (1995). The resources that communities need are not available to put a stop to the course of gangsterism that occurs in these communities. According to Kinnes (1995), he maintains that gangsters were much more structured than the community leaders and that in these underprivileged areas gangsters paint images of power, wealth and success.

The following image by, Catherine Sofianos on the 10th of January 2021 titled "under the power   of   a   gun".(2021).

Young gun: A small boy carrying a toy gun runs through the Marikana informal settlement, near Philippi East (above). The violence in the area continues with the City of Cape Town law enforcement team (below) battling to patrol the gang-ridden communities. In July 2019 the army was deployed to the Cape Flats after more than 70 people were killed over three days of fighting, a move that has been deemed by many as unsuccessful. (David Harrison/M&G)

Almost all these townships alone are historically coloured dominated townships with a lengthy record of gang activities. The South Africa Police Services in the province of the Western Cape shows the highest gangsterism disorder occurs within the Cape flats. Kinnes (2002, p.8.) re-affirms and states further that the gang activity in Manenberg area only has amplified extensively since 1994, predominantly in response to vigilantism in the Western Cape. This one township Manenberg alone is consisted of roughly +80 000 residents and was established between 1966 and 1970 as an effect of forced removals under apartheid legislation (the Group Areas Act) in the Republic of South Africa. The Residential buildings consist of horizontal line of semi-detached houses and two and three-story council flats. As the spot was deliberate as a "dumping ground" for the coloured population that was removed from areas that were chosen for whites, little developmental planning went into its construction. The vicinity has long been viewed as disreputable for criminal activity, mainly gangsterism. Manenberg was the home of Rashaad and Rashied Staggie, whom were top leaders of a gang known as the Hard-Living

Kids (HLK's). Other foremost gangsters that are effective in the Cape flats community are the Americans, Sexy Boys and the Jesters (Kinnes, 2002, p.21).

2.5.2 Constitution of South Africa

Post 1994 South Africa got its liberation from apartheid regime, and therefore it was now a democratic country. The African National Congress (ANC) led alliance formulated in consultation with other key mass organisations, the Reconstruction and Development Programme (RDP), which was the combined, intelligible socio-economic policy framework. It entailed six principles and one of them relating to this study was Peace and Security for all. Nonetheless, during the year 1996 The South African Constitution was therefore finalised and legislated. South African Constitution (1996), protect the rights of children to an equitable education, and to live free of harm, in all environments. The South African Constitution (1996) is the supreme law of the country and cannot be outdated by any other law. Within this legislation, there is a Bill of Rights, which is a cornerstone of the Constitution and it states the democratic values of human dignity, equality and freedom. Chapter 2 of the Constitution (Bill of Rights) protect the right to basic education, right to life, right not to be unfairly discriminated against, right to privacy, right to bodily and psychological integrity, and the right of children to access basic health-care and social services (Constitution of the Republic of South Africa, 1996). Therefore, in this constituted democratic country; something must be done to undertake the roots of violence in gangsterism, drug businesses and their upsetting dents on economic and social life in neighbourhoods from corner to corner of these Cape Flats.

As it has been established that the Constitution of the Republic gives each citizen rights such as section 12 (1) that guarantees the "right to freedom and security of the person", and section 12 (1) (c) which affords everyone the right "to be free from all forms of violence from either public or private sources" (Constitution of the Republic of South Africa Act No. 108 of 1996). And section 7 (2) makes it an obligation for to the State to ensure that each citizen enjoys all the rights enshrined in the Bill of Rights (Constitution of the Republic of South Africa Act No. 108 of 1996). Gangsterism undermines these freedoms, and the State ought to ensure that citizens enjoy these freedoms.

2.5.3 Constitution of Western Cape

The Western Cape Constitution section 66 (1) (b entitles the Western Cape government to assess the effectiveness of visible policing, and section 66 (1) (d) adds that the provincial government is entitled to promote good relations between the police and the community (Constitution of the Western Cape Act No. 1 of 1998). The Western Cape constitution thus compels the Western Cape Government to ensure that there is a good relationship between the community and the police. Section 66 (1) (e) entitles the Western Cape government to liaise with the national cabinet minister responsible for policing regarding crime and general policing in the Western Cape (Constitution of the Western Cape Act No. 1 of 1998). From this, one can assume that both national government and the provincial government have a role to play in ensuring the safety of every Western Cape resident. The law further encourages a partnership between the police and the community, and the Western Cape government must to promote this partnership and ensure that it yields the desired outcomes.

2.5.4 Community Safety Act of 2013

Henceforward, section 7 (1) (b) of the Community Safety Act compels the Head of the Community Safety Department to "assist community organisations by providing support, information, training or resources" (Western Cape Community Safety Act No. 3 of 2013). This then gives effect to the provincial government's right to support communities in their crime fighting initiatives.

2.5.5 South African Schools Act of 1996

Educational policies and acts were also formed in this democratic era; one of the main acts is the South African Schools Act, (No. 84 of 1996). The South African Schools Act of 1996 aims to redress past inequalities in educational provision and to provide an education of progressively high quality for all learners (DOE, 1996). It requires schools to adopt a code of conduct that is committed to the improvement and maintenance of the quality of the learning process. The Code of Conduct of the Schools Act calls for the establishment of a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process. The indicators of school safety are good disciplines, ethnicity favourable to educating and learning, proficient teacher behaviour, good governance and administration practices, and a nonexistence or low level of crime and brutality. These aspects, according to fragment 20(1) (g) & Section 21(1)(a) of the South African Schools Act, are

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mostly in the domain of the School Governing Bodies' (SGBs') functions (Republic of South Africa, 1996a). Whilst school safety is the SGBs' responsibility, the school principal and educators are obliged to ensure learner safety during school hours.

Although the National Education Policy Act (No. 27 of 1996) stipulates that, no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. In terms of section 16(3) of the South African Schools Act (SASA), the principal has a primary responsibility to ensure that learners are not exposed to crime and injuries, assault, harassment, maltreatment, degradation, humiliation or intimidation from educators or other learners. Educators "have a 'duty of care' and must protect learners from violence because of their in loco parentis status" (Act 84 of 1996: 70).

2.5.6 Employment of Educators Act of 1998

Whereas, Employment of Educators Act (No. 76 of 1998), regulates the conditions of service, discipline, retirement and discharge of educators. The Act prescribes that teachers should exercise self-discipline, and refrain from improper physical contact with learners, and, that any educator must be fired if found guilty of committing an act of sexual assault on a learner, student or other employee and for having a sexual relationship with a learner of the school where he or she is employed. It furthermore calls for the mandatory dismissal of an educator found in possession of any intoxicating, illegal or stupefying substance while at work. An educator found to be under the influence of alcohol or drugs whilst at work will be subject to a disciplinary hearing and appropriate sanctions. An educator suffering from ill health as a result of alcohol or drug abuse may be sent for counselling or rehabilitation. However, employment may be terminated if the behaviour is repetitive.

2.5.7 Safety Regulation at Public Schools

Then there are also regulations for Safety Measures at all Public Schools, these regulations declare that all public schools are dangerous weapon- and drug-free zones. No person may possess dangerous weapons or illegal drugs on public school premises, or enter the premises while under the influence of an illegal drug or alcohol. The regulations also make provision for the searching of school premises, or persons present on the premises, by a police officer, principal or delegate, if there is reasonable suspicion of possession of dangerous weapons or substances (DOE, 2001).

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2.5.8 The National School Safety Framework

The National School Safety Framework (NSSF, 2016) provides an important instrument through which minimum standards for safety at school can be established, implemented and monitored, and for which schools, districts and provinces can be held accountable. The Framework is premised on the assumption that each person in the school experiences safety in different ways, and has different safety needs, and it provides schools with the tools to identify what these experiences are, and the steps that need to be taken to address individual needs. The National School Safety Framework (NSSF) was developed in order to provide an all-inclusive strategy to guide the national department as well as the provincial education departments in a coordinated effort to address the violence occurring within schools. Part A provides a conceptual framework for a common approach to school safety. It offers a common understanding of school violence, within a broader context of violence prevention and safe schools' evidence-based practices. The importance of safe schools to the development of healthier communities is discussed, including the importance of risk and resilience factors, all of which are important to achieving safe schools. A common set of definitions is provided, together with an overview of a whole-school approach. Some of the common challenges that are faced by schools in achieving safety for both learners and educators are discussed, as is the role of police in achieving a safe school. Part A is followed by Part B of the Framework, comprising the manual and implementation tools. Finally, the Framework includes a series of addendums, offering discrete, stand-alone training manuals and materials that cover specific aspects of school safety

2.5.9 Management of Drug Abuse

Furthermore, there are other Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions. This policy intends to support learners who abuse substances, as well as staff and learners who are affected by substance abuse, and contribute to the effective prevention, management and treatment of drug use. It states that all South African schools should become tobacco, alcohol and drug-free zones. It also states that random drug testing is prohibited, and that drug testing should only be used where there is reasonable suspicion that a child is using drugs. It makes provision for preventive education via the Life Orientation curriculum (DOE, 2002). The National Guidelines for the Management and Prevention of Drug Use and Abuse in all Public Schools and Further Education and Training Institutions. These guidelines provide a framework for

how to operationalise the afore-mentioned policy framework. It provides direction as to the systems that should be put in place to address substance abuse in the schooling system. These include, amongst others, developing a policy with regard to the management of substance abuse by learners for each school, establishing Learner Support Teams (LST), creating links with community resources, and implementing procedures for incident management (DOE, 2008).

The guidelines further recognise the inclusion of drug education in the Learning Area of Life Orientation, which is currently implemented in schools. A healthy, drug-free life is further encouraged through learners' participation in sport and cultural activities. The devices to be used for drug testing and the procedure to be followed (DOE, 2008). This gazette lists the drug testing devices which can be used when testing learners for substances. It also outlines the procedures to be followed when testing learners for drugs. It must be noted that the guidelines specify that: learners may only be searched after fair and reasonable suspicion of substance use has been established. Drug testing should only be conducted by a staff member of the same gender as the learner; the results of testing should be kept confidential; and learners should be referred to the appropriate resources for counselling or treatment if found to test positive for substance use (DOE, 2008). The intention of drug testing is therefore not punitive but to ensure that learners addicted to substances access the necessary treatment, care and support services.

2.5.10 Community Safety Act

News reports of gangs shooting each other or at eyewitnesses in broad daylight and in public areas in the Cape flats community have made headlines in various newspapers and TV channels in the country (eNCA, 2013; Times Live, 2013; Eye Witness News, 2013). The gang violence has brought the Cape flats community at a standstill, with the main public institutions like schools closed for many days during some of these gang wars in the community. In response to the expansion and the persistent gang violence problem in the Cape Flats communities, the Western Cape Provincial Government and the National Government have both developed a lot of policies and interventions. These interventions include the establishment of a commission of enquiry in the Khayelisha Township, the passing of the Community Safety Act and the Prevention of the Organized Crimes Act, as well as the creation of a dedicated gang prosecution court. There have even been calls to deploy the army in gang-harassed communities during the periods of increased gang violence. Calls were also made for the reinstatement of the specialized gang and drugs police unit in the province and for tougher penalties and sentences for convicted criminal gangs and deliberate targeting and arresting of known and suspected

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gang leaders within these communities (Western Cape Government, 2013; Standing, 2005). Despite all these efforts by the government, gangs still continue to exist and seem to be thriving in these communities as time and again they emerge and wreak havoc in these communities. Below is a year old picture of a learner taken by a journalist of Sunday Times newspaper, this shows the continuation of gang violence in the Cape Flats communities. However, provision of education in these abnormal society, questioning the impact of gangsterism and violence in cape flat schools continues.

30 June 2019 BY SUNDAY TIMES

2.6 THEORETICAL FRAMEWORK

2.6.1 Theories that inform education:

Education theory is the theory of the purpose, application and interpretation of education and learning. It largely an umbrella term, being comprised of a number of theories, rather than a single explanation of how we learn, and how we should teach. Rather, it is affected by several factors, including theoretical perspective and epistemological position. There is no one, clear, universal explanation of how we learn and subsequent guidebook as to how we should teach. Rather, there are a range of theories, each with their background in a different psychological and epistemological tradition. To understand learning then, we have to understand the theories, and the rationale behind them. While much learning can be attributed to social imitation or cultural lessons, Bereiter (1990) queries how we acquire more complex knowledge, and states that it is this learning that gives rise to the need for an educational learning theory.

The history of the application of psychological theories to education has been described as 'a spotty one (Sternberg, 2008). John Dewey (1938/1997) was among the first serious scholars of

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education to take this task seriously, and much of contemporary psychology of education may be seen as originating in large part with Dewey's work. There is an implicit assumption that there is a tangible connection between educational theory and practice. The relationship between educational theory and classroom practice is more complex than is usually assumed. In addition (Dewey, 1997) mentions that, the purpose of education in relation to the fulfilment of the democratic ethic is to provide the social conditions that support persons in having a range of experiences necessary to develop whatever capacities, interests, and desires each individual might have. Especially given the rapidly changing nature of society, schools must support the widest diversity of intellectual and practical development for all students so that they might prepare themselves for the many possible life activities (Danforth, 2008).

According to Zhou, Molly and Brown, David (2015) there are five main educational learning theories that educators can utilize to help them enhance their classrooms and make them better learning environments for all students.

- Cognitive Learning Theory

Cognitive learning theory looks at the way people think. Mental processes are an important part in understanding how we learn. The cognitive theory understands that learners can be influenced by both internal and external elements. Plato and Descartes (0000) are two of the first philosophers that focused on cognition and how we as human beings think. Many other researchers looked deeper into the idea of how we think, spurring more research. Cognitive theory has developed over time, breaking off into sub-theories that focus on unique elements of learning and understanding. At the most basic level, the cognitive theory suggests that internal thoughts and external forces are both an important part of the cognitive process. And as students understand how their thinking impacts their learning and behavior, they are able to have more control over it. Cognitive learning theory impacts students because their understanding of their thought process can help them learn. Teachers can give students opportunities to ask questions, to fail, and think out loud. These strategies can help students understand how their thought process works, and utilize this knowledge to construct better learning opportunities.

- Behaviourism Theory

Behaviourism learning theory is the idea that how a student behaves is based on their interaction with their environment. It suggests that behaviours are influenced and learned from external forces rather than internal forces.

- Constructivism Learning Theory

Constructivism learning theory is based on the idea that students actually create their own learning based on their previous experiences. Students take what they're being taught and add it to their previous knowledge and experiences, creating a reality that's unique to them. This learning theory focuses on learning as an active process, which is personal and individual for each student.

- Humanism Learning Theory

Humanism is very closely related to constructivism. Humanism directly focuses on the idea of self-actualization. Everyone functions under a hierarchy of needs. Self-actualization is at the top of the hierarchy of needs—it's the brief moments where a person feels all of their needs are met and that they're the best possible version of themselves. Everyone is striving for this, and learning environments can either move toward meeting needs or away from meeting needs. Teachers can create classroom environments that help students get closer to their self-actualization. Educators can help fulfill students' emotional and physical needs, giving them a safe and comfortable place to learn, plenty of food, and the support they need to succeed. This kind of environment is the most conducive to helping students learn.

- Connectivism Learning Theory

Connectivism is one of the newest educational learning theories. It focuses on the idea that people learn and grow when they form connections. This can be connections with each other or connections with their roles and obligations in their lives. Hobbies, goals, and people can all be connections that influence learning. Teachers can utilize connectivism in their classrooms to help students make connections to things that excite them, helping them learn. Teachers can use digital media to make good, positive connections to learning. They can help create connections and relationships with their students and with their peer groups to help students feel motivated about learning.

2.6.2 Theories in explaining formation of gangs:

Understanding the different theories in line with the establishment of gangs indicates the complexity of gangs and gives the different types of gangs and nature of gangs too. Understanding all these dynamics can be used as a source for also understanding the different effects of gangs and the experiences of communities that live with gangs daily. Following are few of theories related to the establishment of gangs.

- Sub-cultural theory

One of the most embraced theories in explaining formation of gangs is the sub-culture theory which holds the view that all individuals generally hold the same aspirations in respect of financial autonomy (Bernburg, Krohn & Rivera, 2006). Some cultural groups of class, social status, racial group and ethnicity may have a better advantage in attaining their goals and financial aspirations. This as stated in the Correctional Services of Canada Research Report, (2004) creates a strain on the other sub-cultural groups that may end up forming their own sub-cultural group in the form of gangs.

- Social learning theory

Corvo (2006) gives a different theory as formulated by Bandura (1977). Social learning theory holds the premise that observing behaviour of significant or influential others can be used in explaining how people learn new behaviours. With this view; criminality, gang behaviour and acceptance by a gang can be easily repeated behaviour if one observes gangs as an outlet with little consequences (Akers, 1985).

- Differential association theory

Another theoretical explanation is of differential association theory which as identified by Shoemaker, (2009) is the simplest and most plausible explanation for gangs; the theory simply maintains that criminal activity is a learned behaviour and occurs better in small informal group's formed by people with collectively similar experiences.

- Power

Another theory of interest, which may explain the formation of gangs, is the concept of power, which maintains that men in many societies are groomed to exercise and exhibit their power by exercising their dominance and influence on other people without consent of those involved (O'Donnell, 2004). With the pursuit of this power comes a need to engage in violence and form gangs that have a domineering behaviour over society (Rideau & Wikberg, 2004). Although this view gives a fair explanation of how people engage in criminal activities, it to a greater extent does not go further to explain the formation of gangs or why they form.

Discrepancy between having high economic aspirations and a lack of means drives one to engage in criminal activities and join gangs (Wallace, Patchin & May, 2005). Gangs are therefore seen as a means to achieve those aspirations collectively which people cannot attain on their own because of a lack of access to financial incentives while Geen (2001) maintains

that aggressive or violent behaviour is a response to conditions in the situation that provoke the person. Even when an individual is naturally aggressive and capable of behaving aggressively, a specific situation must elicit the act. These different theories are all essential to understanding gangs and different scholars may choose to view gangs from different perspectives. One may however consider a collective outlook on gangs that pays attention to integrating a rather holistic approach for the formation of gangs. In the next section, the researcher will discuss the different types of gangs. This is highly important as the nature of experiences shared by communities in respect of gang activity greatly relies on the type of gang. Assumably, people who reside in a community infested with street gangs will not necessarily hold the same experiences with those in hate gangs.

2.7 Conclusion

This literature review has in detail given the history of gangs and the formation and nature of activities undertaken by gangs. During this review, one then established based on current literature that gangs are an ever-present phenomenon now entrenched within the mainstream society. The researcher then focused on the effects of gangs on communities and paid special attention to the effects on schools and learners. It was established that the current literature on gangs is minimal in describing effects of gang violence at schools. Where literature to this effect has been provided, it invalidated the focus but rather took a holistic and general approach where attention was given to effects affecting the community at large.

CHAPTER 3

RESEARCH -METHODOLOGY

3.1 Introduction

In this chapter, the researcher identifies and give details of the various stages, principles and methods that implemented in this research process. These stages, principles and methods include the use of individuals as the main tool for data collection, the discussion of the sampling and data collection methods. Identifying all these various steps, principles and techniques required the researcher to know the underlying principles governing each of the tools selected and considering the current literature.

Research methodology is a scientific and systematic way of addressing the research phenomenon (Kumar, 2005). According to Rajasekar, Philominathan & Chinnathambi (2006), research methodology is the various procedures, schemes and algorithms used in research. May (2008), states that research methodology could also be understood as a science of studying how research is done. Winerman (2013) postulate that researchers should be guided by their literature to select the most suitable tools to obtain near perfect findings in their study. Morse & Field (1995) state that "when we talk of research methodology we do not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique".

Attention will be given on how the researcher conducted and implemented the methods. Of interest will be the justification of the research framework and methods of data collection that were used during the study. This justification of the methods used borders on criteria like validity of the methodology, whether it measures and addresses the identified question thoroughly and whether it is a reliable method of data collection or research framework. These are some of the criteria that governed the selection of the different methods used during this study. To sum it all up, focus of this sections will be on the "How" part of the study. The next section of the paper discusses the research questions which mark the focal point of the study.

3.2 Research question

The research question according to Santiago (2009) is an organizing element for the topic under study. It focuses the investigation into a narrow topic area and guides every aspect of the research project including the literature search, the design of the study, data collection, data analysis, interpretation of results, and even the direction of the discussion (Santiago, 2009). The Institute of International Studies (2001) further identifies the research question as the most critical part of the research as it guides arguments and inquiry, also aggravates the interests of the reviewer. Boeije (2002) also define the research question as the central problem that the researcher wants to answer by doing the research project.

3.3 Research approach

Research approach as described by Teddlie & Tashakkori (2005) is a method of producing new knowledge or deepening an understanding of a topic or issue. Teddlie & Tashakkori (2005) further mentioned that the research approach works from different strategies that include logical, experimental and qualitative research approaches such as exploratory and contextual. Denscombe (2003) describes the research approach as a critical strategy of every research as it helps to establish or confirm facts and to develop a new view. This point is further developed by Creswell (2007) who emphasized the importance of the research approach as an effective strategy to increasing the validity of social research. This goes to highlight the view that a research approach is unquestionably a critical and relevant part of the research; it had to be clear and explicitly define. With specific reference to this study, the researcher made use of qualitative research which as stated by Bourgeault, Dingwall & De Vries (2010) is concerned with studying a phenomenon by providing non-numerical descriptions of data with an aim of highlighting feelings, meaning and describing the situation. Burns & Grove (2003) and Crotty (1998) describe qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. It focuses more on the experiences of people as well as stressing uniqueness of the individual (Parahoo, 2006). Holloway & Wheeler (2002) further developed this point by referring to qualitative research as a form of social enquiry that focuses on the way people interprets and make sense of their experience and the world in which they live.

The researcher used the qualitative approach to explore the experiences and perspectives of schools and community of Cape flats in respect of gangs and gangsterism in the area. This was mainly motivated by views of Munhall (2001) and Polit & Beck (2004) who states that the

richness and depth of the description gained from a qualitative approach provides a unique appreciation of the reality of the experience as it emphasizes the dynamic, holistic and individual aspects of the human experience and attempts to capture those experiences in their entirety within their natural context. These views made qualitative approach more applicable as the researcher intended to capture the experiences of individuals in respect of impact of gangsterism on the provision of education within their community.

Advantages of qualitative research for this specific study are:

- Qualitative research is a means to understanding human emotions such as rejection, pain, caring, powerlessness, anger and effort (Burns & Grove, 2003; Brink & Wood, 1998). This allowed the researcher to explore intimate experiences of the teaching and non-teaching staff in line with the study phenomenon.

- Because experiences and emotions are difficult to quantify in a qualitative study, qualitative research appeared to be a more effective method of investigating the experiences and effects of gangs on people as a result of gangs within their community.

- In addition, qualitative research focuses on understanding the whole (Preece, Rogers & Sharp, 2002); and (Beyer, 1994). This is consistent with the researcher's ideas of exploring holistic experiences of teachers and non-teaching staff in Cape flats schools relation to gangs and gangsterism. In trying to understand the research approach, the researcher will in the next section describe the research design used in the study and also the research strategies namely exploratory and contextual as discussed below:

3.3.1 Research design

Burns & Grove (2001) give a rather simplified definition describing the research design as the clearly defined structures within which the study implemented. Research design is the overall plan for connecting the conceptual research problems to the relevant achievable empirical research (Yin, 2009). Yin (2009) goes further to state that the research design articulates what data is required, what methods are going to be used to collect and analyse this data and how all of this is going to answer the research question. Perry (2005) further explores this view by stating that the function of a research design is to ensure that the evidence obtained enables us to answer the initial question as definitely as possible. The research design is therefore a plan for a study used as a guide in collecting and analysing data. The specific strategies used in the study namely exploratory and contextual design are described in the next section.

3.3.2 Exploratory & contextual study

Exploratory research defined by Burns & Groove (2001) as research conducted to gain new insights, discover new ideas and for increasing knowledge of the phenomenon. Exploratory research begins with some phenomenon of interest with an aim of not only describing it but fully investigating the nature of the study phenomenon (Burns & Grove, 2003). Since no evidence was found in the literature which may suggest the impact of gang activities and violence in Cape Flat schools. The researcher therefore attempted to investigate and explore this study phenomenon from an exploratory perspective guided by Polit & Beck (2004:50) who wrote that exploratory study is not designed to come up with final answers or decisions but to rather produce premises about what is going on in a situation. The researcher with the use of exploratory research therefore hoped to gain new insights, discover knowledge and provide significant insight into the experiences teachers and non-teaching stuff in respect of gangs within their work place, as well as community members within their community schools. This was again done guided by Burns & Grove (2003) and Creswell(1994) who indicated that researchers should enter the field of study with curiosity from the point of not knowing and to provide new data regarding the study phenomena.

The study also made use of contextual design which according to Kuniavsky (2003) and (Mouton 1996) is when the study phenomenon is studied for its inherent and immediate contextual significance. Burns & Grove (2003) point out that contextual studies focus on specific events in "naturalistic settings". Naturalistic settings are uncontrolled real-life situations sometimes referred to as field settings where an enquiry conducted in a setting free from manipulation (Speziale, Streubert & Carpenter 2003). This made contextual design applicable to the study as the researcher aimed to identify the experiences of the teachers and community within their natural setting of Cape flat without shifting or influencing the community or the schools of the respective participants. According to Silverman (2011), contextual design is vital in qualitative study as it holds the premise that context, the environment and conditions in which the study takes place as well as the culture of the participants should be natural. The use of contextual design within this research also allowed the researcher to incorporate field observations of the community of Cape flat as hinted by Notess (2005) who wrote that focused field observations are essential to the successful implementation of contextual design. Having discussed the research design, in the next section the researcher will discuss the population and sampling methods implored in the study.

3.4 Population and sample of study

Dodgen & Shea (2000) defines population as the total number of units from which data is collected such as individuals, articles, events or organizations. Burns & Grove (2003) describe population as the elements that meet the criteria for inclusion in a study. Polit & Hungler (1999) further state that a research population is a large collection of individuals or objects that is the main focus of query. With specific reference to this study, the populations of interest were teachers and non-teaching staff in Cape flat schools – Cape Town. The population and community at large have seen an increase in gang activity which to a greater extent motivated the study.

3.4.1 Sample and sample size

Buckingham & Saunders (2008) defines a sample as a proportion of a population. To obtain findings that are in line with the objectives and aims of the study, the researcher had to observe strict measures of selecting the sample of the study. This was done bearing in mind views by Davies (2007) who postulated that a researcher must carefully select the sample so that it may provide data representing the population from which it is drawn fairly. Noting these views, the sample of the study therefore included principals, teachers, non-teaching staff and community of Factreton Primary, Sunderland primary and WD Hendricks primary schools. The sample consisted of eighteen (12) participants per school giving out (36) participants who all contributed individually. With respect to the sample number of thirty-six (36) individuals, Holloway & Wheeler (2002); Denzin & Lincol (2008) all emphasized that sample size does not influence the importance or quality of the study. This is to a greater extent was taken by the researcher as a hint to focus more on gaining concrete reasonable rich and quality data rather than having extremely high number of participants. Năstase (2004) further states that typical quantitative research seeks to infer from a sample to a population and one should therefore aim to rather choose participants that represent the population than focusing on the sample number. A greater influence, as to why the researcher chose thirty-six (36) participants was guided by Năstase (2004) who wrote that a well-conceived interview protocol of ten to twenty (10-20) hour databases should provide enough data to support a solid qualitative dissertation. The researcher therefore took this into consideration with a plan to have the interviews running at two hours per individual interview. Having said that, all these views, the researcher focused more on attaining data saturation rather than satisfying a research sample number or going through the unnecessary strain of too many participants as suggested by Miles

& Huberman (1994); Dellinger & Leech (2007) who defines data saturation as a point at which data collection can confidently cease when the information that is being shared with the researcher becomes repetitive and contains no new ideas.

The researcher had to streamline the sample of study using purposive sampling method. Purposive sampling as mentioned by De Vos, Strydom, Fouche, & Delport (2005) and Dellinger & Leech (2007) is one that is selected based on the knowledge of a population and the purpose of the study. According to Dellinger & Leech (2007), this is mainly applicable when research participants are selected because of some characteristic while Parahoo (1997) describes purposive sampling as a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data. This made purposive sampling more applicable to the study as the researcher had already set specific requirements for the selection of the research participants, which included being a community resident and an employee in one of the schools or departments as indicated above.

3.4.2 Sampling procedure

Sampling of the participants was done as follows:

The researcher identified three primary schools in Factreton - Kensington area in Cape flat Western Cape namely Factreton primary, Sunderland primary and WD Hendricks primary school. A formal request to conduct a study within the schools sent to the Directorate of Research of the Western Cape Education Department. Authorization to conduct the study was granted once all the relevant paper work is submitted.

The researcher then met with the principals of the respective schools and requested their permission to conduct the study with them and other staff from their schools. Permission granted too. The researcher required the assistance of the principals of the respective schools where the study was held in identifying educators, non-educators and community whom are School Governing Body (SGB) representatives whom they thought would contribute to the study and may have personal or familiar experiences to share in respect of gangs within the community.

Once the selection of participants done, the research project was explained to the prospective participants who were on the short list and they were asked personally if they wanted to take part in the research. With these steps and the assistance of the school principals, the researcher was able to identify the most suitable participants for the study. Critical to the study was also

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choosing the most appropriate site of study that would best promote the attainment of good interviews. The next section discusses how the researcher selected the site of study.

3.5 Research site selection

The process of selecting a site for the research was guided by different factors amongst them the research participants, relevant literature, aims of the research, safety of the participants, covid-19 pandemic and objectives of the study as suggested by Denzin & Lincoln (2000). Notably all participants that contributed in the study were adults and from Cape flats, Western Cape. The study was therefore conducted at the three respective schools where these individuals work that is Factreton Primary, Sunderland primary and WD Hendricks primary schools that are all located in Kensington Cape flats. This not only assured the researcher of the individual's safety but also gave an opportunity for the researcher to interview the educators in their natural setting and classrooms as stated by Bickman & Rog (2009); Flick (2007) ;Batchelor & Briggs (1994) who all wrote that qualitative researchers should strive to conduct their studies in the participant's natural setting without altering the environment. The community hall which was a second alternative for the researcher, posed security threats for the participants as the community is ravaged by gangs and gangsterism. Opting to use the schools as sites for the study was therefore done as a measure of security and also convenience where the researcher could conduct the study without disrupting the classes of the participating educators. This inevitably made the study more manageable as the participants were readily available for the researcher. Importantly to ensure that the data collection takes place in compliance to the COVID 19 regulations. In the next section, the researcher will discuss the instrumentation implored in the study.

3.6 Instrumentation

A research instrument is described as a survey, questionnaire, test, scale, rating or tool designed to measure the variable, characteristics or information of interest, often a behavioural or psychological characteristic (Pierce, 2009). Research instruments can be helpful tools to your research study as they save time and increase the study's credibility. With specific reference to the study, the main instrumentation tool was therefore the interview guides and questionnaire, which will be clearly described in the data collection section of this study.

3.7 Data collection

Data collection is described as in how information is gathered Sapsford & Jupp (2006). Whereas, Whitney, Lind & Wahl (1998) stated that data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, amongst others (Whitney et al., 1998). While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. For the purposes of this study, the researcher implored the use of individual interviews.

Semi-structured interview guidelines were used as a complimentary data collection technique. Semi-structured interviews are defined as verbal interchanges where the interviewer attempts to provoke information from another person by asking questions (Kruger & Casey, 2000). Both methods of data collection were guided by the use of semistructured interview guideline which allowed the in-depth exploration of beliefs, experiences, views and perceptions of the participants.

3.7.1 Role of the researcher

The researcher's participation in the study added to the uniqueness of data collection and analysis as maintained by (Speziale et al, 2003); (Holloway & Wheeler 2002) who argued that objectivity is impossible in qualitative research as one has to acknowledge that the researcher and participants are human beings and sometimes do not always act logically and predictably. This illustrates the importance of the researcher in the study and noting all these views, the researcher had to acknowledge her influence on the outcome of the study. The researcher introduced herself to the participants to establish connection. The participants were informed about the purpose of the study and clarity was given in respect of the researcher's expectations. Once the discussion had begun, the researcher played another critical role of promoting the discussion as stated by Dixon (2005) who wrote that researchers need to challenge participants, especially to draw out people's differences, and bring out a diverse range of meanings on the topic under discussion. This was achieved by the researcher through use of interview techniques, mainly open-ended questions and probing. The researcher had to also direct the flow of the interview as the discussion would at times steer of the topic of interest and the researcher had to steer it back to the topic of discussion. However, this was done with an avoidance of steering the discussion from a personal opinion as Dixon (2005) hints that in

trying to monitor the flow of discussion; researchers at times end up putting their views at the forefront. The monitoring and control of the discussion flow was therefore done bearing in mind the goals and objectives of the study and mainly the research topic.

Questions were asked inductively, proceeding from general to specific using a semi structured interview guide prepared before the session (see Appendix 1). In respect of ethical parameters, all participants were urged to keep all conversations and information obtained confidential. A challenging role, which the researcher had to fulfil, was maintaining consistency with the different participants to attain adequate and equivalent data from all participants across the board. This was however made easy by careful preparation and the use of semi-structured questions, which were used across all the different participants. Other roles included note taking and monitoring the social distance, wearing of masks and adhering to covid-19 regulations.

3.7.2 Interview techniques

The researcher used the following techniques:

- The researcher conducted the interview with the participants using an interview guide with semi-structured questions and a questionnaire.

- The researcher-maintained eye contact to encourage participants to continue speaking.

- The researcher used open-ended questions which according to Gillham (2005) and Dixon (2005) are questions that require more than one-word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. The researcher to elicit more data from participants used these questions. An example of an open-ended question used by the researcher was "In your opinion, please share your thoughts on the impact of gang related crimes in your schools." "What kind of gang violence have you experienced in school?" The researcher also used closed-ended questions such as "What programs are currently underway to address the issue of gangs in Cape flats?" "What would you recommend to stop this crime, violence, gangs etc.? Closed-ended questions according to Gillham (2005) and Dixon (2005) require one word or very short phrase answers. The researcher had to however make use of the closed-ended questions carefully as they have the potential to end the conversation.

- The interview technique of probing was used in the study, which according to Gillham (2005) and Dixon (2005) refers to a question that follows a primary question and tries to discover more information. The researcher used phrases such as "Could you elaborate more on that point?"

- The researcher summarized the last statements of the participants and encouraged more talk (Holloway & Wheeler 2002).

- The researcher used a semi-structured interview guide, but in the line of questioning and responses from participants-maintained flexibility and consistency.

- The researcher asked if there were more questions or comments. This assisted in closure of the interview. The researcher summarized the interview proceedings by restating in his own words the ideas and opinions of the participants, to ensure understanding. The participants were told of the need for follow-up interviews should there be any aspects that were not clear. Having discussed the interview techniques and role of the researcher in the study, the next section will highlight the data analysis process followed by the researcher within the study.

3.8 Data analysis method

This is a process of organizing, providing structure and attempting to make sense of the data collected. Creswell (2003) describes this process as an on-going interactive process. Noting this, the process of analysing the data therefore commences at the onset of the initial data Gathering interview. Mouton (2001) goes further to describe data analysis as the inspecting, cleaning, transforming and modelling of data with the goal of highlighting useful information, suggesting conclusions and supporting decision making processes.

3.9 Data verification

Data verification simply refers to a process of ensuring that the data provided is authentic and trustworthy (Creswell, 2003). This also ensures that there are no errors in data and findings presented. Different steps and measures were taken to ensure that the findings and data presented are authentic and relevant to answering the identified research question. This procedure was guided by Creswell (2003) who outlined that findings must be verified for credibility, transferability and conformability which the researcher managed to implement during the study.

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In ensuring credibility, the researcher gave a proper, clear and justifiable outline guided by theoretical outlines governing the study. The outline clearly stated and showed procedures taken during the study as proof that proper guidelines of practice which ensure authenticity were followed. The data verification was also guided by the concept of transferability where the researcher tried to project the findings as applicable into other contexts. This was however difficult as the study was restricted to a limited context and projection into other contexts may not have yielded the same result. The final criteria of data verification was conformability where the researcher acknowledged his own bias and views which may have affected the outcome of the study. During the study, the researcher also made use of reflexivity as a measure of data verification. This as postulated by Klenke (2008) involves self-awareness and critical self-reflection by the researcher on her potential biases and predispositions as these may affect the research process and conclusions. The researcher therefore had to reflect on how much of her opinions had influenced the interpretations of her findings and study. The researcher also attempted to contact the research participants themselves to verify some of the claims and findings that came out of the study. This would have been a thorough and near accurate way of ensuring that the participants of the study themselves confirm and agree to the study findings. This ensured trustworthiness of the study as suggested by Creswell (2003) who maintains that researchers should seek feedback and discussions of their interpretations and conclusions with the actual participants and other members of the participant community for data verification and insight.

The researcher also made use of data triangulation as a way of verifying the data which as postulated by Mouton (2001) refers to the use of multiple consultations to help understand a phenomenon. This was implemented by sharing findings and discussing them with fellow researchers and colleagues. Of greater influence in this regard were the reviews by more experienced researchers and the research supervisor.

3.10 Ethical considerations

Ethics in any study is a fundamental element (Kumar, 2005). The researcher first obtained ethical clearance from the University of the Western Cape research directorate giving permission for the study to be conducted. The researcher also obtained ethical clearance and notified the Western Cape Department of Education about the study through the department's research directorate who issued permission for the study. All this had to be done as a measure of ensuring that ethical standards are maintained in the study. Informed consent which

according to Berg, Parker & Lidz (2001) simply refers to a process of getting permission granted by a participant in full view of the possible consequences of participating. This was obtained from the school principals who participated in the study and their educators, non-educators and community members before they participated in the research through issuing of consent forms. The researcher made it clear in the consent forms that the participants could withdraw from the study at any time should they not wish to continue participating. The researcher also explained to the participants that their participation, despite being selected by the principal was strictly voluntary.

3.11 Limitations of the study

Every study no matter how well structured and well-constructed has some limitations which may directly or indirectly negatively affect the outcome of the study. The researcher has therefore noted the following as some of the limitations:

• Biased views

Whether we are conscience of them or not, we all have some bias views that we hold on various subjects (Goldberg, 2002). Bias is when a person, place, or thing is viewed or shown in a consistently inaccurate way; it is usually negative although one can have a positive bias as well. When proof-reading your paper, be especially critical in reviewing how you have stated a problem, selected the data to be studied, what may have been omitted, the manner in which you have ordered events, people, or places and how you have chosen to represent a person, place, or thing, to name a phenomenon, or to use possible words with a positive or negative connotation (Goldberg, 2002).

• Language of communication

A majority of the participating educators and SGB representatives speak Afrikaans as their home language with English as a first / second language and a third for some. The researcher on the other hand speaks IsiXhosa as a home language with English being a first language. The researcher was therefore limited in being able to effectively engage with the SGB representatives in a language easily understood by them. This deficiency should be acknowledged although one must also acknowledge that the educators did not indicate any discomfort in communicating in English. An option would have been to use a language translator to assist with the language barrier. This was however not highly necessary as the participants were competent in English.

• Limitations of qualitative studies

Because qualitative studies transpire within the natural setting of the study spectacle, it becomes extremely difficult to replicate any studies and their findings (Wiersma, 2000). For this reason, the findings of this research cannot be taken as to prove or disprove any outstanding notions but rather as a reflection of real experiences shared by the participants in relation to gangs within their community of Kensington-Factreton Cape Flats.

• Use of exploratory research

The exploratory nature of the research inhibits an ability to make definitive conclusions about the findings (Burns & Grove, 2003). The research process underpinning exploratory studies is flexible but often unstructured, leading to only tentative findings that have limited value in decision-making (Burns & Grove, 2003). According to Burns & Grove (2003), exploratory research generally utilizes small sample sizes and, thus, findings are typically not generalizable to the population at large. This view suggests that the study is limited in its ability to project findings because of a smaller sample size. One should however acknowledge that the study managed to highlight all the critical themes relevant in the study and was most suitable in obtaining new information about the study phenomenon.

• Lack of feasible grand recommendations

Addressing the experiences that emanated from the study and providing realistic recommendations to eradicate gang violence was difficult. The study therefore was limited in its capabilities to provide concrete viable recommendations that would eradicate gang violence. Changing the gang culture communities like Kensington-Factreton Cape Flats will require collective action from economic structures, politicians, government and non-governmental structures and the community and the gangs that will collectively work towards protecting educational institutions and inciting structural changes amongst gangs. Such changes cannot be taken as a sole responsibility of one profession, in this regard education department. The researcher managed to provide recommendations towards managing and addressing some of the impacts of gang related crime and violence at schools as experienced by the participants.

3.12 Summary on methodology

This chapter had portrayed the processes implored by the researcher in conducting the research. Specific attention paid to the population and sample methods used in conducting the study. The

researcher also described the research approach undertaken as it highlighted the specific processes and methods implemented by the researcher. The following chapter will discuss the findings of the study as obtained from the interviews conducted with the research participants.

Chapter Four: Data Analysis and Discussion

4.1 Introduction

This chapter is an analysis and discussions of the data collected. The chapter commences with a socio-economic explanation of the case study. This followed by an in-depth analysis of the data collected in relation to the research question posed.

Data analysis is a process of assessing facts using analytical and logical reasoning to examine each component of the data (Bendat & Piersol, 2011). Different scholars have defined the process of data analysis in different forms. Silverman (2011) identify and describe data analysis as a science while Mouton (2001) views data analysis as an inspection of data. Creswell (2003) on the other hand identifies data analysis as the creation and application of codes to data expressing its meaning. Silverman (2011) preserve that data analysis is an analytical scientific process of examining raw data with the purpose of drawing conclusions about that information. Mouton (2001) further describes data analysis as the inspecting, cleaning, transforming and modelling of data with the goal of highlighting useful information, suggesting conclusions, and supporting the decision-making process. Creswell (2003) conveys a different perspective to this by suggesting that data analysis is an approach of dealing with data that involves the creation and application of codes to data. A common factor amongst all these scholars as quantified by Rabinowitz & Fawcett (2010) is that no matter the form and structure one applies in conducting his data analysis, data analysis essential helps in structuring the findings and bringing meaning to the data from different sources of data collection.

For purposes of this paper, the researcher applied the thematic data analysis method which as defined by Creswell (2003) and Miles & Hurberman (1994) is an approach aimed at dealing with data that involves the creation and application of codes to data. This method was determined by different factors including the qualitative approach, use of semi structured interviews that where all applied in the research. With the use of this thematic data analysis, there is the identification and acknowledgment of key themes, which guides the discussion of the topic of "Provision of Education in an Abnormal Society: Impact of Gangsterism and Violence in Cape Flat Schools". Through this data analysis, the researcher will make inferences and use this process as a measure of delivering conclusions on the findings of the research. Reference and comparison to relevant literature to substantiate, contest the themes that derive from the study or literature provided by previous scholars.

4.2 Socio-economic Analysis:

Below is an aerial picture of Cape Flats that illustrates how it looks like.

Zooming into Kensington-Factreton sampled area of this study:

The communities of Kensington and Factreton area situated in near the area of Century City, along the N1 high way in Cape Town. This area was known as Windermere and Kensington until the mid-1960s, the neighbourhood was formed at the beginning of the 20th century when the first houses were erected. By the early 1920s, the majority of residents were living in in-formal structures, and by the 1940s, Windermere-Kensington had grown into the city's largest informal settlement. At the time, this was a mixed area where people classified as African, coloured, and white lived, played, and worked together. Under the policy of separate development, Windermere was erased by the state between the late 1950s. Factreton was built to replace it as a new 'coloured' area in compliance with the Group Areas Act, and other groups were forcibly removed from the site.

4.2.1 Demographics

Demographics is broadly defined as the study of population dynamics. It is significantly influenced by a wide array of factors such as birth and death rates, migration patterns, age, race, gender and life expectancy. The importance of understanding demographics as a decisive factor in shaping our current socio-economic reality is therefore critical for governments, economists and politicians alike.

The population of Cape Flats Planning District was 583 380 an increase of 15% since 2001, and the number of households was 146 243, an increase of 22% since 2001. The average household size has declined from 4.26 to 3.99 in the 10 years(Cape Flats Planning District for 2011). A household is defined as a group of persons who live together and provide themselves jointly with food or other essentials for living, or a single person who lives alone (Statistics South Africa). Key results for Cape Flats Planning District:

• The population is predominantly Coloured (59%) and Black African (34%).

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- 38% of those aged 20 years and older have completed Grade 12 or higher.

- 71% of the labour force (aged 15 to 64) is employed.

- 53% of households have a monthly income of R3 200 or less.

- 56% of households live in formal dwellings.

- 85% of households have access to piped water in their dwelling or inside their yard.

- 84% of households have access to a flush toilet connected to the public sewer system.

- 95% of households have their refuse removed at least once a week.

- 97% of households use electricity for lighting in their dwelling.

According to Stats SA (2011) census, Kensington: has approx. 240 backyarders. Factreton has approx. 840 backyarders Kensington: average 18hh/ha Factreton: average 27hh/ha (KFM Residents Association, TDA Cape Town, 2017) 60% of the people living in informal settlements, are either non-locals or refugees. They are not entitled to a piece of land and/or other formal housing options, and therefore resort to informal living in squatter camps; if lucky, the least form of services they receive are through informal in-situ upgrading.

4.2.2 Class Differences

The residents of Kensington-Factreton understand the disparities that exists between their neighbourhoods: 'Die Gat', meaning 'the hole' in Afrikaans is what the most notorious part of Factreton is commonly known as. More than twenty members are living and sharing the same structures. The formal structures are two-bedroom council homes that are on average 45m2, with several informally erected structures on the property. Informal additions to these homes have been made mainly due to growing families. Their needs are very poorly met under poor living conditions. The narrative of '3-worlds-in-one' is prevalent on the eastern border of Factreton, where Wingfield begins. The '3 in one' describes how formality and in formality has coexisted. A vacant piece of state-owned land had been a thorn in the community's side for many years, who have been engaging with government for years around its use for affordable housing. With a growing housing demand and backlog, families have opted to squat on Wingfield. Informal settlements can be seen between the bushes, and one often find people walking to collect water from public taps around Factreton. The three world in one basically

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means that affluent single dwelling homes are alongside over populated council homes, and adjacent to informal settlements.

A new phenomenon of back yard dwellers in other words informal structures erected on privately owned property. The backyarders that are housed in formal servants courtess, semi-formal wendy homes, to informal zinc shacks under varying living conditions. Factreton has the highest rate of backyarders, with almost every home having a backyard structure. Marginalised backyarders are the most vulnerable in that their tenure are the least secured, living under very poor conditions. In many cases they do not have access to clean running water, electricity and sanitation facilities; and have poor relations with their landlords who are seen as exploitative. Community efforts to improve backyarders condition has resulted in negotiation with the City who has installed free standing electric points to accommodate back yarders needs. This has been partially accommodated through Municipal Second Dwelling by-law allowing certain zoning rights on these properties.

Five major informal sites exist across Kensington Factreton and Maitland in varying conditions. These include, Maitland Intersite, more commonly known as Ghost Town, Royal Road Informal Settlement, Sixth Avenue Informal Settlement, Koko Town and Wingfield. The oldest being Sixth Avenue and Royal Road, both of which are close to thirty years. These settlements have been upgraded in varying degrees. All of whom have water standpipes and mobile toilets. However, each has its own set of issues and challenges.

4.2.3 Crime - Gang Turfs

A few schools in Kensington have pupils residing and travelling from across the Cape Flats. Pupils are dropped off along Voortrekker road by public transport and make their way on foot to school. A great concern exists around pupil safety. Paths travelled are not pedestrian friendly and are in derelict condition, needing dire upgrade. The area is gang infested and three gangs operate across Kensington Factreton and Maitland. These include the Nice Time Kids whose stronghold is in Factreton, specifically, 'Die Gat'. Wonder Kids, also in Factreton, and the Americans who predominantly operate in Kensington and Maitland. There are constantly turf war, especially in Factreton stronghold to two rival gangs. Factreton is notorious for its gang violence that include shootings and stabbings. Kensington however, is commonly known for its high rate of property and domestic violence according to the local police and community police forums. Local police are summoned to diffuse neighbour feuds that often progress into cases of severe assault. Kensington residents explain that the community suffer from substance

abuse conditions, specifically alcohol; which in their opinion is the main cause of these violent outbreaks. Property crime, include home invasions, car theft and burglary. Residents attribute this crime to the increasing disparities between and within the three neighbourhoods through the narrative of the '3-worlds-in-one'.

Neighbourhood watches are active across Kensington Factreton and Maitland. With the outbreak of gang violence across Cape Town, fighting for turf, youth fatalities has increased in the area. Most of which are gang related. However, many fatalities result from youth being caught in the crossfire. Either on their way to or from school, or after school while kids play on the road or in parks close by. Neighbourhood watches, community police forums, and local police are on high alert during these periods, commonly referred as the 'danger zone'. As a result, kids seldomly play in the streets and in parks. It is common that they visit each other's homes or socialise at shopping centres like Century City and N1 City. Parents discourage their children from frequenting parks due to the reality of drug trade and addiction among youth. This has severely impacted the community's quality of life and well-being. During gang battles, gangs usually escape through lanes and alleys and across open fields. The difficulty in patrolling these neighbourhoods are due to gang's stronghold in and over the community. In most cases, residents are scared for their lives, where gang members are familiar with household members. Local police patrol regularly during 'danger zone' periods, as well as along routes that have high criminality incidences.

4.2.4 Gender Profile

Population Group and Gender distribution of the population of Cape Town has remained largely unchanged between 1996 and 2016, with there being more males than females and the percentage of females has declined slightly from 51.6% in 1996 to 50.8% in 2016. Coloured males have consistently had percentages lower than that of the Coloured females. In 2016 Black African males were the highest percentage of the population of Cape Town at 21.4% and for the first time was higher than that of the Black African females who were at 21.2%. The percentage of White females in Cape Town has been consistently higher than that for White males, with a decrease from 11.1% in 1996 to 8.4% in 2016. The percentage of Asian males and females in Cape Town were both at 0.7% from 1996 to 2011, with the Asian males decreasing to 0.6% and the Asian females to 0.5% as reported in Statistics South Africa (2016).

However, Kensington-Factreton has more females than males residents. The illustrations below show the population according to gender, race and languages in Kensington-Factreton
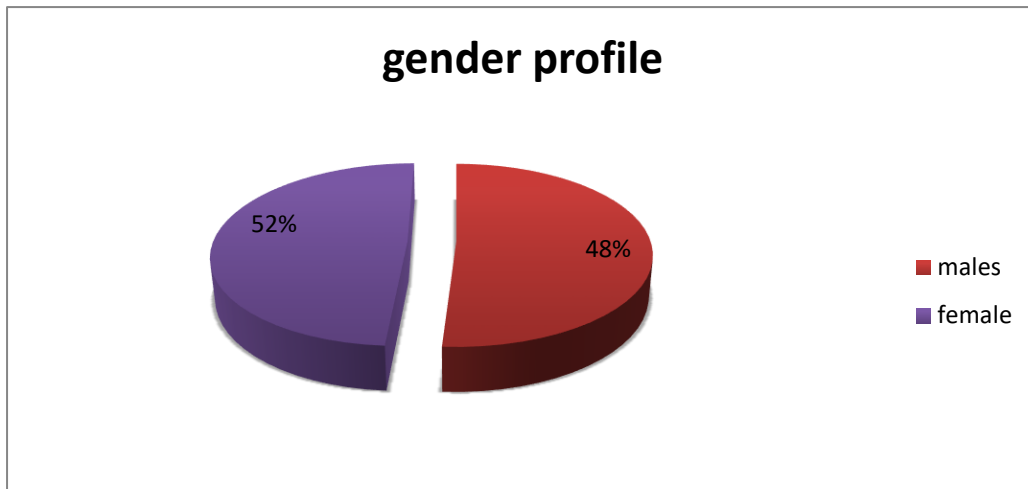
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Figure one: Gender Profile

Females constitutes 52 percent of the population of Kensington - Factreton and 48 percent males. The research by StatsSa shows that majority of households are female headed.
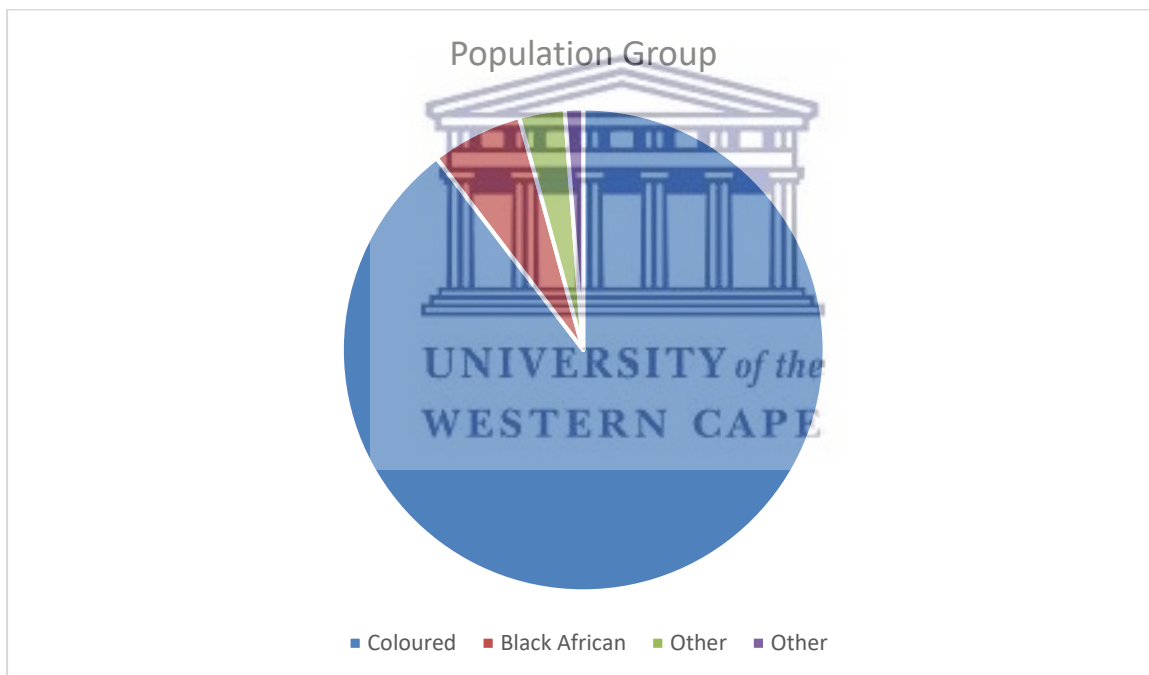

FIGURE 3: Population Racial Composition

The statistics shows that the Coloured population is the dominant racial group within Kensington-Factreton area.

4.2.5 The languages Spoken

Kensington – Fatreton uses different types of languages. In almost all the indigent languages of South Africa is spoken within Kensington. The use of different languages reflects the diversity of Kensington as well as the different cultures one would find in this community. The dominant language spoken though is English and approximately 77% of residents' spoken word. A small percentage of foreign nationals had also made Kensington-Factreton their home StatsSA (2016).

People	Percentage	
English	9,716	77.41%
Afrikaans	2,310	18.40%
Other	390	3.11%
isiXhosa	34	0.27%
Sesotho	20	0.16%
isiNdebele	20	0.16%
isiZulu	19	0.15%
Setswana	17	0.14%
Sign language	15	0.12%
Xitsonga	5	0.04%
Sepedi	4	0.03%
Tshivenda	1	0.01%

4.3 General information of schools sampled

4.3.1 Type of schools

The population of this study is based on public primary schools in Kensington – Factreton school staff (teaching and non-teaching staff), School Governing bodies. This population consists predominantly of a population historically labelled in South Africa as "Coloured". This sample consist of randomly selected schools from these townships namely: Kensington - Factreton. Three primary schools participated in the research in depth from a cross-section, Sunderland Primary school, Factreton Primary School, and WD Hendricks Primary school.

The research also includes the Western Cape Education Central District officials and South African Police Services.

4.3.2 Participants profile

The data analysis is based on the data obtained from schools three in Factreton-Kensington community, SAPS and District office of Western Cape Education department. The following profile represents the profile of people that participated in the study. There're 36 participants in total shared between the schools that participated in the study with each school providing an equal number of people being male and female. All of the 36 participants were adults, eight (8) each school (1 principal, 2 non-teaching staff, 2 teachers, 2 SGB members and 1 senior management team member), eight (8) from the WCED and four from SAPS. In respect of racial classification which was done for statistical purposes, there was only six (6) Black participant between the two schools, district and SAPS, one (1) Indian, one (1) White participant and thirty-eight (28) Coloured participants.

Table: Participants profile

	FACTRETON PRIMARY SCHOOL	SUNDERLAND PRIMARY SCHOOL	W.D. HENDRICKS PRIMARY SCHOOL	Western Cape Education Department Officials WCED	SAPS
MALE	04	03	02	05	03
FEMALE	04	05	06	03	01
Race (B=Black; W=White; I=Indian; C=Coloured)	Black = 01 Coloured = 07 White = 00 Indian = 00	Black = 00 Coloured = 08 White = 00 Indian = 00	Black = 00 Coloured = 08 White = 00 Indian = 00	Black = 02 Coloured = 04 White = 01 Indian =01	Black = 02 Coloured = 02 White = 00 Indian =00

Affiliates with gangs	00	00	00	00	00

Findings

4.4 The researcher's observations in relation to the study

Observation was not the main tool of data collection but while doing the research, important observations are made in line with the study vision. It is worth noting these observations as suggested by Reyes (2004) who say that observation in research is the most important method of getting information especially when things are observed in their natural setting without influence from the researcher or observer. Reyes (2004) goes further to write that observation, even when not applied as a primary method of data collection should be acknowledged as a fundamental basic method as researchers are constantly aware and observing their setting while conducting their studies. This also to a greater extent provides context for the data collected. These observations aid the data analysis process as the researcher also relies on recollection from his observations in both the data collection process and data analysis process. Important sterling view of why the observations are acknowledged is guided by the fact that the study made use of investigative research strategies which according to Stebbins (2001) can at times rely on secondary research tools for reviewing data such as other literature and use of other approaches such as observations, informal discussions and review of case studies amongst others.

Below are some of the observations that the researcher observed in relation to the study:
Figure 4.1 below is a picture of Factreton and Sunderland Primary School

- **Strict security-controlled school access:** Because of the gangs, getting into the school premises, the schools within Kensington both primary and high schools have adopted strict controlled access into their school premises. The researcher noticed that the gate is manned by security officers while at some of the schools there is remote access controlled by the school administrator from her office. WCED officials need to make an appointment to visit the schools more to check safety precautions. Even before driving into the community, visitors are advised to check the situation to be safe.

- **Shootings:** Gang shootings are noticeably a common and regular thing within the community of Kensington. Incidences of gang shootings would occur during the day and would transform the community in a matter of seconds. The staff of WD Hendricks once witnessed one of the shootings at first-hand while leaners were on school premises during school hours. Within a matter of minutes into the shootings, the streets were cleared and within minutes after the shooting; the community carried on with its day to day activities. One learner was injured in 2017 and she was hospitalised for months at Groote Schuur hospital. According to **the** Genevieve Serra of Daily Voice newspaper reported about the incident on August 22, 2017 that, "Detectives made the breakthrough early on Monday morning which led to the speedy arrest in Factreton" Genevieve (2017). Resulting **to a** WD Hendricks primary school learner, aged 12, transferred from Groote Schuur Hospital to Red Cross Children's Hospital on Sunday evening 20 August 2017. According to the reporter, on Sunday, Maxine was sitting outside her house in Glider Street, Kensington and was playing with her mother's cell phone when a stray gang bullet struck her in the head.

Residents says one of the gangs involved in the shooting is the Wonder Kids affilliate. Police spokesperson, Lieutenant-Colonel Andrè Traut, says the suspect will appear at the Cape Town Magistrates' Court the following day and will face a charge of attempted murder. Traut (2017)

mentioned that, cases of violence against children are high priority with police and no stone would be left unturned in their efforts to catch the suspect. Furthermore, he mentioned that "Determined detectives worked around the clock and pursued every possible avenue, which was rewarded with the arrest of a 24-year-old suspect during the early hours of [Monday] morning in Factreton," said Traut. "The suspect is due to make a court appearance [Wednesday] in Cape Town to face a charge of attempted murder." Sources close to the investigation reveal a second person is being interrogated by police and believe more arrests can be expected. Maxine is in Grade 6 at WD Hendricks Primary School in Factreton. Kensington Community Policing Forum Secretary, Cheslyn Steenberg, said: "We are exceptionally glad there has been an arrest and we thank the partnership between the police and community and the CPF. "We ask that it doesn't stop there in this case and other cases which still need to be finalised." (Steenberg, 2017).

- WD Hendricks SGB members and community comments regarding these shootings, says the nonexistence of necessity in calling the police whenever there is a shooting seeing that they happen frequently.

Figure 4.2 below is a picture captured after gang shooting on an open field near WD Hendricks Primary School in Kensington.

The open field in front of the school is said to turn into a war zone once shootings starts in Factreton.PHOTO: Nomzamo Yuku *10 September 2019*

While teaching should be the primary focus at schools, the staff at WD Hendricks Primary School in Factreton regularly deal with issues such as gang violence, missing children and other associated problems. In an attempt to highlight their plight, the school decided to picket against gang violence. A few hours before the planned picket on Wednesday 4 September, the school received a tip-off from a person, alleging rival gangs were planning a shootout at a specific location in the area. The person advised the school to "keep the children safe". The school's secretary said they had been disappointed by the news of a possible shooting since the area had been quiet for almost a week since the first picket and prayer at the school. Principal said the school was situated in an area where gang violence was rife. This had a negative impact on learners and staff, who were left traumatised after every shooting. "We'll host prayers and

picket until the situation improves. The children are not taking it well and we can't sit and wait for authorities to act. It has been years already and it is getting worse. We do not want to wait for the worst to happen before we say, 'Enough is enough,'." Cooper (2017).

- **Gang members on street corners:** Driving through the community of Factreton and Kensington, one will also notice gang members positioned in groups on street corners. The gangs are usually just sitting and appear to be having discussions and loitering around. A police member shared with the researcher that the street corners are hubs for selling drugs as the gangsters usually pick street corners reportedly close to their own drug houses and use street corners as selling points. The street corners are also used by the gangs to demarcate their gang territories.

4.5 Discussion of themes:

The researcher explored and described the activities of gangs and its extent in this section below. This section also defines how gang violence affect Cape Flats schools and how do Cape Flat schools affect gangs through discussion of themes below. In concussion the motivation will be provided for further research on those affected by gang violence and make recommendations for possible interventions that can be implemented all those affected by gang violence in the Cape Fats.

4.5.1 Theme one: Teaching and learning environment

It emerged from the interviews that gangs are no longer restricted to the community's uncertain corners, poor societies but are also openly present and operating within the school setting. 60% of the respondents indicated that the gang violence does impact on a safe environment. The respondents 80% if of view that the volatile environment create an anxiety within the schools. This in the main because nobody is sure when gang violence is going to erupt. Gang existence disrupting school functioning and learning. Howell & Lynch (2000) highlight the severity of this by suggesting that incidences of gangs in schools nearly doubled from 1989 to 1995 in the USA. The presence of gangs in schools also brings with it different challenges. One issue that emanated from the study is that gangs on a regular basis disrupt learning. One can therefore safely assume that gangs are affecting schooling of learners from Kensington – Fatreton community. The data indicates the impact of gansterism and violence on the educational system. These are:

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- Low school attendance and class disruption as a result of gangs.
- The link between drug and alcohol use in schools as a result if gangs in the community.
- The link between weapons in schools and the presence of gangs.
- Increased bullying in schools as a result of gangs.

Directorate Communication of the Western Cape Education Department's, Paddy Attwell was quoted by Hanson (2013) saying, "Attendance has improved significantly considering it was at 33 percent during the gang wars so it has improved to 100 percent so everything is back to normal at the schools affected." This view suggests that the presence of gangs in communities affects school attendance and learners end up missing school. How basic education is interrupted by gang activity is noted in a publication on the 19th of August 2013 when Education Department officials in the Western Cape South Africa temporarily closed sixteen (16) schools in Western Cape, affecting about 1200 learners after a spike in gang violence left teachers and learners fearful to go to work (Hartley, 2013). It can therefore be concluded on this view that gangs negatively affect school and therefore teaching, and learning is not happening in a safe space.

4.5.2 Theme two: Kinds of violence happening at schools as a result of gang activity

Many kinds of violence have been discovered in this study, to mention few - emotionally, physically etc. It is evident that violence and availability of weapons introduced to schools by gangs. That can be noted in an incident occurred in the Free-State Province in South Africa where a learner suspected to be affiliated to the Magomosha gang reportedly shot and injured his schoolteacher (Petrus, 2013). Horowitz & Schwartz (2011: 239) maintain that the availability of weapons in schools has a psychological effect on the learners that they end up conditioning to believe that violence is the way to resolve certain problems in areas that are gang-infested and the learners simply resort to using weapons or violence as well even when they are not gang affiliated themselves. Horowitz & Schwartz (2011: 241) further states that gang ideologies such as responding to insults and offenses through vigorous violence, insults and carrying of weapons leads to the normalization and justification to carry weapons by everyone including non-gang affiliated learners. Following are kinds of incidents happened in Kensington-Factreton area of study:

- Stabbing at schools, sometimes nearby and such incidents are related to gangs. According to the participants some of these incidents are reported to the police, some are not reported

- Increased gun activity at school and in the community
- Innocent people and non-gang members injured/killed during gang fights.

One teacher participant stated that:

...whenever we hear gun shots while in class or staff room, we all must sit with our heads between our legs or even lie with our stomachs on the floor because you never know where the bullet is coming from. If that happens while I am in the class, I also teach it practically by instructing the learners to lie down until I figure out the moment has passed.

One SGB - parent participant stated that:

...yes, gangs shoot just so in the open even when the children are walking around. He (gang member) knows who he is chasing maybe but he just shoots like they don't care. If you are walking in the field opposite to WD Hendricks maybe to fetch your child from school or coming for SGB duties, he will shoot you. So, you run back home, you can't come to school or rather hide at a house until the war is over.

The data indicates a number of internal and external kinds of gang related activities which impacts on the teaching and learning environment:

Internal activities	External activities
- Learners destroying school property - Disrespectful learners - Fighting amongst learners	- Breaking in and lost properties - Shooting - Fighting

One SGB - parent participant stated that:

...The school is surrounded by different gangs. These gangs control the community and it makes our learners suffer greatly.

In relation to the above, a survey conducted by Finlay (2006) recorded the views of parents in Colorado USA. Finlay (2006) in the study distinguished that parents hold the view that sending their children to school when there is rife war amongst gangs would be similar to state-sanctioned abuse where the parents openly send their children to school knowing that they may be susceptible to violence by gangs.

4.5.3 Theme three: Experiences in relation to law enforcement (SAPS):

The presence of police in schools creating discomfort and interfering with learning. Secondly, police failure to deal with gang violence propounds an experience of fear and lack of faith in service delivery. There is no specialised gang unit at national or provincial level in South Africa currently said one of the SAPS research participants. The research participants also share the views alleging that the police have failed in their duty to address the issue of gangs as they experience either a lack or a slow response by police in arresting gangs in the area when there are incidents of violence of gang shootings in the area:

…you don't see the police when people are shooting, they come after because they know the gangs stray bullets at one and they will shoot even at the police.
Another teacher reported:
…and when the police come, they only bring one van and the gangs do not even run. There is nothing. This is something I have seen with my own eyes that the police are nothing here and they allow these things to happen. Maybe they are on a payroll of the gangs.

The researcher has also noted the same concerns when she engaged with a warrant officer from Kensington police station that the South Africa Police Services is not fully equipped with proper protective gear and sometimes they need to consider their safety by requesting backup before responding to gang fights in the community. Carlie (2002) also reported that in many instances, residents regard police officers with a handful of exceptions as unhelpful, scheming with gangsters or even as being on gang payrolls. This largely suggest that gangs are more dominant than the police is. Because of this, one can assume that the learners experience a lack of faith in South Africa Police Services. With the lack of faith in the policing services, one can further assume that learners harbour a view of unreliability towards the police where they may feel unsafe and unprotected by the police within their community. The a lack of faith in the police ability, may inevitably alter the learners' views towards authority where they may

develop more respect towards gangs as more being established and authoritative than the police.

4.5.4 Theme four: Community - Fear of gangs

The most prominent themes that derived from the study and was visible across other themes presented. Fear of gangs has escalated dramatically over the past two decades (Katz, 2001). Katz (2001) state that researchers and policy makers have begun to discuss the costs associated with fear of gangs and have implemented programs and legislation specifically designed to address this fear in an attempt to calm the public and appease community demands. Given the role that fear of gangs has played in policy decisions, its study is even more important (Lane & Meeker, 2000). Fear as a subliminal view due to the presence of gangs A key critical question raised by the researcher was along the line of how do the participants experience and feel about being in Cape flats especially when walking around the

Kensington-Factreton community. A substantial number of the participants reported that they had fear of the gangs and being robbed, stabbed or worse being shot dead. Interesting enough, a majority of the participants indicated rather to holding a concern about their safety because of the presence of gangs rather than fear of gangs or gang activity: One of the principals said:

...you cannot walk around Factreton looking like you are scared and afraid because the gangs will notice that. Besides, we are not scared like scared of the gangs; we grew up with these people and some of them we used to go to school with many moons ago. So it is not like we fear them, we just know that they are there and they are bad people. There are of course one or two people you know are really bad but still that does not scare us.

This view is in contradiction to views by Bennett & Flavin (1994); Covington & Taylor (1991) who wrote that fear is a daily ever-present factor amongst community members that reside in gang-infested communities. A sensible explanation for this discrepancy can be the adoption of the victimisation model propounded by Bennett & Flavin (1994) and Covington & Taylor (1991) which focuses on perceived vulnerability as a proponent of fear. This model is based on the notion that, fear of crime is related to people's perceptions of their own physical and ecological vulnerability; women and older persons are therefore hypothesised as more fearful of crime because of their perception that they may not be able to defend themselves physically against an offender and hence their feeling physically vulnerable to an attack. Because of this view, one may assume that the participants may perceive themselves as less vulnerable to criminal attacks; hence their lack of constant fear, but rather an awareness of

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gang presence. One may also assume that the participants are so comfortable to their environment that they are not scared anymore. The participants that reported to experiencing fear revealed that they experience fear on their way to and from school. With these views, one can assume that the presence of gangs within the communities also presents a new factor of vulnerability to gang violence by gangs as they prey on learners that may have lesser security systems or that may not be accompanied by a supervising adult to school. Which largely reveals a constant awareness and fear of never being safe and always having to look over their shoulders shared by many teachers and SGB members.

4.6. Discussion of Findings

The chapter presented the data analysis of the experiences and effects held by participants at Sunderland Primary school, Factreton Primary School, WD Hendricks and Western Cape Education Central District, because of gangs within their community and workspace. Notable fear of crime and victimisation is one of the greatest experiences shared by staff from all the schools. This is in line with views held by previous scholars such as Taussig (2004) and Markowitz (2001) who all reported that fear of gangs is prominent amongst learners in gang-infested communities. The research also established great effects in respect of the participants' learning as gangs appear to cause a lot of unrest and negatively affect the participants' learning by creation of rather unsafe and unconducive learning environments.

4.7. Highlights of findings and recommendations

Five (5) major themes of interests emanated from the study with twelve (12) subthemes in total. Below is a list of the themes and subthemes that came out of the study:

NB: Bulleted lists represent the sub-themes per theme.

Theme one: Teaching and learning environment (IMPACT)

It emerged from the data collected that gangs are no longer restricted to the community's unreliable corners, poor societies but are also openly present and operating within the school setting. The findings indicated that the gang violence does have an impact on a safe environment of teaching and learning.

The instable environment create an anxiety within the schools. This in the main because nobody is sure when gang violence is going to erupt. Gang existence-disrupting school

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functioning and learning. The findings indicates an increase of cases reported to both security clusters (WCED safer school officials and SAPS).

☐ Class disruption because of gang's violence.

☐ The link between drug and alcohol use nearby these primary schools as a result of gangs in the community.

☐ Increased bullying in schools because of gangs.

The educators and WCED officials indicated that they are exposed to different forms of crime mainly robberies which they experience daily when servicing these institutions of education and learning. An interesting finding however, that is the crime is not always as a result of gangs and gangsterism but also a result of drug users in the community whom other participants reported are responsible for some of the criminal activities in the community. Educators, learners, WCED officials are exposed almost daily on their way to school to these types of criminality and impacts on their emotional wellbeing.
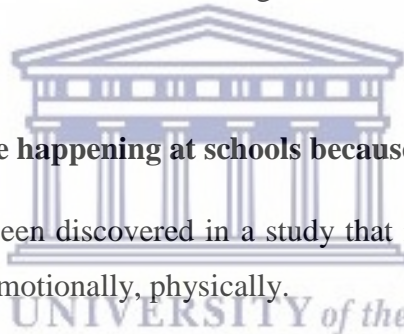
Theme Two: Kinds of violence happening at schools because of gang activity.

Many kinds of violence have been discovered in a study that impacts on the un-educational environment, to mention few: emotionally, physically.

☐ Innocent bystanders and non-gang members injured/killed during gang fights. Many innocent bystanders are caught in the gangs cross fires. The impact of the gangs are there for direct and indirect affecting everybody. The learners and educators are similarly caught within this unsafe space.

The findings suggest that the external violence has spilled over into the learning environment. Below is a depiction of the external and internal violence and the learning space is a reflection of the external environment.

Internal activities	External activities
• Learners destroying school properties.	• Breaking in's at schools and lost school properties

• Disrespectful learners, throwing tantrums and disturbing classes. • Feast fights and stabbing amongst learners inside the school premises.	• Shootings nearby schools during tuition time. • Fighting gangs nearby schools during tuition. • Swearing amongst gangs within the community. (use of rude language)

Theme Three: Experiences in relation to law enforcement (SAPS):

The findings indicates that the police is a contributing factor to the culture of violence. The police presence is creating a climate of fear and expectation that something is going to happen. This uncertainty impact on the teaching and learning because of the expectation that violence is going to erupt. The presence of police in schools creating discomfort and interfering with learning. Secondly, police failure to deal with gang violence propounds an experience of fear and lack of trust towards the police amongst the community. The findings indicates that the police have failed in addressing the issue of gangs as they either a lack or a slow response by police in arresting gangs in the area when there are incidents of violence of gang shootings in the area. The findings indicates that the police is not fully equipped with proper protective gear and sometimes they need to consider their safety by requesting backup before responding to gang fights in the community. The findings indicates a general the lack of trust in the policing services and the assumptions are that the same view holds within the school environment. A view of unreliability and distrust exist towards the police and teachers and learners feel unsafe and unprotected by the police.

The researcher has indicated some of the experiences and effects held by participants at Sunderland Primary school, Factreton Primary School, WD Hendricks and Western Cape Education Central District, because of gangs within their community and workspace. The findings indicates that fear of crime and victimisation is of the greatest experiences shared by staff from all the schools. This is in line with views held by previous scholars such as Taussig (2004) and Markowitz (2001) who all reported that fear of gangs is prominent amongst learners in gang-infested communities.

 The presence of police in schools creating discomfort and interfering with learning.

☐ Police failure to deal with gang violence propounds an experience of fear and lack of faith in service delivery.

Theme Four: Fear of gangs by the community.

The theme of fear of gangs was a prominent factor that was integrated in many of the themes. It was prominently announced and manifested in different ways. One of the ways, as indicated by the research participants, is that fear of becoming victims of criminal activities such as violence, gang wars and robberies has altered their lifestyles as they had to avoid specific areas of their community. This fear has however not just been a negative experience as it is also a protective factor that keeps the participants from becoming gangs as they fear becoming directly involved in the violence that they witness and experience daily. Contrary to literature by Craig, Vitaro, Gragnon & Tremblay (2002) and Chapel, Petersen & Joseph (1999), the participants reported that they do not experience fear on a daily basis but rather at a subliminal level and factor, they keep at the back of their minds. This is mainly because the participants are familiar with the gangsters within their community, which creates a slighter sense of comfort around gangs.

☐ Fear as a subliminal view due to the presence of gangs.

☐ Fear as a protective factor preventing learners from joining gangs.

☐ Restricted mobility by gangs on members of the community.

☐ Business cautious to invest for fear of gangs.

Theme Five: Experiences in relation to the role of government (WCED)

The theme of the role of government bringing solutions in schools and communities at large that are gang manifested. The safety of these communities is important to all of government departments; however, this research was focusing on the Department of Education in the Western Cape (WCED). Crime and violence associated with gangsterism have plagued Kensington-Factreton communities for years. The findings revealed that the government departments are working hand in hand to put a number of safety initiatives in place to help keep children and communities safe and fight gangsterism.

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The research showed that gangsterism is a societal issue because it affects to education, health, business and economic issues. Areas, where gangsterism is rife, have low employment and skills rates and a high instance of school dropout.

WCED Safer schools' component in conjunction with The Department of Community Safety has the following programmes in place:

- Neighbourhood Watch regulation, accreditation and training.
- Support municipal law enforcement and the South African Police Service in an oversight capacity.
- The Western Cape Police Ombudsman tries to enhance police services so that it is more effective and efficient. They aim to improve relations between the police and the communities by investigating complaints of police inefficiency and/or a breakdown of relations between the police and any community.
- The Chrysalis Academy is a youth development academy in Tokai (Cape Town) for young people between 18-25 from across the Western Cape.

WCED employed Educational psychologists' and WCED Social worker (school designated) in conjunction with The Department of Social Development has the following programmes to assist communities:

- Childcare and protection services
- Crime prevention programmes for youth at risk
- Diversion programmes for youth at risk
- Help when a child has been arrested
- Rehabilitation for children and adults in conflict with the law
- Victim empowerment programme
- Youth development programme
- Western Cape Directory of Services for Victims of Crime and Violence

Although it is not new to the Western Cape, or South Africa at large, crime and violence directly linked to gangsterism have increased drastically over the last few years at. *Following are the subthemes:*

☐Intergovernmental safety measures and strategies.
☐ Gangsterism and the law.

4.8 Summary

The study clearly indicated that gang activities impact on functionality of schools in the Cape Flats. The impacts and affects different spheres of lives namely education, exposure to violence and crime, mobility. It also emerged that fear is a common factor shared by most of the participants, which ranges from fear of being victims of crime and violence to other factors such as fear of ending up with lifeless educational institution, and upbringing of an uneducated community. Another finding of interest is the view that the presence of gangs has led to an increase in weapons and drugs within the community. The educators, SGB and WCED officials directly or indirectly experience these effects, as they either become victims of crime by drug users that commit crime to support their drug habits. In respect of the study process and methodologies, the researcher feels that the aim and objectives of the study were successfully achieved as the researcher managed to identify and highlight the experiences of educators, SGB and WCED officials in relation to the impact of gang related crimes on functionality of schools.

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CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

In this chapter, the researcher presents the conclusions and recommendations that came from the study. The research focuses on, understanding the impact of gangsterizm and factors of violence on education within the Cape Flats schools. The conclusions are based on correlating the aim, objectives, methodology and findings of the study and viewing whether these were reached. Within this chapter, the researcher aims to summarize the main points of the literature review, reflect on the aims and objectives of the study, briefly relook the research methodology, give an overview of the main themes that emanated from the study and discuss the broader implications the findings have. The researcher will also pay special attention to identifying limitations within the study and offer suggestions for future researchers. The study was an exploratory and contextual qualitative study that made use of semi-structured interviews as the main methods of data collection. With the researcher having worked within the community of Kensington (community of study), the researcher's observations and interaction with community members were also noted within the study.

After the completion of the interviews and questionnaire accomplishing, all data was transcribed and a process of data analysis with the use of thematic data analysis followed. Themes of interest were identified. Themes that emerged from the study were either supported or argued by relevant literature from different scholars and organisations that have focused on gangs and gangsterizm especially within the South African context. The fundamental research question, which had to be addressed:

"What is the impact of gang related crimes on functionality of schools in the Cape Flats?"

By answering the research question, the study achieved the following:

☐   Explore and describe the activities of gangs and its extent in various Cape Flats township schools. How safety and security policy is applied in Cape flats schools. This was achieved by engaging in questionnaires, surveys and interviews with discussions with educators, principals, South African Police Services, Kensington community, western Cape Education Department and School Governing Bodies form Factreton Primary school, Sunderland Primary school and WD Hendricks Primary School where the researcher expected

to identify specific experiences in relation to these stake holders experience in relation to local gangs in Cape Flats.

☐   Explore and define how gang violence affect Cape Flats schools and how do Cape Flat schools affect gangs. With the use of the mentioned interview sessions and questionnaires with the research participants, the researcher also enquired about any effects, which the educators could identify because of gang violence within their workplace.

☐   To discuss the impact of gang related crimes in Cape Flats schools. This was also achieved by engaging in questionnaires, surveys and interviews with discussions with educators, principals, South African Police Services, Kensington community, western Cape Education Department and School Governing Bodies form Factreton Primary school, Sunderland Primary school and WD Hendricks Primary School where the researcher expected to identify specific experiences in relation to these stake holders experience in relation to the impact of gang related crimes at schools.

☐   To discuss the role of the following stake holders,

      ☐   Community role

      ☐   Government role

The role that is played by the community and government within the affected areas. This was reached by engaging in questionnaires, reviews and consultations with South African Police Services (SAPS), Kensington police station and Western Cape Education Department for government role and Kensington-Factreton community for their role.

☐   Provide motivation for further research on education that is affected by gang violence and make recommendations for possible interventions that can be implemented not only to these institutions, but also to other human beings affected by gang violence. All was achieved by engaging and with discussions with educators, principals, South African Police Services (SAPS), Western Cape Education Department (WCED) Kensington community and School Governing Bodies (SGB) form Fectreton Primary school, Sunderland Primary school and WD Hendricks Primary school.

One must also acknowledge that the use of qualitative research and research design of exploratory and contextual designs in the research aided the best attainment of these objectives. Duckworth & Seligman (2006) wrote that whether completing a math test or completing a

dissertation, one must always stay focused on the set objectives. The researcher had to therefore constantly review the research process and make sure that it was in line with the objectives.

5.2 Recommendations

Gangs and gangsterism is a societal problem within many of the Cape Flats neighbourhoods within the Western Cape Province. When one looks at the current state of gangs in South Africa and globally, gangs prosper on the need to compete with the ever-changing global economic state. This is even worse in South Africa where an estimated fifty-two per-cent (52%) of the population live on R416.00 per month (Statistics South Africa, 2013). Poverty is fuelling the existence of gangs; it therefore becomes paramount to take further steps in areas most affected.

It is recommended that concerted efforts be made by government to create employment opportunities. These steps may include job or income creation and project implementation steps. Such initiatives can be implemented in gang-infested areas like Kensington in Cape Town where unemployment is high. This recommendation may seem fantastic but is doable. It will however be difficult to compete against profitable drug smuggling businesses.

It is recommended that creative plans must be made with the communities and maybe involving the gangs as well. Gangs should be part of the master pans of addressing re-establishing the social fibre of the communities no matter how impractical it may sound. Although there is not enough statistical data on the nature of gangs in Kensington, there are more family systems and individuals and the numbers overshadow those of gangs. The assumption from this perspective will be that the majority of the community cannot live in fear because of a minority. In summation, it would take a collective institutional and community action to fight an institutionalised entity like gangs. This action should cooperatively include government sectors, families, non-governmental departments and economic group of actors, the community and as mentioned, the gangs in an effort to reinstate societies. The researcher made the following recommendations, which can be applied as a measure of dealing and controlling in these gang-infested areas and educational institutions:

5.2.1 Educators and the Department of Education

The outcome and feedback the researcher obtained from the participants; they appear to have more negative experiences than positive experiences in view of the gangs being present in their

communities. The impact of these experiences can be lessened with effective educator support as suggested by Mukasey, Sedgwick & Flores (2007) who wrote that educators need to identify needs at the individual, family and community levels and address those needs in a coordinated and comprehensive response.

The following recommendations are made:

☐ The Department of Education should allocated resources to increase support services. Resources allocated can be the provision of social workers and psychologists to provide counselling and support services to educators and learners that may experience trauma such as witnessing extreme violence.

☐ Create a safe environment for social workers and psychologists as they are also at risk servicing these schools located in these gang-infested areas.

☐ Each school must be assigned a psychologist and a social worker that renders psychosocial support. Currently one social worker renders services to different schools allocated by WCED, which constrains the provision for thorough services.

☐ Educators and WCED officials (psychologist, safer school officials and a social worker) should regularly work with family systems within the community of Kensington-Factreton as the experiences in relation to gangs do not happen in isolation.

☐ The Department of Education must also constantly monitor security measures within schools and render child protection services to learners that may feel threatened within their own schools.

☐ Educators, SGB's and school principals must develop strategies to address bullying amongst learners. Addressing bullying will certainly act as a measure of preventing gangs.

5.2.2 Social scientists; researchers and tertiary education

Research is essential in advancing learning and bringing issues to light. While conducting this study, the researcher established lack of literature that focuses on the experiences of educators especially about the South African context. Where gangs have been studied locally, there is more focus on the experiences of gangsters themselves rather than the affected parties:

The following recommendations are made:

☐ Researchers within South Africa must conduct more research on the epidemic of gangs and their impact on communities. This is more important noting the growing numbers in gangs and gangsterism locally. This comes after observing a near ignorance towards the issue of gangs by tertiary curriculum. Very little research has been done and it needs to be well investigated with a focus on getting to the heart of gangsterism.

☐ Capacitate educators with the necessary coping skills and psychosocial support techniques to urgently respond and offer support to learners that may experience trauma as a result of gangs within schools.

5.2.3 Law enforcement agencies

One cannot undervalue the need for effective policing in addressing the issue of gangs.

The following recommendations are made:

☐ There currently is a shortage of police officers in South Africa at large. There is one police officer excluding administrative staff – for every 408 people. The ratio is based on Statistics South Africa's mid-year population estimates (60,14 million in 2021) and the number of non-administrative police (147,357) given in the South African Police Service's 2020/21 annual report. For the issue of gangs and gangsterism to be eradicated effectively, there is a great need for police services to be present within the community.

☐ Law enforcement to foster a positive relationship with the community so that the community feels supported and protected not threatened by the police.

5.3 Self reflection

Self-reflection simply put is a process of learning by a process of meta-cognition and synthesis, which is a reflection on one,'s thinking process (Webster, 2013). Webster (2013) further defines this process as the self-observation and reporting of conscious inner thoughts and sensations. The researcher was therefore central in every process undertaken during the study. One point of interest is that the researcher looking back at the process takes pride in the fact that the research findings and process was thoroughly supported by relevant literature and examples from recorded events within the community of Kensington-Factreton. The interpretation and sense making of the data also largely relied on the researcher's interpretations of the provided data. Throughout the process of the research, it is important to mention that the researcher has developed not only academically but also on a personal level

by engaging with clientele from a different background. This growth has also come in the sense of developing a sense of appreciation for the finer things in life. After listening to the different stories of schools, experiences of fear, controlled mobility, schooling being affected, one developed a sense of responsibility towards providing a genuine thesis that would address some of these issues and gratitude towards maintaining one's own circumstances. In respect of the interviewing process, the researcher found some of the interviews taxing and shocking given the experiences of the educators.

5.4 Summary of chapter

The study evidently showed that schools have certain experiences because of gangs within the community of Kensington-Factreton. These experiences affect the different scopes of their lives namely education, exposure to violence and crime, family arrangements, movement and socialisation. It also appeared that a prominent experience shared by most of the teachers is fear which ranges from fear of being victims of crime and violence to other factors such as fear of ending up losing their lives on duty or being involuntarily recruited into the circle and functioning of gangs.

Another finding of interest is the view that the presence of gangs in closeness of Cape flats schools has led to an increase in weapons and drugs within the community at large. The learners directly or indirectly experience these effects, as they either become victims of crime by drug users that commit crime to support their drug habits. In respect of the study process and methodologies, the researcher feels that the aim and objectives of the study were successfully achieved as the researcher managed discover the nature of gangsterism and factors of violence in cape flats schools.

The objectives of the study appear to have been met satisfactorily. Experiences within these schools also comprises being bullied by gangs, exposure to gang wars and disturbance in schools and learning system amongst others. Understanding these experiences was used as a basis for formulating ideas for future research and recommendations for current service providers within Kensington, mainly the educators, SGB's and or all other school employees seeing that they are the vital part of the childcare.

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