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IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

Department of Social Development

Internship report: Probation

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Introduction

The report will discuss the internship executed under the SmilingOne Foundation that commenced in September and ended in December 2017. The internship was implemented under the Probation and Correctional Practice programme. The internship involved prison work, community work, school projects and administration work. The aforementioned projects will be unpacked as part of the discussion in this report. Furthermore, the work done will be presented in the report as part of creativity to the benefit of the intern, the University and the placement agency according to the course requirements. The presentation of theories, policy framework and evaluations of the work done, intern's growth and skills development will be in cooperated

The placement agency

The internship was carried out at the SmilingOne Foundation in the Western Cape Province, South Africa. It has been making an impact in South African Prisons, challenged communities throughout the Western Cape Province. The Foundation's Change Agents inspire change and responsible living by availing themselves as students and explorers inviting their Circle of Change Students to learn alongside them in their journeys to self-discovery and realizing their talents. The Smiling One Foundation programme creates a platform for personal values based on leadership development. The programmes are implemented using The Responsible Individual is a tool used by the Foundation to engage the youth, families and communities at large to function and live to their life purposes.

During the internship period, the Foundation was actively involved in two prisons in the Western Cape that is, Malmesbury and Pollsmor prisons where TRI was offered to incarcerated offenders. The schools projects were a pilot project meant for primary crime prevention. The learners were involved in TRI group sessions during school morning and afternoon intervals and some were involved in music. The schools involved in the pilot projects were Bishop Lavis High School, Mt. View High school and St. Andrews High School. The Khayelitsha projects focus on primary and secondary crime prevention with ex-offenders and general community members. The Change Agents responsible for parolee support and reintegration services to offenders and ex-offenders have other fund raising projects to implement and monitor the progress such as entrepreneurship and other community empowerment activities.

The SmilingOne's Circles of Change (COC) is an approach developed through working intensively in change processes with individuals and their communities. Therefore, the COC invites teamwork in communities to enable socio-economic development and responsible living. The programmes are all educational offered at micro, mezzo and macro levels of intervention. The Foundation fostered working relationships with communities, schools and

the prisons and they have strong arms of support. They have good relationships with their sponsors, Department of Social Development and the Legal Resource Centre.

Description of work done during internship

Due to the confined tools within the SmilingOne Foundation, the student considered a restorative justice approach to crime prevention and reintegration. Restorative justice is the cornerstone of the Child Justice Act thus promoting the spirit of *ubuntu* among communities. The approach allows victims of crime and their offenders to engage in dialogues to mend their broken relationships, reconcile, find closure and move on with their lives.

Activities

Malmesbury Prison TRI sessions- Observer

Bishop Lavis High School- Observer

Staff meetings & coach support sessions- Saturdays

Khayelitsha Community project- Observer

Student as a guest speaker-Malmesbury Prison graduation ceremony 23 October 2017

Victim & surrogate for other victims of crime- shared robbery experience- Khayelitsha

Victim & surrogate for other victims of crime- shared personal robbery experience

The student assimilated the Restorative Justice approach, a Child Justice Act cornerstone in Probation and Correctional Practice. As part of the student's initiative, experience sharing with offenders of crime was a way of awakening the spirit of *ubuntu* and activating unity, peace and a sense of belonging for both offenders, victims of crime and the mainstream societies. The student assumed a role of a victim and a surrogate in The Responsible Individual challenges and experience sharing in Khayelitsha facilitated by Change Agent Phumzile Salela. The Restorative Justice Approach goal is to mend broken relationships between victims, offenders and significant others directly or indirectly harmed by crime.

Session goal:

- To allow a survivor of crime share emotions and harm as experienced and allow offenders to reflect on their past behaviours and understand the harm they have caused their victims, families and communities.

The approach allows offenders to initiate meetings with their victims and families with the help of a professional or a facilitator or by themselves to engage in dialogues aiming at resolving damages they have caused. This initiative is an expression of respect and remorse towards victims, their families and all directly and indirectly harmed by crime. Evidence-based practice connotes that, Restorative Justice process provides offenders with an opportunity to participate in an informal process that treats them with dignity and respect, and who come to see that their past actions have hurt others, may develop more respect for the law and may seriously consider their future actions resulting in decreased recidivism (Chikadzi, 2017).

Surrogacy and victim experience sharing allowed ex-offenders to reflect back on the crimes they have committed against their victims; link and understand emotions shared immediately after and later after the crime is committed. While the student was sharing, a victim in the group decided to leave as she could not handle the emotions shared, the crime experience, and the trauma or aftermath of the crime. The student was not aware that a group member (a lady) was a victim of rape, neglect and abuse during her early years of life. Upon finding out from the boyfriend and ex-offender, he narrated the story briefly to the student. The student asked to have a separate session with her to help the fellow survivor of crime to understand her situation, her strengths and opportunities and how to deal with her weaknesses and threats emanating from the past experience hindering current life progress. She realized the harm she was causing herself emotionally as she related during a session with the student that she has severally been thinking of committing suicide. However, she emphasized not to resort to suicide since she has supportive people around her since her family abandoned her in the early years of life. The student followed up on the case and the group member and survivor showed signs of transformation. Change is a process that requires more time and the little changes shown by the survivor are evidence of her complete life transformation in the long run.

Proceeding with the session under Phumzile, one ex-offender mentioned that, it is sad when a survivor shares a crime experience and challenges bouncing back to routine activities in the same community where the crime was committed. The point refers to how crime affects a survivor's adjustment in the community following the incident due to fear and threatened security aspects. However, he further related that during his criminal years, he was not worried about victims' feelings and emotions because that was how he earned a living. The ex-offender concurred that having the survivor talking to offenders helps them to understand the damage they have caused others. Also, it puts them to task of behaviour change and assure the communities that they are reformed members of the community. The student emphasized to offenders that, dialogues with their victims, families and communities enables them to reconcile and find closure and move on with their lives.

Theories

Social exclusion theory

A dynamic process of being shut out from any of social, economic, political and cultural systems which determine the social integration of a person in a society (Walker & Walker, 1997 and Murray, 2007). Due to the deprivation of societal resources, most offenders related that they were driven into criminal activities to enhance their social functioning and standards of living. Successful reintegration and societal functioning of offenders suggest that programmes rendered need to develop their abilities to deal with risk factors in their mainstream societies to maintain resilience.

Reintegration theory

Scholars concur that, society is responsible for creating conditions that breed criminals (social learning) and it is proper for the same society to be part of the solution when reintegrating ex-offenders (Glanz, 1993 and Chikadzi, 2017). The Smiling One Foundation's reintegration process commence in the prison a year prior to offenders' release back into the mainstream society. The support continues after prison release and high concentration is given to the high risk offenders focusing on their background and social dynamics. .

The person-in-environment theory/ Ecosystems theory

This theory focuses on understanding dynamic interactions between a person and his or her environment to help clients achieve the best adaptive fit into their different social environments (Kondrat, 2002). Offenders find themselves in criminal activities due to influences from peers, families, gangs, availability of substances (legal or illegal) and weapons among other various factors. Mobilization of social systems that have an impact on offenders' social functioning is important for support after reintegration into the community such as families, victims and communities. The idea is to identify and involve these social systems in the reintegration preparation process to cultivate and reinforce par relationships for continuous post-release support of offenders.

Restorative Justice Theory

This theory emphasises on the future thus calling for offenders and their victims to be reintegrated into the community. Gavrielides (2007) Restorative justice is a philosophy grounded in three "R" values: respect, responsibility, and relationship. It promotes the spirit of *ubuntu*- valuing social responsibility towards all parties affected by crime. Sharing of victim experiences encouraged ex-offenders to consider making amends with those they have harmed by crime. The SmilingOne Foundation's reintegration services may in-cooperate the Restorative Justice Philosophy where offenders who know their victims have dialogues to discuss about the crime, how it affected them and move on. This initiative permits reconciliation, maintain peace and balance thus reintegrating both offenders and their victims into the mainstream society.

RNR- Risk/ Need/ Responsivity principle (Andrews, Bonta, and Wormith, 2011)

Risk

- Identifying and focusing supervision and services on offenders who are at high risk of re-offending.
- Risk focuses on WHO question to enable channelling of resources.

Need

- ▶ Identifying and addressing key needs driving youth's delinquent behaviours.
- ▶ WHAT???- This question targets criminogenic needs.
- ▶ e.g antisocial behaviours,

Responsivity

- ▶ Matching the style and mode of intervention to offender's learning style and abilities.
- ▶ HOW??? to keep youth from re-offending
- ▶ Interventions strategies should be effective.

Evaluation

The SmilingOne Foundation uses confined tools for all its activities thus made it challenging for the student to draft and implement a full programme with incarcerated offenders or the ex-offenders. In this situation, the student undertook the role of an observer in the SmilingOne's activities. However, participation was done in all sessions necessary and some tips shared in sessions with session facilitators. As part of the administration course requirement, the student was tasked to compile reports for all activities implemented within the set deadline. Set time frames for reporting kept the student to tasks and delivered reports on time. The student's process reports were not designed in a pro-forma thus she had to be creative and develop her own format. The internship promoted a sense of independence, research and keeping to tasks and on time delivery of tasks.

The student drafted a speech and delivered it as a guest speaker during the offenders' TRI graduation ceremony on 23 October 2017 at Malmesbury Prison. It was a first time being tasked to deliver a keynote address at an adult prison ceremony. The challenge was to develop the speech suiting The SmilingOne Foundation's program and graduating inmates' motivation. This resulted from being used to deliver the ready-prepared speeches during the student's direct Social Work practice. Due to the task assigned, the student began to research about drafting graduation keynote addresses and managed to compile one. This assignment boosted the student's sense of independence and confidence standing in front of incarcerated inmates and prison staff delivering a speech.

The Restorative Justice Approach session was an eye opener for offenders not only to focus on unlocking their potentials without reconciling with their victims and finding closure to move on with their lives. The student felt it was necessary to implement the crime experience sharing to encourage offender victim dialogues as legislated by the Republic of South Africa in the Child Justice Act. The student realized growth within herself compared to the first

session where she was introduced to Change Agents during a staff meeting. The student was uneasy within, there was anxiety on how to fit in the Foundation and observing Change Agents activities alone. Also, there were anxieties and uncertainties mixing and mingling with inmates at Malmesbury Prison. The student later realized that, adult inmates and juvenile experience was the same, she anxiety levels dropped down to normal throughout the internship.

Recommendations

The University

- Internship should allow students to learn activities of the organizations in cases where the placement agencies have confined tools that require training for interns to use them.
- Timing and adequate information regarding internship to be availed to the students in advance for preparations.

The agency

- Change agents to carry out community assessments to ascertain the levels of risk and criminogenic needs in order to channel supervision and resources accordingly.
- Reaching out to international/ global sponsors who support crime prevention and reintegration of offenders into the mainstream society.
- Target specific or homogeneous groups of offenders focusing on their challenges to boost reintegration success rates.

Conclusion

The report discussed the internship process according to the SmilingOne Foundation activity plan 2016/17 financial year. All activities the student was involved in were captured in the report with evidence attached as annexure for reference purposes. Furthermore, evaluations and recommendations to the University and the placement agency have been in cooperated in the report to enable growth and improvement of services on both sides. The presentation of theories, policy framework and evaluations of the work done, intern's growth and skills development were in cooperated

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Annexures

Malmesbury Prison Graduation Ceremony





Meetings and Coach Support Sessions- Protea Fire & Ice Hotel, Cape Town



Khayelitsha Community Projects



Restorative Justice Approach- Victim/ surrogate

Sharing experience in Khayelitsha Location



Lakeside Home Office- Administration

