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

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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's 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 aims to focus on enabling prisoners 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:

- Assess the extent to which the programme has met the agreed objectives and targets.
- Identify best practices and lessons learned.
- Evaluate the sustainability of the programme.
- Identify areas for improvement.
- Make recommendations for future programme development.

The evaluation involved a combination of qualitative and quantitative methods, including interviews, focus group discussions, and document analysis. The findings suggest that the programme has had a positive impact on the lives of YICWTL, with improvements in their self-esteem, empathy, communication skills, and ability to cope with stress. However, there are also areas for improvement, such as better coordination with other services and more systematic follow-up of participants.

The evaluation report concludes that the programme has met its objectives, but there is room for improvement in terms of sustainability and replication. The evaluation report also makes recommendations for future programme development, including the need for better coordination with other services and a more systematic follow-up of participants.

In conclusion, the evaluation report provides valuable insights into the effectiveness of the programme and offers recommendations for future development. The programme has had a positive impact on the lives of YICWTL, but there is room for improvement in terms of sustainability and replication. The evaluation report also makes recommendations for future programme development, including the need for better coordination with other services and a more systematic follow-up of participants.
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:

- 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 YiP 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.

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.

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

**PROJECT OVERVIEW**

**Geography**

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

**Strategies & Outcomes**

**Programme Strategies**

- Safe space for inmates
- Art/music therapy for inmates
- Development of skills for inmates
- Human rights training for prison staff
- Advocacy for human rights
- Close working relationships with the prisons

**Long-term outcomes**

- Better prison policies and systems
- Improved project management and implementation, particularly in South Africa
- Further post-release support
- More structured engagement with more prison staff
- Investment in staff development and wellbeing

**Short-term outcomes**

- Improved self-esteem and self-awareness and connection with emotions
- Improved ability to cope with stress
- Hope for the future
- Improved pro-social interactions with others
- Desire to be a positive role model
- Ability to express oneself
- Better communication and conflict management skills
- Understanding of own rights and the rights of others
- Higher levels of empathy
- Ability to trust others

**Context**

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

**Results**

In both Malawi and South Africa, the programme exceeded its grant targets, including total number of participants.

- South Africa: 1369
- Malawi: 953

**Participant Quote**

“In one of the sessions we had to ask ourselves, “Do you love yourself?” I thought I loved myself but the question makes 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.”

- Participant
DOCUMENTED OUTCOMES OF ARTS PROGRAMMES IN PRISON

In addition to creative expression and work therapy, music can facilitate personal transformation in YICWTL: • Promotes creativity and recreation • Encourages active involvement by YICWTL • Decreases tendencies of violence and aggression • Connects implementing staff and YICWTL in prison, and YICWTL and their family outside of the prison environment • Provides an alternative form of communication for YICWTL with poor literacy and who feel too vulnerable to express themselves verbally • Provides an appropriate medium through which to express and process anger and aggression • Produces a finished product that can be used to initiate conversation • Aids in developing strategies against re-offending • Encourages alternative ways of thinking and discussion • Connects with and interprets the political reality and power base of YICWTL • Helps YICWTL to understand and work through their own history of trauma and neglect • Helps YICWTL to understand and work through the power of socially constructed identities • Helps YICWTL to understand and work through strong feelings of alienation and helplessness • Helps YICWTL to understand and work through the need for control and dominance • Helps YICWTL to understand and work through the need for responsibility or fear of failure • Helps YICWTL to understand and work through the dynamics of family, group, community relationships • Provides an opportunity for the expression of the personal unconscious • Provides a means for the expression of the personal unconscious • Provides a forum for the expression of the personal unconscious • Forms an entry point for the expression of the personal unconscious • Aids in the development of the personal unconscious • Promotes a form of expression that is more direct and courageous • Aids in the development of the personal unconscious • Aids in the development of the personal unconscious • Aids in the development of the personal unconscious • Aids in the development of the personal unconscious • Aids in the development of the personal unconscious

1.1 METHODS

The research is conducted through a qualitative, ethnographic approach, allowing for an in-depth exploration of the experiences and perceptions of young offenders in prison and the impact of arts programmes on them. The study involves interviews, observations, and document analysis, with a focus on the implementation, process, and outcomes of arts programmes in South African and Malawian prisons.

1.2 CONTEXT

South Africa and Malawi, both countries in Southern Africa, are facing significant challenges in terms of juvenile crime and the high number of young offenders in prison. The South African government has implemented a number of strategies to address these issues, including the development of arts programmes in prisons, aimed at promoting personal and social change.

Malawi, a country with a young and rapidly growing population, faces similar challenges. The Malawian prison system is overstretched and lacks resources, leading to poor conditions for young offenders. The government has also initiated efforts to improve the situation, including the introduction of arts programmes in prisons to support the development of young offenders.

Both countries are required to comply with international human rights standards, particularly the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child. Despite these commitments, research shows that human rights are not always upheld for juveniles in prison, with documented instances of prisoner abuse and neglect.

1.3 OBJECTIVES

The primary objective of this research is to document and analyze the experiences of young offenders in prison and evaluate the impact of arts programmes on them. The specific objectives include:

a) Understanding the implementation and delivery of arts programmes in South African and Malawian prisons.

b) Examining the benefits and challenges of arts programmes for young offenders in these contexts.

c) Exploring the role of arts programmes in mitigating the risks of reoffending and promoting personal and social change.

1.4 DATA COLLECTION

Data is collected through a variety of methods, including:

- In-depth interviews with young offenders, implementing staff, and other stakeholders.
- Observations of arts programmes in action.
- Review of programme documentation, reports, and government policies.

1.5 DATA ANALYSIS

Data analysis involves the coding and categorization of interview transcripts and observational notes, followed by the identification of patterns and themes. Quantitative analysis of programme documentation is also conducted to complement the qualitative findings.

1.6 DISCUSSION

The findings of this research contribute to the understanding of the impact of arts programmes on young offenders in prison. The research highlights the potential of arts therapies to promote healing, reform, connection, and rehabilitation, while also recognizing the challenges that must be addressed to ensure effective implementation.

1.7 CONCLUSION

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 benefits. 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, and corruption. In both countries, there is a clear need for the development and implementation of effective arts programmes in prisons to address these challenges and promote the rights and well-being of young offenders.
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.

Reported educational benefits of art therapy with YICWTL include:

- 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 lifestyles
- Well-implemented programmes addressing academic needs, social skills, emotion regulation, and artistic education are most strongly associated with reduced recidivism.

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.

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 life. 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." Reported improvements relate to:

- Building cooperative relationships amongst YICWTL
- Temporarily escaping from the harsh and controlling life in prison
- Becoming involved in recreational activity
- Temporarily escaping from the prison and coming into contact with YICWTL and prison visitors
- Learning methods to process frustration
- Developing the skills to produce items for sale
- Becoming involved in recreational activity
- Temporarily escaping from the prison and coming into contact with YICWTL and prison visitors
- Building cooperative relationships amongst YICWTL and prison visitors

Reported improvements:

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
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:

- positive personal transformation
- improved inter-personal relationships
- increased support and employment opportunities
- improved sense of worth and belonging
- 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.

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 are:

- 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 they:

- 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 every-one working in the correctional facilities and when trained arts professionals are employed.

1.3.3 IMPROVEMENTS OF SUCCESSFUL ARTS PROGRAMMES WITH YICWTL
2. PROJECT AND ORGANISATIONAL OVERVIEWS

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:
  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):
  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 be able to see situations from another's perspective
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.

Adapted from www.younginprison.nl
Adapted from www.younginprison.org.za
3. EVALUATION OVERVIEW & METHODOLOGY

3.1 EVALUATION PURPOSE, OBJECTIVES AND APPROACH

The evaluation’s primary purposes are to demonstrate accountability towards meeting the contractual agreements, and to aid learning going forward. The study aimed to evaluate:

- the impact/outcomes of the programme on children and youth who suffer from torture or cruel, inhumane or degrading treatment or punishment (examples of CIDTP are attached in appendix A) – in terms of their levels of psychosocial and physical wellbeing, with a focus on trying to understand the stated objective to “lower the number of children in prison that suffer from torture and cruel, inhumane or degrading treatment or punishment (CITDP) in Malawi and South Africa”
- the impact/outcomes of the programme on the capacity of prison institutions and related associations to prevent torture and CIDTP from happening
- the impact/outcomes of the programme on the understanding of policymakers in terms of how to ban torture and CIDTP and impunity.

The evaluation was carried out in a participatory and inclusive manner, with a focus on understanding the context and processes that lead to outcomes, and the logical progression of outcomes towards the desired impact.

3.2 EVALUATION QUESTIONS

Evaluation questions were finalised with YiP during evaluation planning. The key overarching evaluation questions were:

- What have been the most significant changes in the lives of children and youths in prison because of the programme?
- What changes have the children and youth in prison experienced in terms of torture or CIDTP because of the programme?
- How have levels of psychosocial wellbeing and physical wellbeing changed because of the programme?
- How has the capacity of prison institutions and related associations changed to prevent torture and CIDTP from happening?
- What changes have occurred for policymakers in terms of their understanding of how to ban torture and CIDTP and impunity?
- What are the key hindering factors and how does context affect these?

Although the call for proposals states that the evaluation is an “impact” evaluation, some of the effects that are to be evaluated will be on an outcomes level.
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 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 technique
- 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, i.e. 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 had to rely on qualitative methods only, and is therefore an outcomes evaluation rather than an impact evaluation.

Table 1. Evaluation methods and participants

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<td>1</td>
<td>Interview</td>
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<tr>
<td>Prison staff</td>
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<td>Interview</td>
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<td>Questionnaire</td>
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<td>Informants</td>
<td>1</td>
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<td>Interview</td>
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<tr>
<td>YICWTL participants</td>
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<td>Focus group</td>
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<tr>
<td>Case study participant</td>
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<td>1</td>
<td>Questionnaire (administration only permitted at programme start, but not at the end)</td>
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<td>SOUTH AFRICA</td>
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<td>Interview</td>
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<td>Prison staff: South Africa</td>
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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: i.e. 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)
- 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:
- 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 the 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.

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 who are struggling with their emotions
- those in need of psychological and emotional support (eg, they are autistic

The selection criteria in Malawi are that participants should be:

- must be in for short to medium sentences
- must be in the last 6 - 12 months of their sentence
- boys serving the ages of 18 – 21

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 programme, a certificate is awarded at an appreciation day.

MCM led three submissions/presentations to parliament about conditions in prisons.
4.2.4 CREATING A SAFE SPACE

- Non-judgemental stance with no expectations of participants: “Let’s see what happens and where they are” (facilitator).
- Making YiP participants feel safe, known, and invited to share: “We are not there to judge” (YiP implementing staff).
- The evaluation found that the following factors have allowed the programme to be a success.

4.2.4.1 BEING FLEXIBLE AND EMERGENT

- Experimental, experiential space: providing an opportunity and a safe space to try things out around leadership, around communication, around frustrations and stress, around expressing feelings and wants. “The medium is also active, and lends itself to working together, for example with the music therapy: music that almost takes the talking processing out of it” (facilitator).
- 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 they are able to connect to mind and experience reflected back to yourself by the group, they are able to connect to mind and experience reflected back to you by the group (YiP implementing staff).

4.2.4.2 BEING FLEXIBLE AND EMERGENT

- It is also important to allow issues to emerge and to address them as they appear. When there is a set of psychosocial goals which implementing staff aims to achieve, and a rough guideline for the sessions, facilitators recognised that they are able to be flexible and emergent around frustrations and stress, around communicating feelings and wants, around leadership, around creativity, and around expressing feelings and wants. “Where do we want the programme to go? Where do we want the programme to go? Where do we want the programme to go? Where do we want the programme to go?” (YiP implementing staff).

4.2.4.3 BEING FLEXIBLE AND EMERGENT

- Art, drama and music are appealing mediums that are interesting, accessible, and relatable and draw YiP participants in: “The evaluation found that the following factors have allowed the programme to be a success.”

4.2.4.4 BEING FLEXIBLE AND EMERGENT

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

## ACHIEVEMENT AGAINST GRANT TARGETS

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4.2.4.5 BEING FLEXIBLE AND EMERGENT

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ask ourselves “Do you love yourself?” I thought I loved monitoring and contact amongst the team is necessary. In one of the sessions we had to done, but that was special because it was done when he was in a very good place emotionally and feeling control is important. In one of the sessions we had to treat for three hours (facilitator).

In South Africa, there are a piece which he noted was not the best art he had done. When asked about his best artwork, Evan selected it. Instead, this place showed me what I was lacking – there are rules and regulations. When I first came to prison, I thought once you were there, that was it. Instead of just being here, there was only one way to be – and that was gang life. As his drug addiction became more serious, he became more introverted, his attitude, for example his profound explanation for 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) and it would make up for the bad things I was doing, but it did not.”

4.2.5

While it is not vital, it is preferable if the sessions are conducted in the YICWTL’s own prison. Sometimes materials are not able to be accessed due to locked rooms and prison staff are sometimes prison activities that have to take place during planned sessions, and prisons 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 communication barriers that make it difficult to talk to the programme staff about the programme, which makes it difficult to ensure that the programme is going well. In one of the sessions, we had to sign up for the programme when it was easy to sign up for the programme. It was easy to sign up for the programme when it was easy to sign up for the programme. As the man bent to tie his shoe, Wade kicked into handing over everything he had. The facilitators were proud of Evan’s insight and mature attitude, for example his profound explanation for limits the ability of the YICWTL to gain maximum learning. In one of the sessions, we had to sign up for the programme when it was easy to sign up for the programme. As the man bent to tie his shoe, Wade kicked into handing over everything he had. The facilitators were proud of Evan’s insight and mature attitude, for example his profound explanation for limits the ability of the YICWTL to gain maximum learning.
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 – do you love yourself?” (YICWTL)

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 and to be reflected on.”

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. I was a very quiet boy till my father died.”
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

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 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 organisation 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.”
"He actually cried when he got his first bank card"
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. The warders have learnt that YICWTL are people, they are wards in a correctional system, and not just criminals. Knowledge about core human rights enforced their perceptions of warders not as criminals but as people with human rights, therefore the relationship between warders and YICWTL has improved.

"We realised that they (inmates) 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 inmates 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 prison 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 that sort of experience of connection then it's quite natural to seek again. You know what it is like to respect someone and you are probably more likely to want to engage in experiences like that again. I think that people 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:

"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 a day."

"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 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 locked in a dark cell."

"When we did something wrong we would be locked in a dark cell."

"When we did something wrong we would be locked in a dark cell."

"When we did something wrong we would be locked in a dark cell."
James is 18 year old boy from Cape Town, South Africa. He has been in prison since he was 16 years old. His mother, father, and siblings were all in prison at the time. He says that his family has a history of crime and violence.

James reports that his family threw him out of the house. He went to live with his grandparents, who supported him and allowed him to live with them. James reports that his family never had enough money to support him and that he had to look after himself.

James reports that his family never had enough money to support him and that he had to look after himself. He started smoking cigarettes at school and would smoke the smuggled cigarettes first, and people would agree with him regardless of whether or not he was right.

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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 ourselves 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 work. 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…"

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.

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 is recommended to better the programme withadequate staffing and professional training.
• 10-12 participants, and staff in the prison need to coordinate with external organisations to ensure that the programme is being implemented correctly.
• At the end of the programme, after the cells and units have been visited, it is recommended to ensure that the programme is implemented as it should.
• 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)."
and processes to be more efficient and effective.


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 the YICWTL, the project would benefit from investing in its staff development and wellness more, and revising management models. Additionally, there is a need for training on how to deal with 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 the YICWTL, the project would benefit from investing in its staff development and wellness more, and revising management models.

6. CONCLUSION

PROJECT STAFF DEVELOPMENT AND WELLNESS

The empirical data is based on the YICWTL in Armenia and Ukraine. Retrieved from

Torture and ill-treatment in the Context of Juvenile ENG.pdf

5.3.3

PROJECT STAFF DEVELOPMENT AND WELLNESS

Successful implementation of education, supervision and management activities, for example:

• Meetings before sessions/programme cycle to agree on focus points
• Strategic planning and proposal development
• Regular check-ins and reflections to learn and share and improve the programme
• Communication channels should also be clear and made clear. Assist with better reporting and accountability, which is needed.

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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 YICWTL
• 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.)

APPENDIX B: COPSO PROGRAMME GOALS

• Increased self-esteem and increased awareness of self
• Improved stress management and increased awareness of consequence
• Increased ability to socialise
• Increased ability to manage in the future
• Improved communication skills and increased awareness that
• Providing a safe space in which individuals can explore their emotions
• Thinking
• Opportunities to develop and harness individual creativity and critical
• Improved communication skills
• Increased awareness of self and others
• Increased understanding and self-confidence

• Improved stress management with violence or harm to family
• Being forced to watch others get hurt
• Being confronted with water and boredom
• Being plagued by solitary confinement for a day or for a few weeks
• Being subjected to other physical violence (kicked, etc.)
• Being forced to watch others get hurt
• Being threatened with violence or harm to family
• Being beaten with an object
• Being beaten with fists