

Evaluation of the
**“Ending impunity in
torture and cruel,
inhumane and degrading
treatment of children in
prison in South Africa and
Malawi” project**

Prepared by:



**impact
consulting**

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INTERNATIONAL

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Report to: Young in Prison (YIP)

Written by: Jerushah

Rangasami, Anja Mulder

Field research: Jerushah

Rangasami, Maria Stacey, Anja

Mulder, Lindy Dlamini

Design: Jennifer Galt

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dioraphte



ACRONYMS

CIDTP	Cruel, Inhumane or Degrading Treatment or Punishment
COPOSO	Contributing Positively to Society
EIDHR	European Instrument for Democracy and Human Rights
EU	European Union
MCM	Music Crossroads Malawi
MSC	Most Significant Change
TOC	Theory of Change
YICWTL	Youth in Conflict with the Law
YIP	Young in Prison
YIP NL	Young in Prison Netherlands
YIP SA	Young in Prison South Africa

GLOSSARY

Correctional Facilities: Prison centres where youth are incarcerated

Facilitator/ Implementing staff: People providing workshops to youth in conflict with the law as part of the Young in Prison programme

Participants: Incarcerated youth between the ages of 18 and 25 who participate on the Young in Prison programme

Youth in Conflict with the Law: Anyone under the age of 25 who comes into contact with the justice system as a result of being suspected or accused of committing an offence.

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EXECUTIVE SUMMARY

Children and youth make up a relatively large portion of the general prison population throughout Africa, and many spend their formative years in prison centres. Ill-treatment between youths in conflict with the law (YICWTL) and by prison staff, as well as poor prison conditions, culminate in human rights violations for these young prisoners. Regularly, YICWTL are denied access to clean water and sanitation, medication, adequate space and food, and appropriate treatment. Research shows that cruel, inhumane, degrading treatment and punishment (CIDTP) can have lasting physical, cognitive, psychological and emotional consequences, and can lead to Post-Traumatic Stress Disorder in young offenders. A hostile prison environment and negative experiences of CIDTP have been found to contribute to high rates of recidivism.

Young in Prison in the Netherlands (YIP NL) developed a workshop-based programme using the arts to focus on improved life skills and self-development for YICWTL. The programme attempts to help YICWTL to develop coping skills for the harsh conditions of their daily experiences in prison, as well as to prepare them for the real-life – often difficult – contexts to which they will return post-release. The programme also hopes to instil long-term life-skills in YICWTL in an attempt to reduce the rate of recidivism.

This report is an evaluation of the effectiveness of the “Ending impunity in torture and cruel, inhumane and degrading treatment of children in prison in South Africa and Malawi” project. The European Union (EU)’s European Instrument for Democracy and Human Rights (EIDHR) programme funded the project implementation in South Africa and Malawi between January 2014 and June 2016 (extended to December 2016). Implementing partners are Young in Prison South Africa (YIP SA) and Music Crossroads Malawi (MCM). In both Malawi and South Africa, the programme is based on the COPOSO methodology, which has a core focus of enabling participants to contribute positively to society. In South Africa, activities focused around music, visual art and creative writing. In Malawi, activities revolved around training in various instruments, dance and drumming, painting, tailoring and fish-net making. All activities were used to explore topics around identity, violence, and coping and were aimed at developing and improving 13 core life-skills (self-esteem, empathy, effective communication, managing social relationships, positive cooperation, critical thinking, emotion regulation, self-reflection, stress management, coping with conflict, decision-making, goal-setting, being a positive contributor to society).

This report contributes to the knowledge base of prison programmes, not many prison arts programmes have been evaluated for their effectiveness, and particularly not programmes from the Global South. The evaluation was conducted to assess to what extent it has met contractual agreements, and to improve the programme going forward. Evaluation objectives included:



- assessing impact and outcomes achieved by the programme on YICWTL who experience CIDTP in South African and Malawian prisons
- assessing impact and outcomes on the capacity of prison centres to prevent CIDTP
- assessing the impact and outcomes of the programme on policy/maker's decisions to ban torture, CIDTP and impunity.

The evaluation was initially designed to use mixed methods consisting of a survey for YICWTL and warders about the frequency of CIDTP incidents, as well as in-depth interviews and focus groups. However, the administration of the survey was not permitted in most of the prisons due to the nature of the questions. Instead, the qualitative aspect of the study was expanded to understand outcomes and reasons for them.

The evaluation was conducted in a participatory and inclusive manner. Programme records and programme data from Malawi and South Africa were used for desktop review. A total of 60 YICWTL took part in focus groups of between four and 15 participants, conducted at two prisons in Malawi and six prisons in South Africa. The Most Significant Change (MSC) methodology was used to engage with YICWTL participants, and interviews were held with a four member team of implementing staff, prison staff and key informants in Malawi, and 12 members in South Africa. In addition, three in depth case studies were collected from sites in Malawi, Cape Town and Johannesburg. A total of 178 participants were engaged in the evaluation, when including those who completed questionnaires.

There were some delays in implementation due to the prisons' own schedule of activities and priorities. With the project extension of six months, both countries exceeded the targets in the grant agreement.

Evaluation findings show that the programme implementation success factors have been:

- providing YICWTL with safe spaces in order for them to build trust
- working closely and sensitively with the prisons
- using art and music therapy to build life skills and learn about human rights; developing art, music and some craft/manual skills; being flexible and emergent in terms of implementing the programme
- training prison staff in human rights (Malawi)
- making submissions to parliament regarding prison conditions in Malawi.

Implementation of the programme in this way has enabled the following outcomes: The use of creative therapy mediums and skills development with YICWTL in a setting and space which is safe, allows them to become more self-aware and self-accepting, grows their confidence to express themselves and to trust others, equips them with better communication and conflict management skills, helps them understand both their own and others' rights, and fosters their sense of empathy. These shifts in their attitudes towards themselves and others helps YICWTL to cope better with

the stress of prison life, improves the way that they relate to and interact with others, gives them hope for the future, and instils a desire to become positive role models for others. Such shifts in behaviour should logically result in less perpetration of CIDTP (and there is some evidence of this from the research).

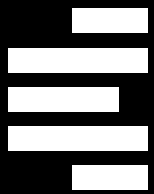
It is hoped that skills and positive changes in YICWTL would likely continue once individuals are released from prison, which should reduce recidivism.

Outcomes can be greater and more sustained if work is done with the prison staff at the same time, as with YICWL. Where prison staff have been trained, it has resulted in improved communication and conflict management skills for staff too, as well as increased their understanding of participants' rights and improved their levels of empathy. This, in turn, results in prison staff behaving in a more pro-social manner towards YICWTL, which reduces the incidence of CIDTP. Finally, building this understanding of rights and empathy, alongside advocacy efforts towards realising the rights of prisoners and reducing CIDTP, can result in better prison systems and policies that reduce the incidence of CIDTP and could contribute to a reduction in recidivism too. More evidence is needed with regards to this once the project is implementing more systematic work with prisons and prison staff.

To maximise the positive impact of the programme, it is recommended that there is:

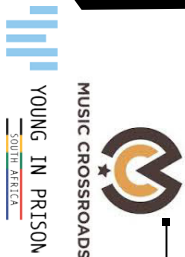
- More structured engagement with more prison staff, possibly by institutionalising the training offered within prison training centres
- Further vocational skills offered, linkage to art and music opportunities and assistance to access safe houses post-release
- Revisions to project management and implementation processes, both within prisons and particularly with YP SA's current model
- Investment in project staff development and wellbeing.

On the whole, the programme is successful and, with some design adjustments, has the potential to realise good impact. A particular focus is needed on a tighter and more cohesive management system in South Africa.



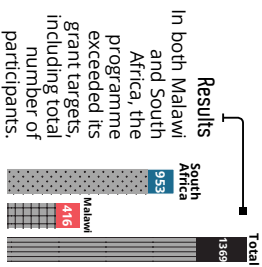
YOUNG IN PRISON INTERNATIONAL

The "Ending Impunity in Torture and Cruel, Inhuman and Degrading Treatment of Children in Prisons in South Africa and Malawi" Project



Implementing Partners
Young in Prison (YIP)
South Africa and Music Crossroads in Malawi implemented the EU-funded project in their respective countries, managed by YIP International.

PROJECT OVERVIEW



Context
Research shows that cruel, inhuman and degrading treatment of children in prisons can have lasting physical, psychological and emotional consequences (UNICEF, 2013).



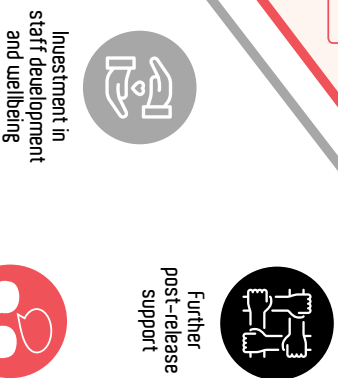
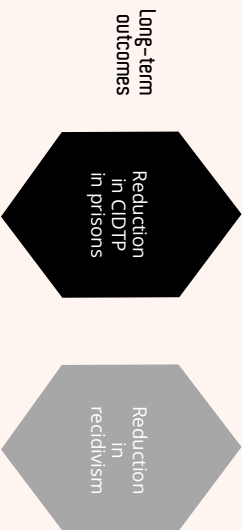
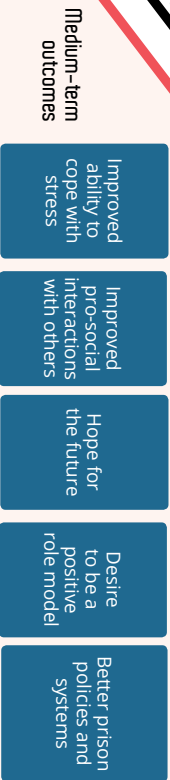
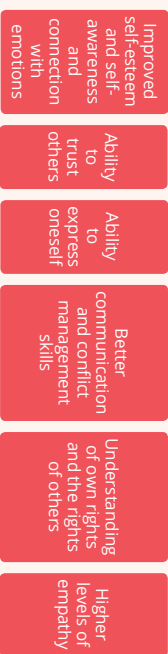
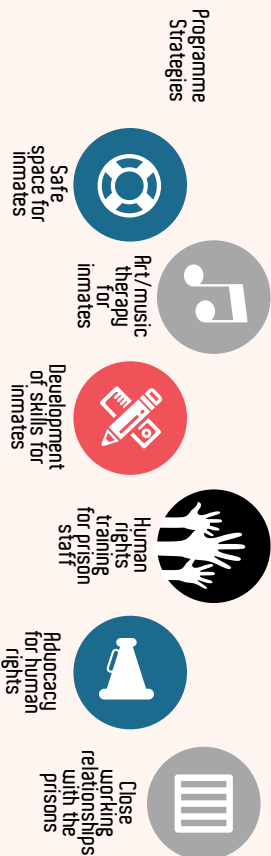
Geography
The project was implemented in South Africa and Malawi between January 2014 and December 2016.



Project Model
Three parallel trainings are run in prisons: the Inside Out programme with YICWTL participants (18-21 in Malawi and 18-25 in South Africa), human rights training with prison staff, and advocacy with policy makers.

STRATEGIES & OUTCOMES

The programme used the following strategies to contribute towards the intended outcomes:



"In one of the sessions we had to ask ourselves "Do you love yourself?" I thought I loved myself but the question makes me realise that if I loved myself I would not be here I would not have made the wrong choices I made that landed me in prison."

- participant

"When I draw, I stop thinking bad things."

- participant

The programme evaluation highlighted several areas for potential programme improvement

LEARNINGS FOR SUCCESS

1. CONTEXT

1.1 YOUTH IN CONFLICT WITH THE LAW IN SOUTH AFRICA AND MALAWI

Children and youth make up between 0.5 and 2.5% of the general prison population in Africa. Youth in Conflict with the Law (YICWTL) must often endure lengthy waiting periods before they get put on trial and, in many cases, youth who are incarcerated spend formative developmental years in prison.¹ Research shows that, in both South Africa and Malawi, human rights are not upheld for juveniles. There is documented evidence of juveniles in a prison in Cape Town occupying cells in groups far exceeding the space available, and Malawian prison conditions are inhumane and fundamentally breach human rights² with documented instances of prisoners spending 14 hours each day in a cell with up to 160 other men, packed on the concrete floor, and unable to move, with no clean water or adequate sanitation, and diseases running rife.³ *“At 4pm, they are herded into a dozen concrete cells. Fourteen hours later, at 6am, they are let out again.”*⁴

Some of the challenges that prisons in South Africa and Malawi face, that exacerbate cruel, inhumane and degrading treatment and punishment (CIDTP) of prisoners, include issues of staffing, inadequate training and other resources, meagre food supplies, poor healthcare, and insufficient transport facilities⁵.

Research on the effects of ill-treatment on young offenders in prison shows that CIDTP can have lasting physical, psychological and emotional consequences (UNICEF, 2013). Beatings – a common form of maltreatment in prisons – can lead to internal injuries and cognitive problems. Emotional abuse, leading to increased anxiety and depression, compounds the physical ill-treatment and has been reported to lead to individuals developing Post-Traumatic Stress Disorder, with young offenders exhibiting symptoms such as impulsiveness, non-communication, difficulties in trusting people, poor concentration, aggression, and fatigue (UNICEF, 2013). Additionally, psychological torture can cause weakened social relations, thereby making social exclusion of individuals more likely. Furthermore, young offenders often spend many of their critical developmental years in prison. Interruptions in their social and educational development can have negative long-term effects as it can lead to limited employment opportunities once individuals are released, and therefore increase the risk of further unlawful activities (Becker, 1968). The Danish Institute against Torture (2013) found that a hostile prison environment and negative experiences of CIDTP consequently contribute to high rates of recidivism.

- 1 Jeremy Sarkin. Prisons in Africa: An evaluation from a human rights perspective. International Journal on Human Rights. 2009
- 2 Irish Rule of Law Malawi (<http://irishruleoflaw.ie/our-projects/malawi/>)
- 3 Michael Wines: 'The forgotten of Africa, wasting away in jails without trial.' New York Times: November 6, 2005
- 4 Michael Wines: 'The forgotten of Africa, wasting away in jails without trial.' New York Times: November 6, 2005
- 5 Michael Wines: 'The forgotten of Africa, wasting away in jails without trial.' New York Times: November 6, 2005
- 6 Jeremy Sarkin. Prisons in Africa: An evaluation from a human rights perspective. International Journal on Human Rights. 2009

1.2 USING CREATIVE THERAPY AND LIFESKILLS EDUCATION TO MITIGATE THE EFFECTS OF CIDTP ON PRISONERS

The use of arts for therapy and education purposes has been well documented in the United States and the United Kingdom⁷; however, there is very limited evidence regarding these programmes in developing countries and the African continent. More context-rich frameworks for Southern African countries are required⁸. Some documented benefits follow.

1.2.1 DOCUMENTED OUTCOMES OF ARTS PROGRAMMES IN PRISON

Arts programmes in correctional facilities, in which a non-verbal form of therapy is provided to YICWTL using the mediums of music, art, drama and movement⁹ have been shown to promote healing, 'reform', connection, collaboration, to improve self-esteem and emotional literacy¹⁰, and to improve socialisation to enable the expression of emotions and to help reconnect YICWTL to their humanness¹¹.

Arts therapies should ideally be delivered in a safe, positive and constructive manner and, when this is set up correctly, they can result in several key therapeutic benefits¹², including the following:

- Provides an alternative form of communication for YICWTL with poor literacy and who feel too vulnerable to express themselves verbally¹³
- Connects implementing staff and YICWTL in prison, and YICWTL and their family outside of the prison environment¹⁴
- Facilitates self-expression and self-exploration
- Provides an appropriate medium through which to express and process anger and aggression
- Produces a finished product that can be used to initiate conversation and discussion
- Encourages active involvement by YICWTL
- Promotes creativity and recreation
- Helps YICWTL to acknowledge that others have been hurt by their actions¹⁵
- Allows YICWTL to take responsibility for their crimes¹⁶
- Breaks the cycle of fear and violence¹⁷
- Aids in developing strategies against re-offending¹⁸.

In addition, collaboration and working together as a group using drama and music can facilitate personal transformation in YICWTL:

- 7 Edgar, 2012
- 8 Edgar, 2012
- 9 Johnson, 2008
- 10 Meekums & Daniel, 2011
- 11 <http://www.younginprison.org.za>
- 12 Liebmann, 1994 as cited in Johnson, 2008
- 13 Gussak, 2007
- 14 Johnson, 2008
- 15 Johnson, 2008
- 16 Johnson, 2008
- 17 Koch et al, 2015
- 18 Grace, 1993



"The experience of working as part of a team, recognising and fulfilling your responsibilities, being valued for your contribution, and depending on and valuing the contribution of others, are part of the experience required to become a responsible citizen."¹⁹

Reported educational benefits of art therapy with YICWTL include²⁰:

- Learning to view the world in new and different ways
- Developing multicultural awareness amongst YICWTL
- Discovering inner potential and different interests
- Improving communication
- Raising awareness of others' ideas, and lifestyles²¹.

Well-implemented programmes addressing academic needs, social skills, emotion regulation, and artistic education are most strongly associated with reduced recidivism²². Research on more than 4,000 state prisoners in California by Burdon, Messina and Prendergast (2004) indicates that increased time spent in rehabilitative treatment programmes in prison leads to increased participation in after-care programmes, as well as a reduced recidivism rate over a 12-month period post-release.

1.2.2 EFFECTS OF ARTS THERAPY ON PRISON QUALITY OF LIFE

Arts therapy programmes in prisons contribute to an improved sense of quality of life²³. Such programmes aid in meeting *"the need for constructive, creative, and purposeful activities to offset the deleterious and dehumanising effects of prison life"* and promote *"personal development, self-esteem, and a small degree of autonomy."*²⁴

Reported improvements relate to²⁵:

- Building cooperative relationships amongst YICWTL, and between YICWTL and staff
- Temporarily escaping from the harsh and controlling life in prison
- Becoming involved in recreational activity
- Developing the skills to produce items for sale
- Using alternative methods to process frustrations²⁶.

¹⁹ Aylott, 2002 as cited in Johnson, 2008
²⁰ Johnson, 2008
²¹ Clements, 2004
²² Vacca, 2004
²³ Clements, 2004
²⁴ Riches, 1994, as cited in Johnson, 2008
²⁵ Johnson, 2008
²⁶ Clements, 2004

1.2.3. EXAMPLES OF PRISON ARTS PROGRAMMES IMPLEMENTED IN SOUTH AFRICA AND COLUMBIA

Programmes implemented by La Familia Ayara in Columbia in 2012, which involved hip hop workshops and mentorship sessions with youth pre- and post-release, focused on improving expression through rap, break-dancing and graffiti. The YIP SA 'Inside-Out' programme was also evaluated in 2012, assessing its use of art, music and drama to develop various life-skills, and mentoring youth pre- and post-release to provide guidance around reintegrating into society and work environments.

Findings for both case studies reported successfully contributing to improvements in^{27,28}:

- positive personal transformation
- improved inter-personal relationships
- increased support and employment opportunities
- improved sense of worth and belonging²⁹
- improved self-esteem, self-confidence and self-belief
- better emotion regulation
- goal-setting
- skills development
- ability to engage in constructive group work
- improved attitude
- a sense of belonging
- a sense of temporary autonomy.

1.3 IMPLEMENTATION OF SUCCESSFUL ARTS PROGRAMMES WITH YICWTL

The implementation of a successful arts programme is a complex synergy between the art service provider, learners, teachers, and family, whilst recognising the context in which YICWTL reside.

Programmes that have been reported as being most successful are³⁰:

- Experiential
- Active
- Hands-on
- Real world focused
- Ideally consisting of a collaborative small group where social and cognitive learning are combined
- Sustained over a period of time.

Finally, important characteristics of successful arts programmes are that they³¹:

- Reach YICWTL in ways that they are not otherwise being reached
- Connect YICWTL to themselves and each other.

The literature shows that correctional programmes are more successful when implemented in such a way that cooperation is obtained from everyone working in the correctional facilities³² and when trained arts professionals are employed³³.



²⁷ Gaet, 2012

²⁸ Gaet, 2012

²⁹ Gaet, 2012

³⁰ Wolf, 2003

³¹ Stiegelbauer, 2008

³² Johnson, 2008

³³ Schoonover, 1986

2. PROJECT AND ORGANISATIONAL QUERIEUS

The “Ending Impunity in torture and cruel, inhumane and degrading treatment of children in prison” project is led by Young in Prison Netherlands, and implemented by Young in Prison South Africa (YIP SA) and Music Crossroads Malawi (MCM).

2.1 PROJECT OVERVIEW

The European Union (EU)’s European Instrument for Democracy and Human Rights (EIDHR) programme has funded the project, which is entitled “Ending Impunity in torture and cruel, inhumane and degrading treatment of children in prison in South Africa and Malawi” (reference number EuropeAid/132762/C/ACT/Multi). The project was initially funded to run between January 2014 until June 2016, and an extension was granted until December 2016.



2.2 PROJECT PARTNER ORGANISATIONS

- **Young in Prison Netherlands**³⁴: a worldwide initiative that uses creative mediums to give children in prison a voice and a chance to make a sustainable change in their lives and to become positively contributing members of society. YIP is currently active in Colombia, Malawi and South Africa.
- **Young in Prison South Africa (YIP SA)**³⁵: a non-profit organisation that prepares children and youth in conflict with the law to make the transition from incarceration back into society through imparting life skills for behaviour change, and offering skills development for effective reintegration and reductions in reoffending. YIP SA teaches life skills through creative and performing arts, sports and literacy in Cape Town and Johannesburg.
- **Music Crossroads Malawi**: a non-profit organisation that uses the power of music education, professional training, live performance and promotion of young talents to support the development of the music education sector and the music industry in the southern African region, and to empower people in Africa through music.

2.3 PROJECT CONTENT

The COPOSO methodology is implemented through this project. Its primary focus is ensuring that participants are ultimately able to contribute positively to society, through aiming to achieve the 13 core objectives. These include developing and improving the following life skills:

1. Self-esteem, self-confidence, and self-development
2. Empathy, in order to be able to see situations from another’s perspective and understand how others might be feeling
3. Effective verbal and non-verbal communication
4. Appropriate behaviour, in order to better manage social relationships
5. Positive cooperation, and to learn to share and be generous
6. Creative and critical thinking
7. YICWTL’s understanding, management and regulation of emotions in order to better cope with emotions
8. Self-reflection in order to better understand personal competencies and beliefs
9. Coping skills to better manage stress and frustration
10. Understanding the source of conflict and to react more positively in these circumstances in order to better cope with the conflict
11. Independent action and decision-making
12. Goal setting and effective planning to be able to meet short-term, medium-term and longer-term goals
13. Ability to be a positive actor in society post-release, with participants contributing to their communities, taking responsibility for their futures, and managing their own health.

34 Adapted from www.younginprison.nl

35 Adapted from www.younginprison.org.za

- What are the key enabling/success factors and how does context affect these?
- What changes should the programme make in the future to have more impact (be more effective), whilst remaining efficient?

3.3 EVALUATION METHODS AND PARTICIPANTS

The evaluation was initially designed to use mixed methods consisting of a survey about CIDTP for YICWTL and warders, as well as in-depth interviews and focus groups. However, permission to administer the survey was denied due to the suspicions of prison staff with regards to the use of the data. The qualitative aspect of the study was then expanded to try to better understand the programme in this way. The study used the following methods:

- Analysis of programme records and data in Malawi and South Africa
- One participant focus group per prison in Malawi and South Africa, using the Most Significant Change (MSC) storytelling methodology – a dialogical, story-based technique³⁷
- Interviews with implementing staff, prison staff and key informants
- Three case studies (one each from Johannesburg, Cape Town and Malawi) for more in-depth investigation of outcomes.

One cohort of participants from Malawi and one cohort from South Africa were selected to take part in the evaluation. These cohorts participated in each of the country's programmes in 2016 (using the most recent project methodologies), a few months prior to the collection of data for the evaluation.

A total of 178 participants were involved in the evaluation, as shown in the table on the following page.

3.4 STUDY LIMITATIONS

The study was designed to measure the impact of the project, ie whether the levels of CIDTP had been reduced through the programme. YICWTL and prison staff were to complete the surveys prior to starting the programme, again immediately after the programme ended, and then six months after they had graduated to test sustainability of the outcomes. In Malawi, permission was granted to administer the pre-test; however, the prison staff would not allow the data to be collected again. In South Africa, despite many attempts, the survey was not allowed to be administered in the prisons. Therefore, the study has relied on qualitative methods only, and is therefore an outcomes evaluation rather than an impact evaluation.

Participant group	Participants	Research methods	Number	TOTAL
MALAWI				
Implementing staff	Music Crossroads Malawi Staff	Interview	1	1
Prison staff	Kachere warder Bzyanzi warder Prison staff: Malawi	Interview Interview Questionnaire	1 1 55	57
Informants	Key Informant: (CELA)	Interview	1	1
YICWTL participants	Prison 1 YICWTL Case study participant: Prison 1 Prison 2 YICWTL Case study participant: Prison 2 Prison 1 and 2 YICWTL	Focus group Case study interview Focus group Case study interview Questionnaire (administration only permitted at programme start, but not at the end)	15 1 14 1 42	73
SOUTH AFRICA			Total Malawi	132
Implementing staff	YIP staff Art facilitator Music facilitator	Interview Interview Interview	3 3 1	7
Prison staff	Cape Town Prison 1 warder Cape Town Prison 2 social worker Cape Town Prison 3 case officer Cape Town Prison 4 Centre coordinator Johannesburg Prison post-release facilitator	Interview Interview Interview Interview Interview	1 1 1 1 1	6
YICWTL participants	Volunteer Psychologist Cape Town Prison 1 YICWTL Cape Town Prison 2 YICWTL Cape Town Prison 3 YICWTL Cape Town Prison 4 YICWTL Johannesburg Prison YICWTL Case study participant: Cape Town Case study participant: Johannesburg	Interview Focus group Focus group Focus group Focus group Focus group Case study interview Case study interview	1 6 4 7 9 5 1 1	33
			Total South Africa	46
			TOTAL	178

Table 1. Evaluation methods and participants

³⁷ Dart and Dawes (2003)

4. FINDINGS

4.1 EMERGING THEORY OF CHANGE

Using the programme's intended goals (see Appendix 2), and the data gathered during the evaluation from both Malawi and South Africa, a draft theory of change was developed as part of the evaluation process. This diagrammatically outlines the outcomes of the programme, and how these outcomes link to one another.

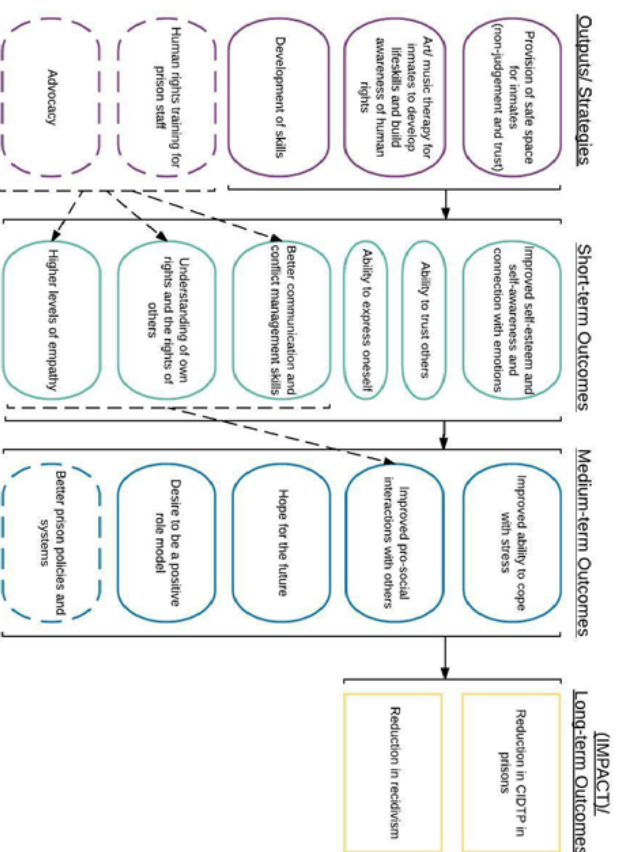


Figure 1: Draft programme theory of change

To summarise the diagram: The use of creative therapy mediums and skills development with YICWTL in a setting and space which is safe, allows them to become more self-aware and self-accepting, grows their confidence to express themselves and to trust others, equips them with better communication and conflict management skills, helps them understand both their own and others' rights, and fosters their sense of empathy. These shifts in their attitudes towards themselves and others helps YICWTL to cope better with the stress of prison life, improves the way that they relate to and interact with others, gives them hope for the future, and instils a desire to become positive role models for others. Such shifts in behaviour would logically result in less perpetration of CIDTP (and there is some evidence of this). Skills and positive changes in YICWTL would likely continue once individuals are released from prison, which could reduce recidivism (*this is a theoretical link at the moment, there is no evidence of this link as yet*).

Outcomes can be greater and more sustained if work is done with the prison staff at the same time. Training prison staff assists to improve communication and conflict management skills for staff too, increases their understanding of participants' rights and improves levels of empathy. This, in turn, results in prison staff behaving in a more pro-social manner towards YICWTL, which reduces the incidence of CIDTP. Finally, building this understanding of rights and empathy, alongside advocacy efforts towards realising the rights of prisoners and reducing CIDTP, can result in better prison systems and policies that reduce the incidence of CIDTP and could contribute to a reduction in recidivism too (*again, at this point there is not yet evidence from the project for this link*).

4.2 PROGRAMME IMPLEMENTATION AND ACTIVITIES

4.2.1 ACTIVITIES AND STRATEGIES

As illustrated in the diagram, the following programme strategies/activities were identified as successful towards achieving outcomes:

- Providing YICWTL with a **safe space**: ie a space that is non-judgemental, where they are able to have enough trust to allow the intended processes and outcomes to unfold
- Using **creative life skills programme** for YICWTL to learn about human rights and obtain life skills (called the "Human Rights Training Programme" in Malawi and the "Inside Out Programme" in South Africa)
- **Development of skills** (art and music skills, as well as some craft skills in Malawi)
- During the period which was under review, there were three **Human Rights training sessions conducted with prison staff** in Malawi. In South Africa, similar engagement with prison staff did not occur between July 2015 and September 2016. This training was done in Malawi "using a participatory approach with real examples, case studies, discussions and exercises" (Implementing staff).
- In Malawi, the following **advocacy** efforts took place:



- » MCM led three submissions/presentations to parliament about conditions in prisons. Referencing international declarations (UN, SADC) on prison conditions to which Malawi is a signatory and using data gathered from a baseline study, MCM highlighted a need for change in the following areas: a) Lack of adequate education and vocational training in prison, b) serious lack of regular and adequately nutritious meals in prisons, c) congestion of prison cells which results in physical and mental health challenges, as well as interpersonal conflict.
- » Their partner organisation, CELA, also takes up cases of human rights violations against YICWTL, such as ensuring that prisoners have access to HIV medication (interview with MCM implementing staff).

4.2.2 IMPLEMENTATION PROCESSES

4.2.2.1 SELECTION CRITERIA

The YIP SA criteria for selection in South Africa (though these are not always met, as prisons have their own selection processes) are that participants should be:

- boys between the ages of 18 – 25
- must be in for short to medium sentences
- must be in the last 6 - 12 months of their sentence.

The selection criteria in Malawi are that participants should be:

- boys between the ages of 18 – 21
- boys serving a sentence of 4 months – 5 years.

Prison staff select participants after an assessment by a case officer. Their criteria include that they select:

- those in need of psychological and emotional support (eg. if they are aggressive, “mentally challenged” or mentally ill)
- those who are struggling with the confined spaces.

In one Cape Town prison, the warders only allow YICWTL to join inside Out if they believe that the individual does not belong to a gang. The YIP SA staff report that this is based on a perception from the staff that those gang members who need to keep up their rank in a gang will not express emotions and therefore will not benefit from the programme and may hinder others. This was not the case in other prisons.

4.2.2.2 PROJECT CYCLE

After an **orientation/induction** for prison staff in the first week, a cohort of young men will participate in an 8 to 12-week process. At the end of the cycle, participants are awarded with certificates at an appreciation day.

where their families are invited to witness this milestone and to watch the young men showcase their music/art work and key life lessons.

YIP SA provides monthly and quarterly schedules and class content sheets to be approved before the programme can be delivered. At the end of a programme, a full programme report is produced.

4.2.3 ACHIEVEMENT AGAINST GRANT TARGETS

The table below outlines the key outputs achieved in South Africa and Malawi according to the grant targets*. All targets were exceeded in both countries (although South Africa ran slightly fewer human rights training sessions for staff than planned, but still exceeded the target amount of participants).

	SA target	SA actual	Malawi target	Malawi actual
# participants	805	953	276	416
# workshops	660	857	108	420
# staff participants	180	208	75	99
# human rights training for staff	12	9	3	6
# social dialogues	12	4	12	12

4.2.4 KEY IMPLEMENTATION SUCCESS FACTORS FOR ACHIEVING OUTCOMES.

The evaluation found that the following factors have allowed the programme to be a success.

4.2.4.1 USING A CREATIVE MEDIUM

Art, drama and music are appealing mediums that are interesting, accessible, relatable and draw YICWTL in: *"It's happening in a medium that doesn't require hard work"* (facilitator). Prison staff noted that, with the art, *"the colour is something that the boys want to hold onto... So when they are in the meeting room where they do their art (pink walls) and they work with colours in their art, they are reluctant to leave."*

The medium is also active, and lends itself to working together, for example with the music therapy: *"It can be done together, there is an experience of connection together. There are so many things that happen inherently in the music that almost takes the talking processing out of it"* (facilitator). Because of the experiential nature of the process, YICWTL are able to connect to mindfulness, and bring awareness to their mind and emotions and body – they are connecting with it all" (facilitator).

*Please note that these numbers have been provided by the programme and have not been verified

"And bringing awareness from moment to moment and as often as possible so that they can identify with where they are positioned instead of automatic, habitual responses that they have been used to for so long – with lots of anger and not really understanding conflict management and not being able to communicate effectively" (facilitator)

"When I draw I stop thinking bad things" (YICWTL)

4.2.4.2 BEING FLEXIBLE AND EMERGENT

While there is a set of psychosocial goals which implementing staff aims to achieve, and a rough guideline for the sessions, facilitators recognised that it is also important to allow issues to emerge and to address them as they do (YIP implementing staff).

4.2.4.3 CREATING A SAFE SPACE

It is vital for the programme's effectiveness that participants feel safe, that they trust the process and those who are involved in the process, and that they are able to be honest during the sessions. In addition to the fact that the physical space needs to be one that is separate from the cells, facilitators noted the following important qualities for the sessions:

- Non-judgemental stance with no expectations of participants: "Let's see what happens and what we can create together. We are not there to fix someone... Other programmes have an expectation of participants needing to be 'better'" (facilitator).
- Making YICWTL feel that they belong and are accepted and are equal: "We cannot wait to go to the programme because we feel so loved there. We did not want the programme to end" (YICWTL).
- Being witnessed by others: YICWTL build a meaningful relationship with themselves by having an experience with art/music and having it witnessed by others: it allows them to engage and to experience themselves differently: *"standing in the front and having your story or experience reflected back to you by the group"* (facilitator).
- Experimental, experiential space: providing an opportunity and a safe space to try things out around leadership, around communication, around frustrations and stress, around communicating feelings and seeing how these were responded to... *"so the value lies in actualising things differently and being exposed to new ideas and ideas that challenge old perceptions... using art to show them that there are different ways of thinking and seeing and that it isn't all either wrong or right. And to respect that someone else's way of seeing something is equally valid. That there are symbolic and visual ways of seeing things and that these can help and be relevant at different times"*.
- A place of encouragement: building resilience and boosting morale by encouraging boys to keep trying and affirming them.

EUAN JOHANNESBURG PRISON

Euan was born and grew up in Gauteng. He is the youngest of four children, with three older sisters. His father passed away when he was seven years

old (a loss which he was not able to really understand until later in his life), and his home life was lonely with no male figures. He could not relate to the women in his household and felt that he had no one to talk to. Euan has always had a passion for fixing cars, possibly because his father had owned a panel beating shop. Euan was expelled from school when he did not write his exams. He began a repeat year of Grade 9 at another school, but soon lost interest and dropped out of school. Being at home all day, Euan was bored and started experimenting with drugs (crystal meth). He soon lost interest in working with cars. He was still getting money from his mother when he started taking drugs, but when his family realised he was using the money for drugs they cut off this support. To support his habit, Euan started stealing, and quickly got caught in the high and the chase – living like he was “in a movie”. He did not consider that he might get caught. “I thought I could bring stolen money home and it would make up for the bad things I was doing, but it did not.”

As his drug addiction became more serious, he began stealing larger items. He began to rob in broad daylight, not caring if anyone saw. However, even on drugs, he was not violent – the closest he came to hurting his victim was kicking a man who he saw from a distance counting notes while speaking on his phone. As the man bent to tie his shoe, Wade kicked him and pulled out a knife on him, scaring the man into handing over everything he had.

“When I first came to prison, I thought once you were here, there was only one way to be – and that was gangster. Instead, this place showed me what I was lacking (patience), what I still needed to learn.

It was easy to sign up for the programme when it was introduced, but afterwards I was not sure because I knew I cannot draw. Expressing myself through painting made me feel better. Your heart and mind gets engaged – I lose myself in it. Before the programme I never cared about others – I was self-centred and selfish. Through the programme I have learnt to work with others – this is important because to be part of a community, to get along with others – there are rules and regulations.

I learnt that the programme is not just about Art. – self-control is important. In one of the sessions we had to ask ourselves “Do you love yourself?” I thought I loved

myself but the question made me realize that if I loved myself I would not be here – I would not have made the wrong choices I made that landed me in prison.

Prison is hostile, everybody is watching themselves, there is no communication, no one trusts anyone, and it is easy to get into a conflict. When we have a problem with another, we do not solve it peacefully, often we are influenced or pushed by our friends to get into fights. I remember [another inmate] and I did not speak – we had actually quarrelled over something trivial before.

Being in the programme is like being in a community – we get along, we could be focused on our art, one person will start humming a song and the rest will join in. I am thankful to the art therapist, for taking his time and patience to teach me. Being in the programme made me feel like a person, not an inmate.

When my mother visits me, I share my experiences, the stuff I learn in the programme. She said to me as much as she wants me back home, I must not rush to get out, maybe there is a reason why God still wants me here. Maybe there is still a lot I must still learn.

My name was called to the parole board before I joined YIP – and although it went well and a release date was given, there were always obstacles, administrative issues that seemed to be popping up. I remembered what my mother said about maybe there was still something to learn before I am released back to the community. Because of these delays on my release, I was able to complete the programme and be part of the graduation before my release. Clearly it was God’s plan that I wait and complete this before my release.”

The facilitators note that Euan was very reserved when he started on the programme, and he had very low self-esteem and lacked confidence. He did not interact with anyone. He even said to them that he did not think he deserved to be on the programme and was embarrassed to show his first work. The facilitators encouraged him that the programme was not about drawing, but a space to discover himself. As his confidence increased, he began to try out on other forms of material and wanted to stay longer during sessions. His relationship with other participants improved, he now has close friends and he interacts with them very well. They were proud of Euan’s insight and mature attitude. For example his profound explanation for his release date being delayed: that he was not done learning what he needed to learn before he left prison. When asked about his best artwork, Euan selected a piece which he noted was not the best art he had done, but that was special because it was done when he was in a very good place emotionally and feeling positive about himself.

4.2.4.4 WORKING CLOSELY AND SENSITIVELY WITH THE PRISONS

In both Malawi and South Africa, close relationships and trust have had to be carefully developed with prison staff. Firstly, programme staff have had to ensure that prison staff do not feel threatened in any way. In both countries, the use of any language relating to CIDTP has led to suspicion and a risk of the programme not being allowed to be run in the prisons. In Malawi, the programme is called the “Human Rights Project” to avoid any threat. In Malawi, staff and partners explained that they are always careful to show support and empathy for the warders during warder training, and to listen to their challenges. Despite this, at one of the prisons in Malawi, an officer in charge became angry when the project was introduced and whipped the participating boys in response. He is reported to have become more supportive since that time. (MACM staff)

It is also helpful to plan activities well in advance (e.g. graduation events) and to communicate with the prison staff regularly. Facilitators need to be resilient because prison rules, procedures and regulation, and unpredictability can be frustrating; yet, relationships with the staff must be maintained because having supportive staff at the prison is a key enabling factor for implementation. “We show up every time on time, not knowing if a session will take place or not” (facilitator).

4.2.4.5 USING VERNACULAR LANGUAGE WHERE POSSIBLE

While it is not vital, it is preferable if the sessions are conducted in the YICWTL’s own languages.

4.2.5 KEY IMPLEMENTATION CHALLENGES

In both Malawi and South Africa, working with the **prisons’ schedules and regulations** is the most challenging aspect. The sessions have to be adapted to fit into what each of the terms will allow. This presents a challenge with regards to ensuring any consistency in terms of dosage, or even to build a curriculum that can be compared. In addition, there are sometimes prison activities that have to take place during planned sessions, and sometimes materials are not able to be accessed due to locked rooms and prison staff not being available. The venue for the sessions can also be a problem, for example in one prison the space was freezing cold and not conducive to working in for a few hours, and in other prisons the sessions sometimes get moved to a boardroom type setting which is not suitable for art and music work, and that has “traffic of people moving in and out, and therefore creating a barrier to the safe container we want to create” (facilitator).

Ideally, this kind of a programme would be a **longer-term intervention** so that the attitude and behaviour shifts can be entrenched. At the least, it would be good if there was some ongoing activity post-programme so that the benefits could be sustained.

In some prisons, there are **language barriers** between the facilitator and the YICWTL, which limits the ability of the YICWTL to gain maximum learning. In one prison, a high proportion of YICWTL had some intellectual challenges (possibly due to Foetal Alcohol Syndrome) which limited their capacity to understand the content, and to be in a session and concentrate for three hours (facilitator).

In South Africa, there are **communication and project management challenges** which need attention. Project staff need to be better integrated into the project cycle and more monitoring and contact amongst the team is necessary.

4.3 OUTCOMES AND IMPACT

4.3.1 FOR YICWTL

4.3.1.1 SHORT TERM OUTCOMES

The programmes in both Malawi and South Africa have had reported outcomes in the following areas:

- Understanding of own rights and rights of others
- Improved self-esteem and self-awareness and connection with emotions
- Ability to trust others
- Ability to express oneself
- Better communication and conflict management skills
- Higher levels of empathy.

◇ UNDERSTANDING OF HUMAN RIGHTS

YICWTL in Malawi reported that they have learned about their rights and the rights of others, and *“that I must not infringe on the rights of others”* (YICWTL). They realise that they have rights, even if they are prisoners (for example, the right to food and water, and to their religion).

◇ SELF-ESTEEM, SELF-AWARENESS AND CONNECTION WITH EMOTIONS

YICWTL have been able to connect with their emotions and themselves because of the programme. *“The programme has offered them a positive space to discover and acknowledge their positives – they also learnt and saw that the negatives in their lives does not make them bad people”* (facilitator). Prison staff and facilitators and the YICWTL themselves noted that they have gained confidence.

“I have always been very quiet, kept to myself. I let people walk over me and did not speak for myself. I instead would harbour negative and hostile feelings about the person, wish them ill. I struggled with my emotions, and would take my anger out on others. In the programme, I learnt that every action has a reaction, and one has to learn to stop and think before they react.” (YICWTL)

“I learnt self-love and self-trust. To have silent time with yourself. To think – about where in life I’ve gone wrong.”

Facilitators explained how they have witnessed the YICWTL start to *“create a new perception of themselves, not just identify as a criminal.”* By finding a talent that they did not know existed (e.g. being able to draw, or writing a song), they have started to realise that there is more to them. When they are given the opportunity to give attention and energy to these positive realisations, this starts to shift the way they think about themselves.

“The programme has given me time to know myself more. This has changed my experience.” (YICWTL)

“In one of the sessions we had to ask ourselves ‘Do you love yourself?’ I thought I loved myself but the question makes me realise that if I loved myself I would not be here – I would not have made the wrong choices I made that landed me in prison.” (YICWTL)

Warders related how proud the youth are of their art works and workbooks, and how excited they are to show these to their families during the programme graduation ceremony.

◇ ABILITY TO TRUST OTHERS

YICWTL in South Africa were very grateful for the facilitators’ respect and care for them. They noted that, before the programme, they felt that they had no one to talk to, no one to share problems with. They reported that they now not only have the facilitators to speak to, but also their fellow participants – as they have built a great deal of trust amongst themselves. This outcome was reported by YICWTL, facilitators and prison staff, and was also witnessed during the evaluation focus groups during which the YICWTL spoke openly and honestly about their lives and their feelings in front of one another.

◇ ABILITY TO EXPRESS ONESELF

YICWTL reported that they have learnt to express their feelings using art and music, and are now able to communicate and share these feelings with others. The prison staff and facilitators have also seen this change in the YICWTL.

“But now they are learning that it’s not just for fun – they can also gain something out of it and use it for its healing capacity. They know that music can heal and make change. Music and art are very therapeutic. Through the art and pictures – they are able to analyse how they feel and telling a lot about themselves” (correctional officer).

“I now take my anger out on pen and paper. I write poetry, and draw.” (YICWTL)

One facilitator explained how she has seen the YICWTL use the process of making art or music to connect to their emotions, *“come to their self-identity”*. Because they are in a safe space, they can then take risks to *“be seen...to bring feelings to words and start to separate internal processes and make them external and for others to witness that and to be re-integrated”*.

During the evaluation focus group, one boy shared his favourite drawing – of himself with his father dying on his lap.

“I was a very quiet boy till my father died when I was 11. He died in my arms, they had been drinking and he was stabbed to death while they were fighting.”

The programme also allows YICWTL to realise that their life experiences are valuable and important. Many have come from backgrounds where “they have been minimised or disregarded and so by allowing their personal truths to exist in a space I think they could take themselves more seriously and acknowledge that it is ok not to feel ok about something and feel the need to speak up” (facilitator).

◇ BETTER COMMUNICATION AND CONFLICT MANAGEMENT SKILLS

The music facilitator related how disconnected YICWTL were initially, they could not even share a beat when they started drumming. But they now support other people’s ideas in a group and take advice from others, and they listen to each other:

“Communication is important because sometimes my ideas are not the best. So I must learn from other people” (YICWTL)

“I have always been good at leading but I have learnt that sometimes it is good to be a follower, to take other people’s opinions, because at times they have better ideas” (YICWTL)

“Before I was a law unto myself” (YICWTL).

◇ EMPATHY

Levels of empathy have grown amongst the YICWTL, even in members from different gangs:

“Before the programme, I did not have friends because we were from different camps (gangs), but we learnt how to respect each other and respect the chief (warder)” (YICWTL)

We have learnt to bond, and are able to reprimand each other when we are out of line – because we believe what one does reflects on all of us”. (YICWTL)

“We also share what we have because some of us do not have family that brings them stuff. “We have learnt to understand each other – when one is not in a good space, we accommodate them and if we can we comfort them”. (YICWTL)

Empathy is very important as it helps the YICWTL to understand what being on the receiving end of their crimes is like, and will hopefully help to discourage them from perpetrating again.

4.3.1.2 MEDIUM TERM OUTCOMES

The shorter term outcomes and changes in attitude described above have been shown to result in behaviour change for YICWTL in both countries, in

PETER MALAWI PRISON (1)

Peter completed his schooling in 2008. In that same year his mother died. He found a job as a security guard to try and earn a living, but soon fell prey to peer pressure and joined some “bad groups”. Peter started stealing while he was working as a security guard. He was caught stealing a laptop, and sent to prison where he stayed for 10 months.

“The prison was so congested, we would stay 15 people in a cell the size of a small car. We would sleep sitting up, leaning on the back of the friend in front of us. The guards would beat us. Once we were all beaten because one prisoner escaped, yet we didn’t know anything. We all were made to lie down on our stomachs with our arms stretched out in front of us, and the guards stamped on our hands with their boots. They also insulted and mocked us, saying that we chose to be in prison, it wasn’t their fault we were there and that they can’t treat us as people. They are supposed to ill-treat us. I felt bad. But while I was in prison I met Music Crossroads, which helped me to learn more about music. Music Crossroads inspired me through music, because when I was in prison, I actually thought I was going to die and never get out of prison.

Now that I am out of prison, I sing and compose music, and I know that my life will be brighter. I also sang a song with (a popular local musician). They have played the song on the radio and on TV. My wish for the future is a wife, my own house, and my own car so it can make money for me. And my own organisations for young people who just got released from prison and who have nowhere to go, and are rejected by the community. We call it “vagabonding”. They vagabond around town, and they steal to survive. I want to help them to have a better life. My organisation will be called OOPS (Out of Prison Services). Now I live in a rented house. I have a girlfriend who is in school in [another town], we have known each other for a long time. So I am on track.”

terms of them being able to cope better with stress and has improved their pro-social interactions with others.

In addition, it has an effect on how YICWTL view themselves in the long term, and their post-release perceptions and expectations: they have found hope for their futures, and they desire to be positive role models for others.

◇ COPING BETTER WITH STRESS AND IMPROVED PROSOCIAL INTERACTIONS WITH OTHERS

"The other day one of the guys came in and he was limping and it turned out that he'd been hit with a belt-buckle by one of his cellmates. And one of the guys who is also in the group and shares the same cell actually protected him. He helped to contain this guy to prevent him from hurting anyone. And they did some breathing together and then this guy just went away and sulked by himself. But it could have turned into a massive cell-fight. So it's big to hear that feedback about how they were handling the conflict differently. And taking on the possibility of doing things differently."

Improvements in behaviour in both countries include:

- No longer stealing and bullying
- Dealing with conflict better, less aggression, fighting and violence: *"I have learnt to live peacefully with my friends"* (YICWTL); *"It gets them out of that gang mind-set...we actually see the impact of this programme in the stats. There has been a decrease in assaults, and a decrease in incidents of sodomy, as a result of these programmes"* (warder).
- Apologising to those whom they have wronged
- Better anger management and better impulse control, *"self-control"*
- More patience
- Helping others in the prison
- More respectful to each other and warders (including using better language) which the YICWTL and warders relate has helped to improve the relationship between them: *"I came into prison with an attitude towards the warders. I blamed the warders for prohibiting my freedom. MCM helped me to change that perception, which made me earn respect from the warders."*
- Ability to share and work together: *"At some point, we gave them homework – to continue doing in their cells for a week. We gave them one box of crayons to share. Through this they were able to share, without conflict and work together to complete their individual art pieces."*
- Making new friends and forming bonds: *"I feel like I have a new family in prison now"* (YICWTL).

An interesting and important finding is that the programme has managed to shift interactions even between members of different gangs, which was a big source of prison violence:

"Here in prison you meet your enemies from outside. I had a grudge towards them. Here I'm sitting with [name omitted] from and [name omitted], from three different gangs, we could never have sat together and spoke like this before. Now we see each other as human beings. I started to express my feelings through painting and talking. I also learnt about respecting the next person's boundaries. Respect what the next person is feeling, as you would want to be respected." (YICWTL)

Participants encourage new YICWTL to join the programme so that they can begin to relate to them better: *"Also if there is a new offender who hasn't been part of the programme – they come and say that this one needs to come to the programme – so they identify prisoners who could benefit from being part of the programme. They realise that their learnings have even more of an impact if others also are on the programme"* (prison staff).

Some prisoners have found that their relationships with their families have also improved due to their changes in attitude and when they reveal their artistic work: *"When we performed the song we had composed as inmates to our families, it felt good to see how proud my family was of me"* (YICWTL). A warder relayed that some prisoners who never received visits from families now do: *"I have received reports from families on how they have forgiven and reconnected with their children because of the change they see in them."*

◇ HOPE FOR THE FUTURE

"The moment that sticks in my mind as a turning point is the one day we played this game called the Hyena and the Goat. One person stands on one side and is the hyena, another person is the goat. The hyena has to try to catch the goat. All the other people have to try whatever they can to protect the goat and to stop the hyena from killing it. I realised that I can actually do something important with my life, and protect those that can't protect themselves." (YICWTL)

Some have enrolled in school since they joined the programme so that they can further themselves and have a better chance at an honest life when they are released. Many mentioned that they wanted to be *"a better person"*, better children to their parents, and better parents to their children. They felt that the skills they had learnt from the programme would help them to behave differently on the outside, and not make the same mistakes again.

"This is the first time I was arrested. When I got here I thought my life is over. But with the programme I started to feel like I could dream again. Hope for the future. The biggest lesson has been that coming here is not the end of life." (YICWTL)

A warder related how one of the ex-participants of the programme has gone on to do Art at tertiary level even though he does not have a matriculation pass: *"He actually cried when he got his first bank card"* (prison warder).



◇ DESIRE TO BE A POSITIVE ROLE MODEL

In addition to having a better life for themselves, many of the YICWTL in both countries have a strong desire to become positive role models for those around them – their children, their family, their peers, their communities and even other YICWTL.

“Now I encourage other people, like my little brother. I used to encourage them to do wrong things, now I encourage them to do the right things.”

“I want to break the pattern that because your father spent time in prison, then you must also spend time in prison to prove yourself. I want to teach my children differently, when I talk to my children about and discourage them from crime, drugs, prison it will be from experience. I have always been a stubborn bossy person, but I have become the softest person here, it got me thinking – so what’s to stop me from being this cheerful person on the outside?”

“I want to help others not to make the same bad choices that I did.”

“Some members of my family have been in prison and I want this to stop with me. And also to do it for future generations. I want my children to look at me and say that’s my father – he went to prison and has learnt from it and is a better person.”

4.3.2 OUTCOMES FOR WARDERS AND THE PRISON POLICIES AND SYSTEMS

4.3.2.1 UNDERSTANDING OF HUMAN RIGHTS AND EMPATHY

In Malawi, where warders have been given Human Rights training, the warders report that gaining knowledge about human rights changed their perception about YICWTL, and has led to a great change in perception of warders towards YICWTL: *“We realised that they (innates) are people, they are human beings. We learnt new things. We welcomed it.”* They report that they have changed the way they treat YICWTL (i.e. less inhumane behaviour) because of this shift in their perception. This has improved relationships between warders and YICWTL.

“By treating someone like a human you are combating the inhumanity. Treating someone like they matter” (facilitator).

In Malawi, the warders reported that they get frustrated with rude YICWTL, but that their relationships with YICWTL had improved since the training: *“I must admit I did have a negative attitude before. Now I realise the innates are very young, they need to learn.”* (Malawi warder)

◇ BETTER PRISON POLICIES AND SYSTEMS

In Malawi, the prisons introduced their own paralegal officers to give legal and human rights advice to both the prisoners and the warders. Legal clinics are now held with YICWTL. Although this is a step in the right direction, it is difficult for paralegals employed by the prison to perform a watchdog function on themselves. Ideally this function should be performed by an independent external authority. There are also informal reports about incidents which are taken up by legal aid partners, but this is not systematised.

In Malawi, the advocacy efforts by MCM have resulted in a parliamentary committee conducting an inspection to one of the prisons to address the human rights violations reported in a baseline study.

4.3.2.2 IMPACT/LONG-TERM OUTCOMES

◇ REDUCTION IN RECIDIVISM

Although this is not a stated goal for the EU grant, this is a key aim for prisons staff, implementing partners and for YICWTL themselves. A social worker in the prison noted that recidivism is very high, and that most YICWTL in prison are re-offenders:

"Sometimes 8, 9, 10 times re-offenders. The system is failing us. Inmate's physical needs are not being attended to. What must they do when they get out of prison? They have children and families to feed. I don't know what's happening here in South Africa..when you are part of a gang, you are never allowed to leave. So when you are released you are expected to go back to being a gang member. It's a gang mentality. Once a member, always a member."

The programme has the potential to contribute to this outcome:

"I think if someone has had that good experience of connection then it's quite natural to seek those moments again. You know what it is like to respect someone else and you are probably more likely to want to engage in experiences like that again. I know the guys are careful about who they keep company with. Making sure they are spending time with people who also have a dream for themselves, seeking out relationships that are healthier. It has the knock-on effect of seeking healthier relationships that aren't so destructive." (Facilitator)

Post-release programmes, such as those offered by YIP, are important to allow the programme outcomes to be sustained outside the prison.

4.3.3 REDUCTION IN CIDTP

Due to the limitations with administering the survey, only anecdotal evidence exists with regard to whether CIDTP has been reduced. The evaluation found that the participants themselves treat each other better, which will result in some reduction in CIDTP. When prison staff are trained, they are less likely to treat YICWTL badly. Though YICWTL and facilitators still report CIDTP taking place, there are some reports of better treatment, which is encouraging (mostly from Malawi):

"The severe beatings from the warders stopped. We have better access to food now. We used to be only given food once a day. We work in the fields and we harvest the food and cook the food for ourselves and the warders. We decided as a group that we needed more food. We approached the officer, and asked if we could use some of the food we harvest to make food for us to eat. They agreed, so now we eat twice per day." (Malawi YICWTL)

"Some time back the guards used to beat us to make us work faster, but since MCM came, they are no longer beating us for that." (Malawi YICWTL)

"There are no more beatings or bad treatment in the prison since the training. Before there were beatings or chainings, especially if an inmate tried to escape. (MCM staff)

"When we did something wrong, we would be forced to sit down and bow our heads "to think about what we have done wrong". While we sat, the guards would whip us on our backs. It is better now." (Malawi YICWTL)



JAMES CAPE TOWN

James is an 18 year old boy from the Cape Flats in Cape Town, South Africa. He has been in prison since the age of 16, and is serving out his 19 year sentence for murder in a Maximum Security prison.

James and his younger brother, who is now 13 years old, were raised by his grandparents. He has another brother and two sisters, but they did not live with him. His mother and father never lived together. His father has been in jail since James was in Grade 3, serving a 28 year sentence. James and his father wrote some letters to each other, but they have never really had a relationship. His mother, who lived in an informal settlement, died two weeks prior to the interview.

James reports that his grandfather was often drunk, and smoked marijuana regularly. He says he was a quiet child. His grandmother took him to church and Sunday school. He enjoyed singing and was a worship singer in his church. When James was younger his dream was to be a detective. His grandmother also had dreams for him, and he reports that she tells him that she still does when she visits him.

His grandparents discouraged him from playing outside, because the neighbourhood was gang-infested, and they didn't want him falling into bad company. He started smoking cigarettes at school, and would carry breath freshener in his bag to hide the smell when he got home. Then he started smoking dagga (marijuana), okka pipe, and getting drunk. His grandfather used to shout at him about his behaviour, but he was rebellious and did not want anyone telling him what to do.

When James was in Grade 8, he joined a small gang. He and his friends started shoplifting. They would steal things like iPods, but also "dog stuff" like dog shampoo and dog accessories, and sell this to the Rastafarians, who have lots of dogs. They would use the money to buy drugs and have parties, to which they invited girls.

One day, gangsters from a big local gang gave him a gun, and they told him to take it to school to give to another boy. He did this, but that boy was arrested, and the gun was confiscated. The gangsters blamed James and told him they would kill him unless he replaced the gun, or he could join the gang and work for them. He didn't have money to buy another gun, so he joined the gang. The gangsters took him to a field to test his shooting ability and when they found that he could shoot, they sent him on paid jobs. With the money, James purchased nice material things

and his status improved. He was enjoying it. He felt accepted. He got respect.

The jobs involved shooting people, and he couldn't do this sober. So he started using drugs, mainly buttons (mandrax), tik (a cheap and impure metamphetamine) and ecstasy. As he became better known in his gangster role, he became a target for other gangs. Once, he was sitting with four friends, and gangsters from a rival gang started shooting at him. He escaped, but his friends were injured.

His family threw him out of the house. He went to live with the head gangster from the gang he belonged to. He started dealing drugs.

The gangsters then told him to kill his uncle, his father's brother, who was in a rival gang. He met his uncle on New Year's Eve. His uncle also had a gun. When they spoke, his uncle told him that he could not shoot James, as he was his brother's child. His uncle turned and walked away and James shot and killed him.

After this killing, James had to go into hiding. He heard that there was a rumour circulating that he was a double agent, and was feeding information to a rival gang. On a mission to shoot someone with one of his fellow gang members, a girl who lived in the target's house told him that he was actually being set up, and that his fellow gang member was going to shoot him. So he went on the mission, but he shot the other gang member first.

James spoke about why he did these things. He reflected that he was motivated by reputation: "You'll do anything for reputation. You know it's wrong. But you want people to talk about you and look up to you. Gangsters have power. When you carry a gun, you have power". James acknowledges that this was motivating because he didn't get any respect when he was younger. Adults always told him that he was wrong, even when he wasn't. He relates how they said,

"Do as I say, don't do as I do". His grandmother and grandfather did many things which were "wrong", but they used the fact that they were older and in charge to suppress his desires and choices. He relates that he felt that he never had a say, they never listened to him, and that he would never share a problem with them because he was scared of how they would react. After he evaded the hit on himself, he went to the informal settlement where his mother stayed, and joined the local gang in that area. He lived with and supported his drug addict mother for a year. He was then asked to go and kill the leader of the other

major gang in the area. The leader was a "king pin" who owned shebeens and taxis. He felt like a hero to be chosen to kill her because everyone else was too scared of her. He killed her at a party. Afterwards he went to a drug house to smoke buttons, and was arrested there about three hours later after someone tipped off the police. James was 16 years old at the time.

After his arrest, the rival gang shot his mother as revenge. She was badly injured and died due to complications from those injuries. James has had no one to talk to about his loss. He related how terrible he felt about losing her, *"even if she was not a good mother, she was my mother"*.

James' take on prison is that you need to join one of the Numbers gangs¹ if you want to survive in prison. When he arrived in prison, his reputation preceded him and he was a bit of a hero to the other prisoners. There were lots of people who knew about him and what he had done. The gang with the most power in prison wanted to recruit him. His reputation has also helped him to receive privileges from the other prisoners, for example smoking the smuggled cigarettes first, and people agreeing with him regardless of whether or not he is correct. The guards in the prison keep the gang members separate from the other inmates – in a separate room and even exercising separately. James used to take drugs in prison (they are fairly readily available), and his mother used to smuggle them in for him. However, he went through the prison drug rehabilitation program and is now clean.

"I came out of a background where everything is violence. There's peer pressure. I just wanted to be "seen" amongst people. I was staying with the gangsters. I didn't worry about other people. I just worried about myself, as long as I'm happy. I was the only one that mattered.

Here I learnt so much. There's so many things. I learnt to respect others. I learnt self-love and self-trust. To solve problems without violence, to have silent time with yourself. To think – about where in life I've gone wrong. Now I encourage other people, like my little brother. I used to encourage them to do wrong things, now I encourage them to do the right things. I don't want to have that grudge. Before, if I saw people I was fighting with outside, I would have a grudge when I saw them here.

With [the facilitator], it doesn't matter what I tell her,

she respects it. Here there's no one to talk to. If you have a problem you have to keep it to yourself. I would even tell her my dream. With her I didn't have to worry about confidentiality. I couldn't wait for next Wednesday. Outside I don't have someone to talk to about my private stuff – not even my mother. There's someone who cares about me. She's like a mother. Because of that, there's still hope for you. [The facilitator] understood me better than anyone ever had. I had never had that experience of someone listening to me and feeling what I'm feeling before. When I cried, she cried. When I laughed, she laughed. I could share anything with her. I didn't need to be scared that she would reject me.

And the group helped me to be friends with the rival gangs. In here we are friends, because we have no choice, we have to live together. But out there we will still be enemies. If we get out of here we will still fight each other."

Through the inside Out programme has helped James with his anger, he feels that it rears up now and then, especially when he thinks about the rival gang killing his mother. He manages to control it by reminding himself that being angry is of no benefit and that he has to deal with his real emotions.

James is grateful that his family have begun to accept him recently, although he does not feel safe enough to be honest with them about all the things he has done. James recently feels like he relates to the story of the prodigal son in the Bible (which he has started to read in prison). He plans to continue his schooling next year, and then eventually get his matric. He believes he will have more options when he is transferred to the Medium Security Prison in two years' time. He wants to join a band.

James' mottos are: *"When days are dark, friends are few"*, which he has experienced firsthand since being left alone in prison by all his so-called friends on the outside, and *"the choice you make today will determine where you go tomorrow"*. James wants to have children one day, and feels that he would do anything to prevent them from going through what he went through, and becoming what he became. He would help his children to avoid the gangs that are all around by allowing them to speak and be listened to, being accepted and respected, not being criticised. He believes adults need to set a good example, not saying one thing and doing another. James has another 17 years to serve in prison.

¹ One of South Africa's most prominent gangs

5. RECOMMENDATIONS

5.1 MORE STRUCTURED ENGAGEMENT WITH THE PRISON STAFF

To reach impact with this project, it is vital to engage prison staff, and as many as possible. To counteract the current challenges of prison staff not being available to participate in training workshops during normal working hours, it is suggested that project staff engage with the prison training centres to institutionalise their content. By designing the programme within the prison's own training schedules, the project could reach all staff, and would assist with streamlining logistics. A programme training manual has already been developed by Malawi, which should be used in roll-out. It is recommended that prison staff participants receive some certification after the course.

Similar life skills content and perhaps methodology could be employed with prison staff training, as staff mentioned that the 2014 training that they received was highly effective:

“...that addresses personal needs. Where we are able to express needs as well and reduce our stress. That sort of training is needed more. It's very important to have a calm mind and be collected. We are working with children. It helped us to be better able to find ourselves and get an understanding of how youngsters' minds works. The training was helpful in handling and communicating with them”

Prison staff involvement will assist them to know what happens at the sessions, and what is being taught so that they can better monitor the YICWTL outside the sessions... *“know what to expect and how to support them. Warders hope to have an open session where prison staff that are interested would be welcome. This will still keep the other sessions safe and contained for the participants.”* (facilitator).

5.2 FURTHER POST-RELEASE SUPPORT FOR YICWTL PARTICIPANTS

5.2.1 VOCATIONAL SKILLS

The Malawi team noted that the 12 week programme that they run to equip YICWTL with skills that can enable them to find a job is not long enough. Participants and warders in both countries felt that this was important for post-release and reducing recidivism: *“... And often when they can't find employment they resort back to crime.”* (SA warder).

5.2.2 LINKAGE TO ART AND MUSIC OPPORTUNITIES

Some participants found a great passion for music and art through the programme, and it would be good for the project to develop a referral list so that the young men could continue to pursue these constructive activities once they are released.

5.2.3 PARTNERSHIP WITH A SAFE HOUSE FOR POST-RELEASE

Many of the participants do not have a safe place where they could go once they are released from prison. This was an issue that was identified by all stakeholder groups. It is recommended that the project identify and make further links with any state- or NGO- run safe houses in Malawi and South Africa that could absorb project alumni if they are in need.

5.3 PROJECT MANAGEMENT AND IMPLEMENTATION

5.3.1 PROJECT IMPLEMENTATION WITHIN PRISONS

Aside from continuous attempts to work on clear communication and logistics with the prison, the following should be arranged if possible:

- For the best programme effect, groups should not include more than 10-12 participants, and the staff in Malawi may need to renegotiate with the prisons to ensure this.
- Vocational training programmes in South Africa should be extended to better equip the participants with adequate skills to find a job post-release.
- The programme is not being implemented consistently across sites and it would benefit from this. This would require more coordination between all implementers across the sites.
- There should be a plan with the prisons for a way to sustain programme activities after the official sessions are over (for example, drumming groups that run regularly throughout the year, or time being set aside where prisoners can make art on an ongoing basis, or just having materials available that can be shared).
- YIP could advocate for a policy change so that “the family group” can become official: *“It would be great if fellow inmates who also did the programme are allowed to come and visit us as family after they go out [ie after they have been released] because some of us have lost touch with our families and we are not from around here.”* (SA YICWTL)
- During programme participant selection, attempts to saturate a cell/unit – ie make sure that every YICWTL in that cell participates on the programme, so that *“eventually more and more inmates will know and understand compassion and mutual respect and I think that will help with the way they deal with and treat each other”* (facilitator).

5.3.2 REFINE THE YIP SA IMPLEMENTATION MODEL AND PROCESSES

YIP SA should employ a well qualified project manager (may not need to be fulltime) who will coordinate the 'inside Out' programme and facilitators, and the post-release programme. Using expert associates to deliver the programme works well in terms of outcomes and resource efficiency; however, these facilitators need to be employed on a project/contract basis with clear deliverables, and must be paid to be involved in more coordination/management activities, for example:

- Strategic planning and proposal development
- Meetings before sessions/programme cycle to agree on focus points
- Regular check-ins and reflections to learn and share and improve the programme where possible.

Communication channels should also be clear and made clear. Systematic monitoring, evaluation and learning would also benefit the project, and assist with better reporting and accountability, which is needed.

5.3.3 PROJECT STAFF DEVELOPMENT AND WELLNESS

In both countries, there is a need for more committed project staff development and wellness activities. There is a need for training on how to deal with and protect oneself in terms of safety and disease due to the terrible conditions of many of the prisons. Additionally, psychological support is necessary, perhaps through a regular and structured debriefing and wellness programme. New staff need to be properly orientated when they join the project.

6. CONCLUSION

The "Ending impunity in torture and cruel, inhumane and degrading treatment of children in prison" project has been very effective in terms of positively changing the attitudes and behaviour of participants, enabling them to be more constructive in terms of their own feelings and their ability to manage these and interact with others. Relationships between prisoners and prison staff and other prisoners has improved because of these life skills, which has led to some decrease in how the YICWTL are treated in prison. The project enjoys many effective methodologies and implementation strategies. However, it is not possible to truly realise the impact unless there is more institutional roll-out of the programme with prison staff. Aside from investigating how to realise this, the project would benefit from investing in its staff development and wellness more, and revising management models and processes to be more efficient and effective.

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APPENDIX A: EXAMPLES OF CIDTP

- Having food taken away
- Having drink taken away
- Not being allowed to sleep
- Not being given necessary medicine or healthcare
- Having visitation rights taken away
- Being threatened if unwilling to do favours for prison staff or other VICWTL
- Being raped (penetration, with an object)
- Not being protected from a threatening situation
- Being beaten (with an object, with fists)
- Being held or forced down
- Being subjected to electric shocks
- Being suffocated/ strangled
- Being burnt (cigarettes, other instruments)
- Being shaken violently
- Being sexually molested
- Being subjected to other physical violence (kicked etc.)
- Being hurt with a weapon (stabbed)
- Being drugged
- Being placed into solitary confinement for a day or for a few weeks
- Being covered with water and beaten
- Being forced to watch others get hurt
- Being threatened with violence or harm to family

APPENDIX B: COPOSO PROGRAMME GOALS

- Increased self-esteem and self-confidence
- Increased awareness of self and others
- Increased autonomy (the idea that my actions have an impact on the world around me)
- Increased ability to articulate and express difficult emotions
- Improved communication skills
- Opportunities to develop and harness individual creativity and critical thinking
- Providing a safe space in which individuals can explore their emotions and how they deal with these emotions
- Connecting each young person to internal and external resources that will help them in the future
- Improved ability to self-reflect
- Improved stress management and increased awareness of frustration and skills.



De Kempenaerstraat 11 B 1051
CJ Amsterdam

Landline: +31-(0)20-7371061

Mobile: +31-(0)6 14734471

Skype: younginprison.nl

Email: info@younginprison.nl