

**Establishing School based Youth Crime  
Prevention Programme:**

***A Good Practice Guide***

***Onyinye Onyemobi***

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The mission of CLEEN Foundation is to promote public safety, security and accessible justice through empirical research, legislative advocacy, demonstration programmes and publications, in partnership with government and civil society.

## **DEDICATION**

This publication is dedicated to the memory of late Alhaja Raliat Danijo (1946 - 2009), for her untiring efforts in mobilizing civil society organizations to do something about the social and economic challenges faced by Ajegunle Community dwellers in Lagos, Nigeria through her organization, Ajegunle Community Project and for partnering with the CLEEN Foundation in the implementation of the project that led to this publication. Alhaja, as she was fondly called, passed on in September 2009, while this Guide was being edited for publication.

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Thirdly, we applaud the Tolu Divisional Command of the Nigeria Police Force, Lagos State Command and the National Drug Law Enforcement Agency, Lagos State Command for partnering with us in the project and for sending their officials to talk to the students during the quarterly interactive forum.

Fourthly, we owe a special debt of gratitude to Geoffrey Anyanwu and Aramide Amore who were part of the project team at the early phase of the project and members of the community policing Partnership Forum (CPPF) in Ajeromi/Ifelodun local government who encouraged CLEEN Foundation to develop a project to address challenges faced by students in the Tolu School Complex.

Finally, Pius Adejoh edited the publication.

## **PREFACE**

Between October 2005 and June 2009, the CLEEN Foundation with support from CORDAID implemented a school-based youth crime prevention project in three public schools located in the Tolu area of Ajegunle, an inner-city slum community situated in the eastern part of Lagos, near the seaport. The Ajegunle community and public schools in it have the unenviable reputation of being seen as a 'wasteland' for the poorest of the poor in Lagos, ravaged by violent crime, unruly juveniles who frequently drop out of schools, poverty and unemployment.

The typical housing accommodation found in the area is rooming house, locally called 'face me, I face you', which graphically describes a living condition where households, each made up of more than four persons, are cramped in tiny rooms, with no space for the children to breath, let alone play. This often compels young persons in the area to spend more time on the streets where they come into conflict with the law.

However, in spite of the challenges growing up in Ajegunle imposes on young people in the area, some of the most talented footballers, musicians, movie stars and other accomplished professionals in Nigeria trace their root to the community. This indicates that if properly mentored and encouraged, children in the area and indeed in other economically and socially challenged communities in Lagos and beyond can hold their own and succeed in Life.

Therefore, the Youth against Crime (YAC) Project of the CLEEN Foundation focused on mentoring young people in the schools to adopt positive outlook, increasing their participation in problem solving activities in the school and building rapport between them, their teachers and the police in the community. These were carried out through facilitation of quarterly interactive forums in the schools, where successful and positive role models who grew out of similarly challenged communities to become a success where invited to talk and interact with the students; organization of counseling and mentoring classes to addresses various challenges they individually face at home and in school; formation of Drug Free Clubs, where members are educated on the

ills of drugs and substance abuse; and involving them in the Police Station Visitors Week programme of CLEEN Foundation and Altus, where they interact with police officers outside their routine law enforcement activities.

After three years of implementing the project, the impact has been huge as expressed by the students, their teachers and the management of the schools. Among the critical areas the project impacted positively were: Reduction in truancy and lateness to schools; violence, gangsterism and drug dealing in the schools; and improvement in relationship between the schools and the Tolu Divisional Police Command, which prior to the project were reluctant to have anything to do with the School Complex other than arrest and detain students caught committing crime.

This Guide is therefore designed to share some of the strategies the CLEEN Foundation used in developing and implementing the project to assist other civil society groups and agencies of government interested in implementing similar projects in the future. It adopts a step by step approach in explaining how to go about establishing a school-based demonstration programme. It is divided into six chapters. Chapter One highlights the need to take seriously crime prevention programmes in public schools and to improve the state of the schools. Chapter Two looks at the challenges faced by slum dwellers in Lagos State, especially youths in the communities, their daily experiences, frustrations and attendant impact on their behavior and attitudes. The third, fourth, fifth and final chapter, discuss intensively the procedures for establishing a school-based crime prevention programme, the school project implementation cycle, selecting a focus school, conducting needs assessment, seeking administrative support for the project and cultivating media partnership for the programme.

The Guide in summary is a clarion call on all stakeholders to get involved in activities aimed at saving public schools in Nigeria and the pupils/students in them from the present state where there seem to be no future for the students given abysmally low standard of education and the propensity of the students to delinquent behavior as a form of escape. We call on governments at the state and federal level to include crime prevention activities such as Youth



against Crime Forums and Drug Free Clubs in the school curricular to address youth crime and encourage practical exercises, positive interactions with police, and knowledge of the law, consequences of committing crime, complemented with mentoring and counseling services. These would go a long way in encouraging positive and non-violent values among in-school youths in Nigeria.

**Innocent Chukwuma**  
**Executive Director**

# Chapter One

## Introduction

The United Nation's Guidelines on Juvenile Crime Prevention recommend among other things that school systems should:

- Involve young persons as active and effective participants rather than mere objects of the educational process;
- Understand activities that foster a sense of identity and belongingness to the school and the community;
- Encourage young persons to understand and respect diverse opinions, as well as cultural and other differences;
- Provide information and guidance regarding vocational training, employment opportunities and career development;
- Provide positive emotional support to and avoid psychological maltreatment of young persons.<sup>1</sup>

The guideline further stipulates that the schools should serve as resource and referral centres for the provision of counseling and other services to young persons, particularly those with special needs and who are suffering from abuse, neglect, victimization and exploitation. Through a variety of educational programmes, teachers and other adults and the students body should be sensitized on the problems, needs and perceptions of young persons, particularly those belonging to under privileged, disadvantaged, ethnic or other minority and low income groups, it advised( UN guidelines 26, 27).

Schools therefore have a great potential as a locus for crime prevention. They provide regular access to students throughout the developmental years, and perhaps the only consistent access to large numbers of the most crime-prone young children in the early school years; they are staffed with individuals paid to help the youth develop as healthy, happy, productive citizens; and the

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<sup>1</sup> United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)[http://www.unhchr.ch/html/menu3/b/h\\_comp47.htm](http://www.unhchr.ch/html/menu3/b/h_comp47.htm)

community usually supports schools' efforts to socialize the youth. Many of the precursors of delinquent behavior are school-related and therefore likely to be amenable to change through school-based intervention.<sup>2</sup> Furthermore, schools help to transmit social values and connectedness as well as education and life skills. They are a very effective site for the prevention of youth crime and victimization, especially when programmes work closely in an integrated way with parents, the police, other local social services, their neighbourhoods, and the community organizations<sup>3</sup>.

Unfortunately in Nigeria, the state of public schools and resources available to them hardly dispose them to providing the type of support to young people envisaged in the United Nations Guidelines on Juvenile Crime Prevention. In a study on juvenile justice administration in Nigeria conducted by the CLEEN Foundation in 2001, over 70 percent of the respondents felt that the Nigerian society has failed to make provisions for the health care, education, moral development and shelter of the child.<sup>4</sup> This finding is consistent with the

*UNICEF State of the World's Children* report for 1999, which showed that about four million Nigerian children have no access to basic education, and that majority of those that are 'lucky' to enter schools are given sub-standard education.<sup>5</sup> According to a recent newspaper report, the buildings in many public schools in Nigeria are not conducive for learning<sup>6</sup>, because they have leaking roofs, cracked and peeling walls; also there are no writing desks, no writing materials, no libraries, no laboratories, not even chairs and tables for students and teachers.<sup>7</sup> Another newspaper report indicates that in some schools in the southern part of Nigeria, students are found loitering around the school compound because of the dearth of seats. Some students receive lectures in the open and under the trees, while classrooms are reported to be overtaken by floods<sup>8</sup>.

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<sup>2</sup> Denise C. Gottfredson. *Sheriff times*, 1998.

<sup>3</sup> Margaret Shaw, *Comprehensive approaches to school safety and security*. A paper presented at a seminar on school safety and security, Paris 12<sup>th</sup> December, 2003.

<sup>4</sup> Refer to E.E. O. Alemika and I.C. Chukwuma, *Juvenile Justice Administration in Nigeria: Philosophy and Practice*, Centre for Law Enforcement Education, Lagos, 2001,

<sup>5</sup> <http://www.afbis.com/analysis/education.htm>

<sup>6</sup> O. Ademola. et al , *Punch Newspapers*, Friday , July 10,2009, pg 37

<sup>7</sup> *Ibid*

<sup>8</sup> *Vanguard online*, Wednesday October 12, 2005

The Nigerian justice system does not fair any better in preventing juvenile and youth crime as the philosophy and practice of juvenile justice administration in the country have little or no room for prevention of juvenile crime, rather the concentration is on control, repression and punishment. In the CLEEN Foundation study cited above, judicial officers reporting of their understanding of the most important objectives of the juvenile justice system showed that there were no proactive measures for juvenile crime prevention. 84.4% of the judicial respondents claimed that their role was corrections, reformations and rehabilitation of offenders, while 5.4% believed that their role was for isolation and incapacitation of offenders. Interestingly, a significant number of the respondents (64.1%) were of the opinion that even the objectives of these institutions were poorly or very poorly realized<sup>9</sup>. What is required in Nigeria, therefore, is a broad based philosophy of juvenile justice that transcends the punishment of offenders, and that is primarily grounded in the prevention of youth deviance through socio-economic programmes and social welfare services that promote child and family welfare, access to education, vocational training and skills acquisition, employment opportunities, and active involvement and partnership within the society.<sup>10</sup>

Studies have shown that the most effective approaches to urban youth crime prevention are those which work to include, rather than exclude young people, and that work in collaboration with a range of local services and partners including community organizations. Such approaches must also seek to balance investment in early intervention, social education and citizenship with the development of “connectedness” with crime control approaches and target and tailor programmes to strengthen the factors that protect specific areas or groups at risk, using well designed and well implemented programmes, including community and school bases alternatives to juvenile justice systems.<sup>11</sup>

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<sup>9</sup> E.E .O Alemika and I. C . Chukwuma , *Juvenile Justice Administration in Nigeria*,: Philosophy and Practice, CLEEN Foundation, Lagos, 1991,pg 56

<sup>10</sup> Ibid.

<sup>11</sup> Global Campaign on Urban Governance Policy dialogue series: Youth, children and urban governance, UN-Habitat, Nairobi Kenya, November, 2004.



*Students being given corporal punishment for misconduct in school*

To demonstrate the effectiveness of schools as a starting point for youth crime prevention, the CLEEN Foundation in the year 2005 initiated a school based intervention project which used the problem solving model of community policing to address cases of delinquency and crime facing public schools located in inner city communities of Lagos state. The name of the project was Youth against Crime. Its objectives were to mentor young persons in secondary schools to develop positive attitudes to life by engaging them in activities that help them channel their energies into positive use and keep them free from crime and violence. This project was successfully implemented in three public schools located in Tolu area in Ajeromi Ifelodun Local Government Area in Lagos State and has today become a model that could be adapted and implemented in other public schools in Lagos and beyond. It could also be adopted by school boards for inclusion in the curriculum of public schools in Nigeria and beyond.

This Good Practice Guide is based on the experience of CLEEN Foundation in the course of implementing the Youth against Crime Project as well as consultations with young people and teachers in the schools where the project was implemented and other stakeholders that participated in the project. The Guide provides useful insights for finding proactive ways of responding to

the issue of juvenile delinquency in public schools rather than depending solely on control, repression and punishment of offenders as is the case in Nigeria today. It will be largely useful for school boards, principals and head teachers looking for innovative ideas on dealing with issues affecting young people in public schools. Youth based NGOs and CBOs will also find the publication useful in developing school based youth intervention programmes. The ideas and insights of course have to be adapted to specific situations and needs of the user, which may be different from the ones encountered in the communities where the project was implemented.

## Chapter Two

### Understanding the Context

#### 2.1 Introduction

This chapter provides information on the socioeconomic conditions of the communities in which the CLEEN Foundation's Youth against Crime Project was implemented and the impact of these neighbourhoods on young people living and attending public schools in the areas. Such information will help in appreciating the kind of social pressures young people face and how these predispose them to deviant behaviors in school.

#### 2.2 Slum Communities in Lagos State

Lagos is the most populous and urbanized state in Nigeria. According to the state government's records, Lagos has a population of over 15 million inhabitants with a high population density.<sup>12</sup> The state was projected to be one of the world's five largest cities by 2005.<sup>13</sup> This is probably because of its choice as a destination for most job seekers, migrants and itinerant traders from across the country, and beyond. This city portrays a dream of riches, but the reality for the majority of Lagosians is poverty. Two in every three Lagosians live below poverty level, many in the city's slums and ghettos.<sup>14</sup> Lagos is dotted with slums, each with its own particular features and vibes, from Makoko to the slum of Isale Eko, the mainland ghetto of Mushin and Ajegunle known as the jungle city, described by one musician as a neighborhood where everyone wakes up in anger.<sup>15</sup> These slums and ghettos, even in their distinctiveness, share some characteristics of deprivation and neglect: poverty, high unemployment, and weak infrastructure, a lack of basic amenities such as accessible roads, quality health care and social security. Ironically, the slums

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<sup>12</sup> Olufemi, Oke et al, 2000, Lagos State Nigeria, Report of rapid assessment in selected LGA Family health international,

<sup>13</sup> <http://www.un.org/cyberschoolbus/habitat/profiles/Lagos.asp>

<sup>14</sup> Olushola Ajayi, 2007 Lagos –slum situation ,Ghetto radio, Wednesday 19 ,December, 2007

<sup>15</sup> Ibid

and ghettos of Lagos are places of blooming talents, or at least places where talent exists but often goes undeveloped for lack of means.<sup>16</sup>

Ajegunle also known as AJ City or Jungle City in Lagos is the location for the Youth against Crime Project. It serves as home to over a million inhabitants from all the tribes of West Africa<sup>17</sup> and stretches over roughly 300 square kilometers with a population density greater than either Mumbai or Calcutta in India.<sup>18</sup> Like most slum settlements, it is overcrowded and symptomatic of housing poverty consequential of poor economic circumstances, which is considered to lead to irritation, unproductiveness, fatigue and deleterious behavior, which in most cases are criminal in nature. The presence of a huge population of people living in degraded physical and housing environment has enhanced the occurrence of this social malaise.<sup>19</sup> Out of school youth who are often too young to be gainfully employed or lack the necessary skills, capital or opportunities for self employment become idle and easily gravitate into drug use, violent and anti social behaviour and crime<sup>20</sup>. The lack of employment is exacerbated by inadequate and/or lack of recreational facilities and where they exist, the few recreational facilities that are available are not fully utilized, leading to boredom which is a recipe for criminal behaviour<sup>21</sup>. The youth unemployment and juvenile delinquency in this area contributes to rising crime rates in the Lagos.

### **2.3 Challenges Faced by Young People in Slum communities**

Studies on youth crime have established that children in slums and social environments where economic inequalities are most austere appear more vulnerable to deviant behavior and crime both as victims and perpetrators, than their counterparts in more affluent and well to do communities.<sup>22</sup> The

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<sup>16</sup> Ibid

<sup>17</sup> [www.Ajegunle.org](http://www.Ajegunle.org)

<sup>18</sup> John Vidal-the Guardian, Life in Lagos ,Nigeria ,Saturday march 5, 2005, <http://www.howardwrench.com>

<sup>19</sup>Abiodun Olukayode Olotuah<sup>1</sup>, Olutunde Solomon Adesiji<sup>2</sup> Housing Poverty, Slum Formation and Deviant Behaviour

<sup>20</sup>UN-HABITAT, National Strategy on urban crime prevention in Tanzania.

<sup>21</sup> Ibid.

<sup>22</sup> Farrington 1994, quoted in E.E.O Alemika and I. Chukwuma, Juvenile Justice Administration in Nigeria: Philosophy and Practice, Centre for Law Enforcement Education, Lagos, 2001.



situation is not different in Lagos State. A survey on crime and victimization in Lagos conducted by CLEEN Foundation in 2004 revealed experiences of higher crime levels by residents of poorer communities in the state such as Ajeromi Ifelodun Local Government Area, where Ajegunle is located than those living in more affluent areas such as Eti Osa Local Government, where Ikoyi and Victoria Island are located.<sup>23</sup> Although the report of the survey did not capture the age groups of perpetrators of crime in the areas studied, newspaper reports about crime in Lagos and other parts of Nigeria indicate that young people between the ages of 16 and 25 years are often the perpetrators. The figures can only be higher in poor communities according to literature. This is why the Youth against Crime project of the CLEEN Foundation focused on public schools in Ajeromi Ifelodun Local government.

Another challenge young people living in slum communities faces is poor relationship with the police, which makes them targets of hostile policing strategies and tactics. The relationship between urban youth and police has been generally described as negative by community members and the police and the youth themselves. Common problems in the relationship have included; a lack of trust, cultural differences, little or no contact between the police and youths, except through police responding to crime-related incidents, and high levels of anger, fear, and hostility between the two groups.<sup>24</sup>

The relationship has been described as one of natural adversaries. This hostile relationship discourages open communication between the police and the youth, which, in turn, further exacerbates the levels of distrust and fears felt by both groups. Without open communication chances for violence are increased and the safety of both the officers and that of the citizens become unnecessarily threatened. Public order is also threatened by a negative relationship between the police and the youth. For example, the giving of simple traffic instructions by the police to the youth on their way home from school can, without a positive relationship between the police and the youth,

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<sup>23</sup> Alemika, E. O & Chukwuma, I. C. (2004). Criminal victimization and Fear of Crime in Lagos State. CLEEN foundation

<sup>24</sup> Police and Urban Youth Relations: An Antidote to Racial Violence, Daryl S. Borgquist et al , March 1995

lead to violence, property destruction, arrests, killing and more. This kind of hostile relationship between the police and urban youth can be dysfunctional and is directly related to increased levels of violence, physical injury to police officers, youth, and others, and contributes to disrupting public order.<sup>25</sup> Although empirical studies showing the Nigerian experience on youth and policing challenges are scarce, anecdotal evidence suggests that relationship between young people and the police is not different from what obtains in other places in the world. However, according to popular perception among youths in Nigeria, the best way to reduce the hostility between them and the police is by finding ways of eliminating youth stereotypes by police and vice-versa. To the youths, the police always assumed that they were up to no good; this attitude to young people can be very frustrating and leaves them with no choice but to think that most police officers were *thugs*. It is also believed that because of the strain in the police-youth relation, the youth hardly helped the police and would either respond to them rudely or are out rightly obnoxious. The remedy for this would be to get the youth to understand where the police are coming from and to get the police not to see the youths only as irresponsible, insane or delinquent. The balance therefore would be in finding avenues that allow the youth to express themselves such as providing recreational facilities and skills acquisition centers closest to them and at no cost; this would help in keeping the out of mischief and create good police-youth relations in the community.

#### **2.4 State of Public Schools in Lagos**

In spite of the efforts of the current government in Lagos in giving public schools in the state a face lift, the public school system in Lagos state has suffered terrible neglect for nearly two decades<sup>26</sup>. Most of the public-primary and secondary schools are in abysmal stages of decay. There are instances of school walls and roofs collapsing and injuring school children. It is a common sight to see school children all over Lagos carrying their desks and benches to

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<sup>25</sup> Police and Urban Youth Relations: An Antidote to Racial Violence, Daryl S. Borgquist et al , March 1995

<sup>26</sup> ; Babatunde Fashola; **Launching of The Lagos State Government ‘Support Our School’ Initiative**

and from school on a daily basis. Partly as a result of the deplorable condition of public schools, all sorts of sub-standard private schools flourished, endangering the future of thousands of our youths<sup>27</sup>.

Tolu school complex located in Tolu, Ajegunle has about 24 schools in their various stages of abandonment and disrepair. The structures are dilapidated with broken windows and doors and in most cases without paved floors; most of the classrooms become flooded during raining seasons, leaving the students with no options but to loiter around the school compound. Most of the students take lectures in rooms known as Jakande classes which are structures erected only to the window level, and usually supported with wooden pillars, holding up completely corroded and licking roofing sheets. The structure is popularly described by concerned adults as poultries glorified as schools. Most of the classes in the schools do not have boards and the teachers write on the walls instead. Some of the schools do not have fences, so they make good hiding places for miscreants who come into the school compounds to smoke Indian hemp. The school compounds also serve as attractive points for hawkers, passersby, and good shelter for domestic animals like goats.

The students are reputed to have negative attitudes and have poor attendance to morning assembly. Absenteeism, Lateness to school and truancy are almost a norm in the schools. Similarly gambling, smoking, examination-malpractice, stealing, sexual and drug abuse were common in the schools in 2005 when CLEEN foundation visited the area. Violent inter and intra-school fighting were very frequent that teachers had to come to schools with weapons to safeguard themselves from attacks by unruly students. Distress calls to the Tolu Police station were a daily routine. The resulting effect of all of these was that young people in the schools rarely paid attention to studies and were always seen hanging around street corners in their rainbow uniforms and often in conflict with the police and the law. These young people are highly at risk of developing criminal behaviour as a response to their conditions of exclusion and deprivation. They are often victims of police criminal profiling and

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<sup>27</sup> Speeches; Babatunde Fashola; **Launching of The Lagos State Government 'Support Our School' Initiative** <http://www.tundefashola.com/archives/news/2008/08/05/20080805N01A.html>

highhanded law enforcement approaches even when they might not have committed any crimes. Little wonder that the school was highlighted by the members of the community policing partnership Forum in Ajeromi/Ifelodun as one of the major crime spots in Ajegunle during the validation exercise organized by CLEEN Foundation following a survey on crime victimization and fear of crime in Lagos state in 2004.



*One of the many schools in Tolu school complex reflecting neglect*

To address some of the risk factors associated with societal strain, which push young people to criminal careers for the sake of survival, CLEEN Foundation initiated a pilot project, Youth against Crime in two of the schools in Tolu school complex, Bola Ige Millennium Senior Secondary and Temidire Junior High school in 2005. The project sought to address some of the risk factors such as troubles at home, lateness/poor attendance in school, truancy, drug or alcohol misuse, deprivation or hunger, peer group pressure to mention just a few.

The project was a school based problem solving programme designed by the Foundation to mentor young people in the schools to adopt positive lifestyles through channeling their strengths and energy to positive use and involving them in activities that keeps them away from crime and violence. Additionally, the project was designed to assist students in public schools to develop

competencies that would enable them measure up with their peers in private schools in safer urban communities in both character and learning. Following the successes recorded by the pilot project, it was considered that the project should be continued in Bola Ige and Tin can Island Senior Secondary School, Tolu over a two year period (2007-2009). The project recorded significant impact in improving students' attendance to morning devotion, which is an indication of timely and regular attendance to school. It contributed in reducing distress calls for law enforcement intervention by the school authorities, which is an indication of reduction in violence and gangsterism by students of the schools. Another significant impact of the project is that drug dealers found it difficult to operate freely in the schools using students due to the activities of members of Drug Free Clubs established under the project in the schools. What follows are a description of the strategies used by CLEEN Foundation in implementing the project.

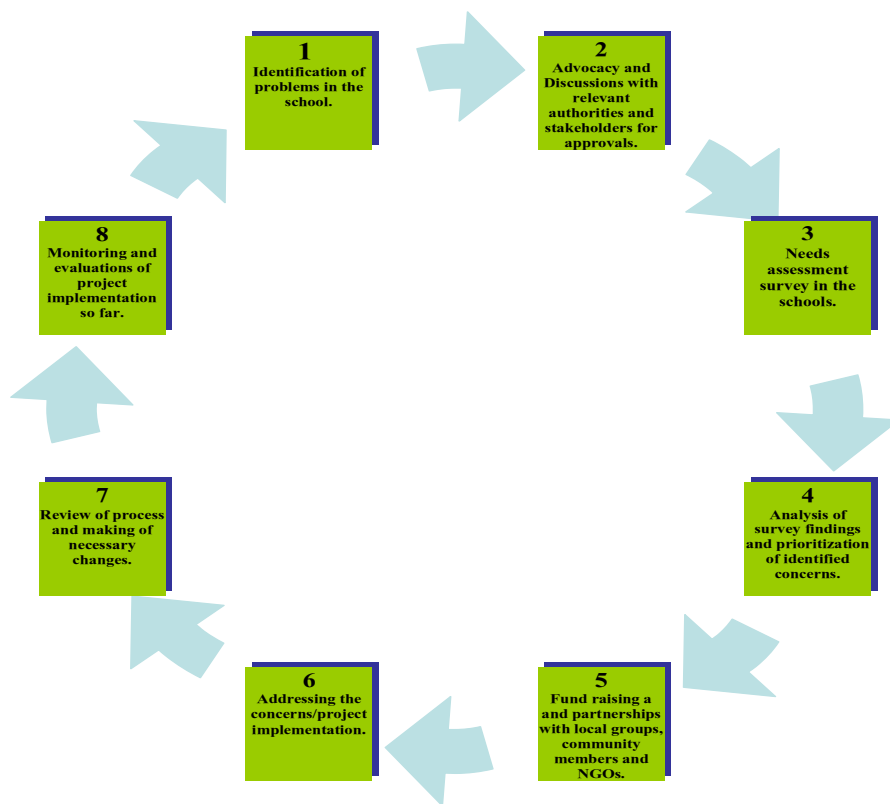
## Chapter Three

### 3.0 Implementing crime prevention programme in schools

#### Getting Started

This chapter describes steps that could be taken to implement a school-based crime prevention project. Emphasis and examples are drawn from CLEEN Foundation's experience in the Youth against Crime Project. The procedure could also be tailored to suit any other community development project, outside of a school programme.

#### 3.1 School Project Implementation cycle

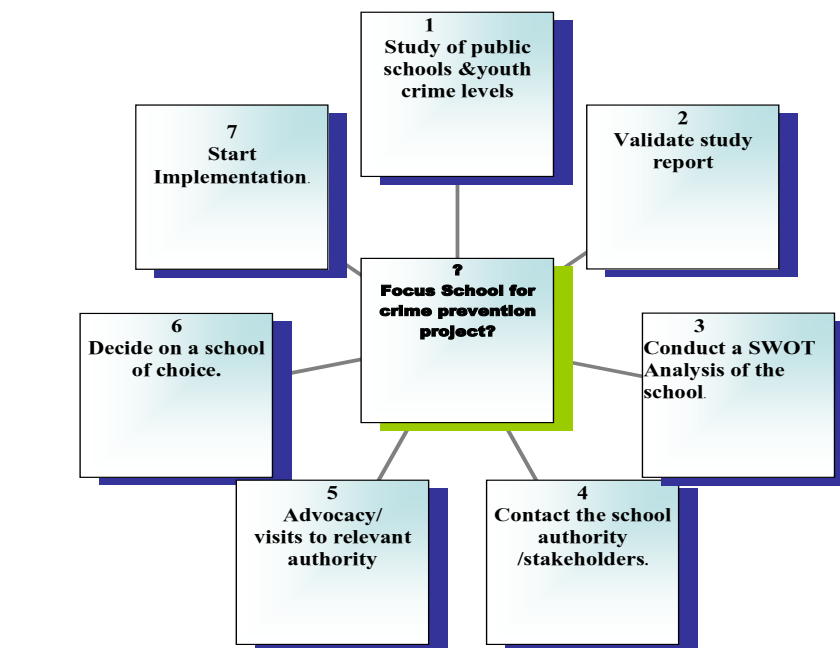



## Step 1: Identification of Focus Schools

Identifying and selecting a focal school for your school project can pose a critical and fundamental challenge to the project team, but the challenges are not insurmountable. When thinking of the possible school to work with, the members of the project team must consider a public school located in neighbourhood and communities with the greatest needs for a crime prevention programme and where the possibility for community support for the project is high. It is also important to consider a school situated in a relatively peaceful environment where the project can be successfully implemented without the fear of unprepared exit that may result from community unrest. Community members should be carried along in all discussions on selecting a focus school for the project.


Below is a flow chart that highlights the seven (7) key steps to bear in mind when deciding on the Focus school to implement your Youth crime prevention Programme.

### Procedure for selecting a Focus school



 **Carry out a study on public schools and juvenile crime levels in the schools:**

Groups worried about poor conditions in public schools and the urgent need to contribute to helping young people in school stay away from crime, may find themselves in a hurry to start work. But not all schools would make a ready ground for projects as sensitive as the Youth against Crime project. There is the need to conduct a study on conditions of public schools and the prevalence of juvenile crime in schools within a given community, local government or state. This would help in revealing which schools required urgent attention more than the others. Before embarking on the study, however, it would be important to decide on the particular programme or project you would like to implement. This would guide the kind of questions you may need to ask for your study. In conducting the study, you may require the help of colleagues, friends, students or community members who are interested in the project. This would be necessary because of the limits of your time and resources. A study of this nature can be done by studying existing data where they are found, observation of events in the schools, community and students attitudes on their way to and from school. You can also seek for special information from teachers, students and people who have spent longer time in the communities. Attending community forums, Parents Teachers Association (PTA) meetings in the schools etc, focus group discussions, and information from the media, newspapers, news broadcasts are also useful ways of gathering data for your study.<sup>28</sup>

 **Validate the result of the study with the members of that community/ stakeholders:**


Validation exercise is needed after the study had been concluded and analyzed and findings from it should be shared with relevant groups or stakeholders within the school community to eliminate errors or omissions generated as part of the study. This will help to guide against embarking on a project in a

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<sup>28</sup> See, Okorite I.B, Projects; How to take part in youth development work series, Edited by Kinsley N.T Bangwell, British council and DFID , 2006.



particular school based on erroneous assumptions or faulty findings. Where the findings of the study had been confirmed and validated by the stakeholders, the next step to take is to carry out a SWOT analysis.

 **Conduct a SWOT analysis to examine your strengths and the school's challenges and opportunities.**

SWOT<sup>29</sup> analysis would enable the project team members carefully examine the strengths they have, the challenges they are likely to face and opportunities they have in carrying out specific projects in a particular school that has been highlighted by the school study as one that requires urgent intervention. This would help in assessing how equipped the group is in overcoming the challenges that it is most likely to face when it finally embarks on the project in a selected school. The analysis should look at the capacity of the group itself, the weaknesses and opportunities that are likely to open up if the project is focused in a particular school and the environmental factors of the school that may affect the smooth implementation of the project. When assessing the schools environmental factors, the following suggestions may be considered:

**1. Location:** The location of the school for the project should be safe and within accessible distance for participants, facilitators, parents and others. It is also important to consider if the school is well-protected from traffic interference. It is most preferable when the school of choice is one that has other activities linked to other community initiatives. For example, a community policing partnership forum existed in Ajeromi Ifelodun where the school we worked in was located. The forum was instrumental to the identification of the schools in the school complex as major crime problem spots. It was also part of the project from inception till the end.

**2. Cost:** There should be no monetary cost to the school and students. The cost effectiveness of implementing the project in one school instead of the other should also be considered.

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<sup>29</sup> SWOT stands for Strength, Weakness, Opportunity and Threat

**3. Population:** The population of the school should be large enough and there must be a space within the school premises where the activities of the project can be held on a regular basis. However where the school does not have large classrooms or halls, it will be advisable to improvise.

**4. Susceptibility:** The school of choice should preferably be a school that has the greatest level of vulnerability to crime and moral decay in the community .Your project is most likely to have more impact where the population of your target audience is greatest.

 **Initiate contact with the school authority and stakeholders:**

When every relevant factor has been considered and a school has been chosen, then it is time to initiate formal contacts with the school authority. The first thing to do is to write to the principals or head teachers in charge of the schools, applying for permission or approval to implement the project. In the letter you should state the objectives of the project and what the schools stand to gain by approving its implementation and end by requesting for a meeting where further explanations and clarifications that may be needed would be provided. You could also enclose a summary document of how the project would be implemented and whether any contributions would be expected from the schools. The letter could be couriered or delivered by hand. Our experience indicates that hand delivery is a better option because through it, you could request for acknowledgement of receipt of the letter from the receiving authority. However, if you choose to courier the letter, chances are that the letter would be replied acknowledging receipt, conveying approval or agreeing to a meeting. There is also a probability that the letter may not even be acknowledged let alone being approved. If the latter situation happens, don't despair! Print another copy of the letter and hand deliver it.

## Step 2: Advocacy and Discussions with Relevant Authorities and Stakeholders for Approvals

### **Embark on a Visit to the school**

The next thing to do after sending the letter is to embark on advocacy visits and to secure an appointment for a meeting with the school. There can be more advocacy visits to obtain the approval and commitment of the focus school and its board. The groups to meet with should include but not be limited to the school principals or head teachers, chairpersons of the local school board, teachers, PTA members, heads of clubs and extra-curricular activities, school prefects and students of the schools etc. During the advocacy visits, it is advised that the project document will be presented to the school, stating clearly the goal, aims and objectives. The activities that would be carried out under the project, spelling out who the key players on the project would likely be, should also be listed and discussed. The opportunities and challenges need to be clearly spelt out. You need to be well prepared and ready to explain any concept or issue that may not be well understood by your prospective partners. It is more important that your partners understand the objectives, the sequence, the timing, their roles and responsibilities clearly before this process is concluded.

### **Seek administrative support:**

The next step would be to seek for administrative support from the State Ministry of Education. For the Youth against Crime project it was the Ministry of Education in Alausa (Lagos State Secretariat) where meetings were held with the Tutor General and approval sought for the commencement of the project.

### **Reach an agreement on the mode of operation:**

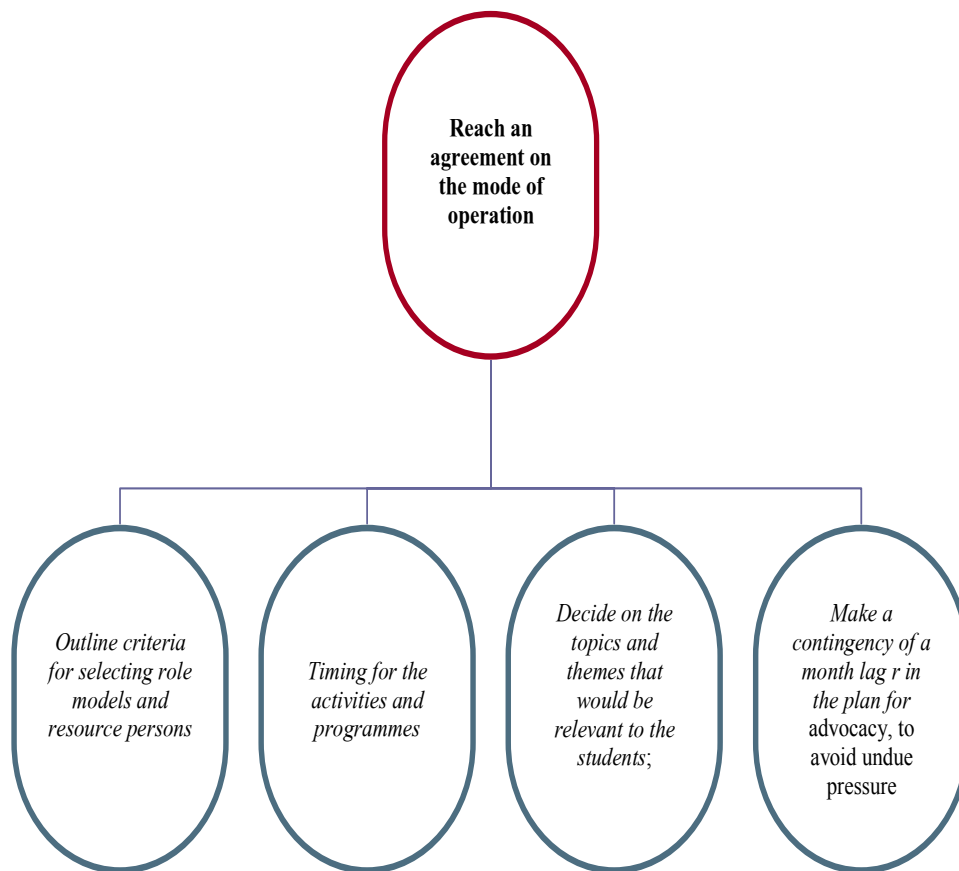
What should come out of your advocacy visits to the state Ministry of Education and the Education District your focus school falls under are the following:

- o *A Memorandum of understanding needs to be signed by the end of the advocacy period.* This would authenticate the agreement reached and set the tone for the commencement of the project.
- o *Timing for the activities and programmes.* How frequent would the programmes be organized, what day of the week, and the time of the day to fix them. Consider the school calendar and class timetables before going for this meeting; this would help you choose an appropriate time that has a possibility of being approved by the school board. Bear in mind that any programme fixed to clash with the school's academic plan may not be approved and that would imply that you cannot go on to implement the rest of your plan. However, if you are not able to secure an approval on the first time of meeting, it does not mean that it will never be accepted. It only means that you may need to rework the plan, programmes and schedule another meeting with the school board.
- o *Decide on the membership of the project team;* which stakeholders should be represented, how many persons are required, what would be their roles and responsibilities, what is the reporting line, how often meetings would hold. For the Youth against Crime project, the team was made up of two representatives from each of the collaborating organisations- the police, the NDLEA, Community Policing Partnership Forum, teachers from the three schools and two staff from CLEEN foundation. Decide also on the representation from the Ministry of Education from the state, the Education District and the local government to the project.

- o *Outline criteria for selecting role models and resource persons*; this is important because the whole project is about character building and mentoring. Any individual that must be used for one exercise or the other under the school project must be one that would influence the students positively and should be selected on the basis of outstanding character and familiarity with challenges faced by children growing up in poor neighbourhoods. You may face challenges trying to get appointment with the resources persons or role models if you do not start on time to look out for them. It is advisable to plan ahead by drafting a work plan early enough with the list of possible persons or role models and other resources required for your programmes. This helps you to make prior arrangements, secure appointments early enough to avoid the pressure and disappointment that come with waiting till the dying moment.
  
- o *Decide on the topics and themes that would be relevant to the students*; let the teachers make most of the input at this stage , bearing in mind that they deal with the students more often than you do. They stand a better chance to understand their needs and the best approaches to addressing them. You should also be mindful of the school calendar, seasons, events taking place in the school before deciding on topics and themes for each programme.
  
- o It is necessary to note that the advocacy period is usually longer than expected because of the bottlenecks associated with public service in Nigeria. It is advisable to make allowances for the expected delays during the planning period to avoid crashing on subsequent activities. A contingency of a month lag can be provided for in the plan for advocacy. Once the approval to commence is gotten from the Education district, the next thing to do is to go on advocacy to all the other stakeholders on the project. Bear in mind that getting the stakeholders on board before the commencement of the project is important as this helps to build synergy. Sustainability of efforts would be guaranteed if solid working relationship had been earlier cultivated with the stakeholders and partners. When the support from stakeholders is

established, then the ground is ready for a successful project commencement. Do not give up if you are turned down by some individuals or stakeholders who may not be interested in collaborating with you or by those who would be very reluctant to support your work; do not burn the bridge but part with them gracefully and diligently search for other groups that share your passion. And try again.

**Here is a chart that helps remember the decisions we need to reach after advocacies with school authorities. /stakeholders**



## **Step 3: Needs Assessment/Baseline Survey**

*Needs assessment identified many areas of concern for the schools and through careful analysis we arranged the highlighted areas of concern in order of importance to the students. This guided all the other steps we took to implement the project in the selected schools in Tolu.*

### **Introduction**

A needs assessment survey is always an important step to take before the commencement of any school based or community development project. This is usually done to seek the opinion of the group or community members on what they perceive as their most important problems and needs. The information generated from the survey, is a useful resource that guides the project team to make informed decisions on future actions to be taken from start to finish on a particular project. Generally, because of the scarcity of resources to address all the identified needs, the needs that are rated most important are the ones that get addressed. To do this therefore, pre-set list of questions to be answered are administered to a pre-determined sample of number and type of people the questions are meant for, who are usually chosen in advance.<sup>30</sup> Needs assessment may be done by personal interview, phone or by written response. The result of the survey are tabulated, summarized, distributed, discussed, and used for implementation of a particular project. Some surveys may be very broad and ask about all kinds of needs, while others may be very narrow and limit questions to learning about a few needs.<sup>31</sup>

### **Needs Assessment Survey methodology:**

In the case of CLEEN Foundation's Youth against Crime Project, a needs assessment survey was conducted in the selected schools to understand the priority needs of the students. The exercise encouraged the students and teachers to develop interest and a sense of ownership to the project. The

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<sup>30</sup> Community tool box; <http://ctb.ku.edu>.

<sup>31</sup> Ibid

results that were generated from it enabled CLEEN to identify areas to focus on during the implementation of project.

The following are the details of the methodology we adopted in conducting the survey in the schools.

- Primary data on the needs of the students in the school were collected from the three schools.
- Sample sizes were determined by the project team upon interactions with the teachers based on the level of students' participation in extra-curricular activities and willingness to respond to the questionnaire, the students fell under 3 levels, SS1, SS2 and SS3 in each of the schools; 30 students were selected randomly from each of the levels making a total of 90 students in Bola Ige Millennium Senior Secondary School who were administered questionnaires on. Only 75 of the questionnaires were completed and returned by the students. In Temidire Senior High School, 60 students were selected and administered with questionnaires; of these questionnaires, 49 were found useful while 11 were discarded because they were not properly filled. In Tincan Island Senior Secondary School which was the last school we worked, the more number of students were willing to respond to the questions, because of their level of interest in extra-curricular activities.
- Specifically, 105 questionnaires were administered and 92 were adequately filled and returned. Students in the three schools were randomly selected across all the three levels.
- A questionnaire of 12 major questions was distributed to the selected students. The questionnaire contained both open and close ended questions. The open ended questions sought to find out the level of support the students receive from their parents and guardians at home; they were designed to allow the students to express their challenges in the home front extensively. The questions were necessary because challenges from



troubled homes affect students' academic performance and contribute significantly to youth's vulnerability to crime and delinquency.

- The collected data were entered into spreadsheet application and analyzed using the Statistical Package for Social Sciences and the findings were presented graphically for easy understanding.
- This was followed by the analysis of the survey findings which guided the prioritization of identified concerns of the school

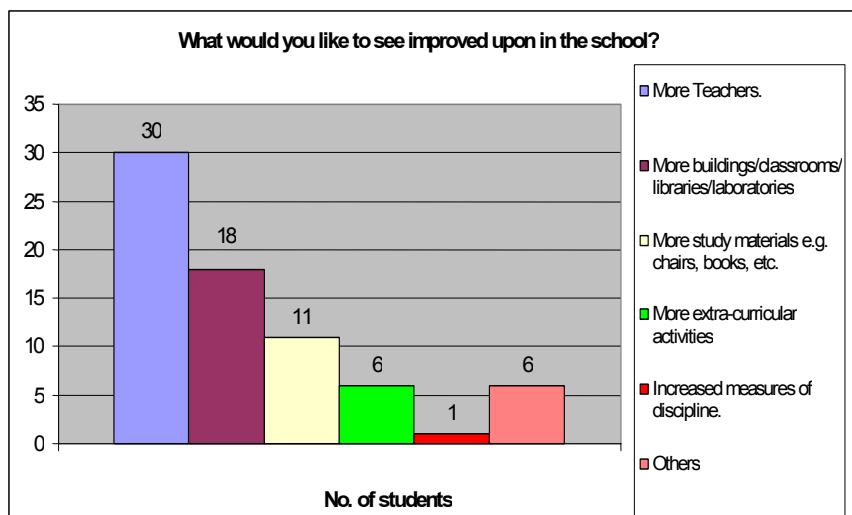
The findings of the survey revealed slight variation of needs from one school to the other while showcasing a general state of abandonment and disrepair in the three selected schools. The reports showed that both soft and hardware needs were required in the schools. Where software needs are those needs that have to do with attitudes, behavioral changes and academic performance of the students in the schools, the hardware needs are the physical or infrastructural demands in the school, such as the ones outlined below.

#### **Hardware components of the needs in the schools**

1. Poor or lack of functional libraries, laboratories and other learning materials,
2. Depilated buildings and unsafe learning structures
3. Poor medical facilities
4. Poor toilet conditions
5. Inadequate chairs and tables for the classrooms

Below are the charts showing students response on the areas that require improvement in Bola Ige Millennium Secondary School, Tincan and Temidire Senior and Junior High schools respectively:

**Chart 1: Responses from students of Bola Ige Millennium Secondary School**



Most of the students polled for the study in Bola Ige Millennium Secondary School indicated that what they needed most in their schools were additional number of teachers. Other needs identified by the students in other of importance were more buildings, classrooms, laboratories and libraries, study materials such as chairs, books, etc, more clubs such as the Drug Free Club that would give them more choices on the kind of extracurricular activities to actively participate in. For the students of Tincan Island Secondary School, basic school facilities such as class rooms, library, laboratory and learning materials are the priority needs, followed by additional teachers and improved curriculum (see chart 2 below).

## Chart 2: Responses from students of Tincan Island Secondary School

### Software components of the needs in the schools

The report revealed a need for projects and activities that would provide positive influence and attitudinal change on the students given the involvement of some of the students in juvenile crimes and delinquency. It established that the use of drugs and substance abuse, sexual abuse, examination malpractices, truancy and gambling, fighting and bullying existed in the schools. Below are graphs revealing students awareness on crime and delinquency in the schools.

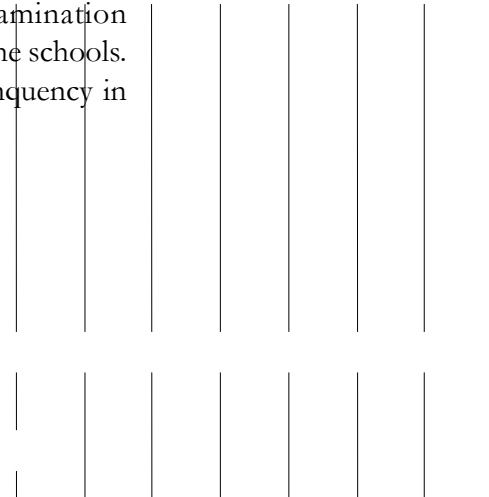
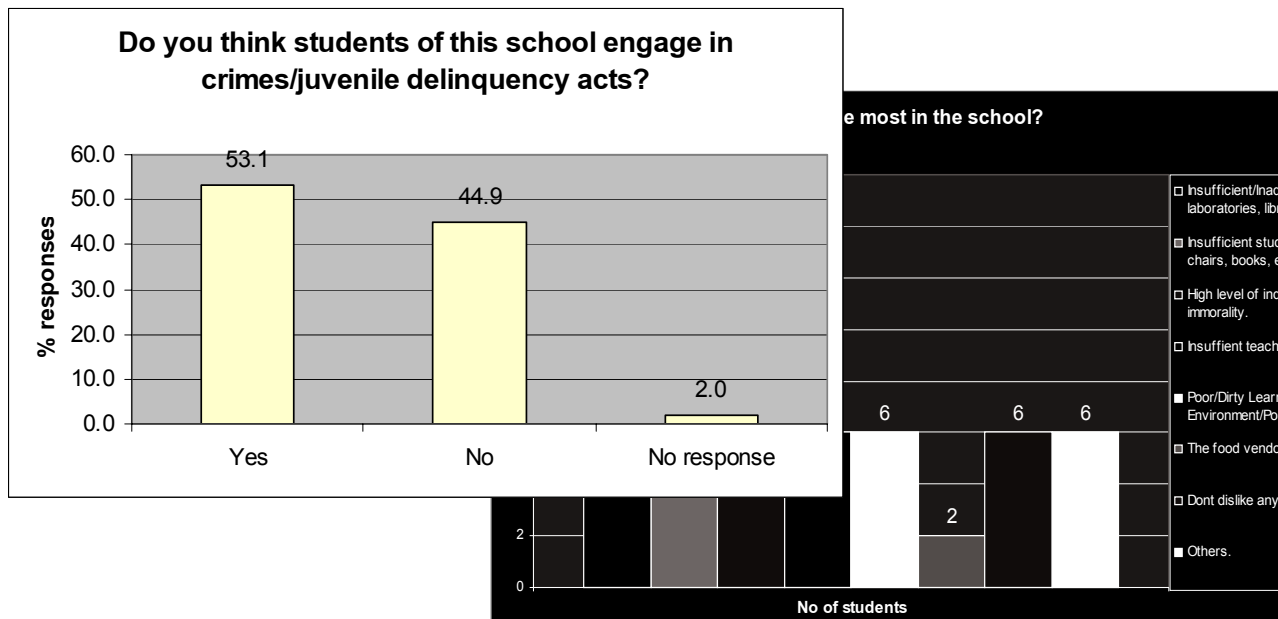


Chart 3: responses from students of Temidire junior and senior secondary school.

Chart 4: Responses of the students in Bola Ige Millennium Secondary School, Tolu



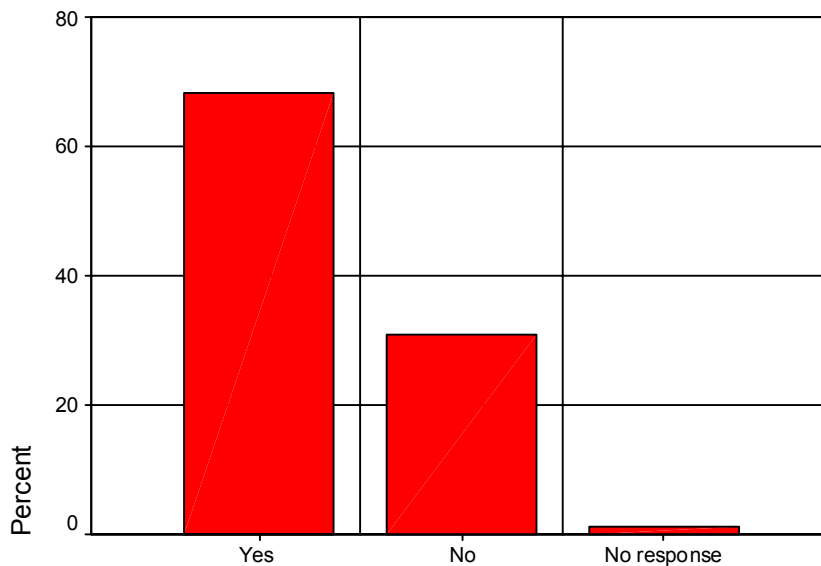
As the chart shows, more than half (53.1 percent) of the students surveyed in the Bola Ige Millennium Secondary School reported that some of the students in the school engage in crime and delinquency while 44.9 percent of the respondents thought otherwise.

#### **Involvement of the Students in crime and juvenile delinquency**

The study found that crime and juvenile delinquency were common in the schools. Below are charts showing responses of the students on the situation in the schools.

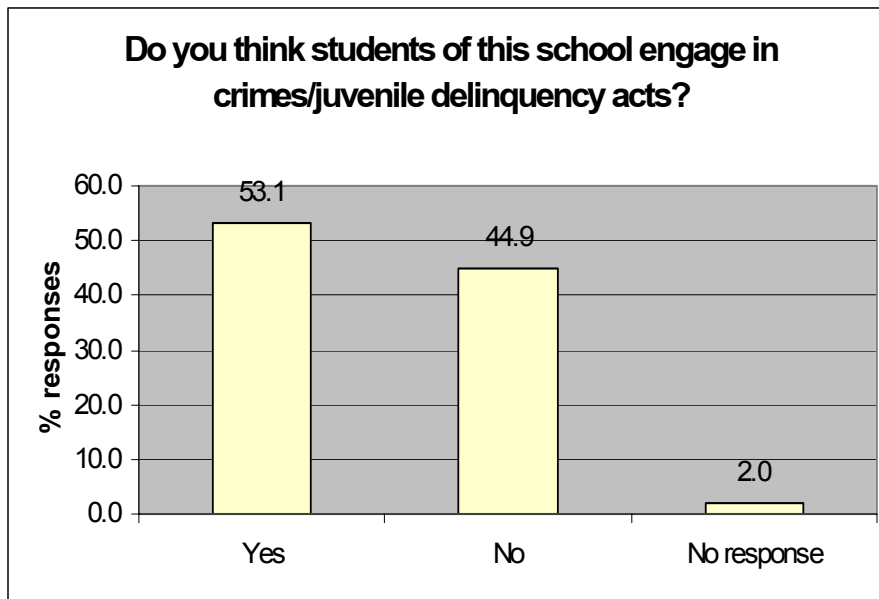
**Chart 4: Responses of the students in Tincan Island Senior High School, Tolu**

Do you think students of this school engage in crime/juvenile delinquencies?



70 percent of the respondents in Tincan Island Senior high school were of the opinion that students of their school commit crime and delinquency while 25 percent revealed that the students in the school do not engage in crime. The number of students who were indifferent was not significant.

Chart 5: Responses from students in Temidire Junior and Senior Secondary School.



#### Step 4: Fund Raising and Partnerships with Local Groups, Community Members and NGOs.

*When planning to meet needs, it is important to know what project resources are necessary and who will provide those needed resources. List all of the necessary resources required for the project and see if the resources can be provided for within the group or whether there would be need for an outside source.*

To adequately address the needs highlighted by the survey, especially the physical/hardware components of the needs, the participation of private companies was solicited and was done in collaboration with the Police Area Command overseeing Tolu, Ajeromi-Ifelodun. This was considered necessary

given the fact that resources available to CLEEN was earmarked for responding to mentoring and training needs of the students , which could not be diverted to dealing with hardware components of the priority needs of the students. We therefore had to seek the support of corporate organisations, the Local Government authority, NGOs and community members. With the support of the police and members of the community in Tolu, it was possible to get some companies to take over the provision of certain needs in the schools. For example a particular fishing company in Apapa took over the making of the chairs and tables for one of the schools. Some environmental improvement initiatives were also taken within the area to change the looks of the school environment by planting flowers, providing toilet facilities and donation of environmental maintenance appliances. Other groups provided books, youth magazines, and informative materials for the library; while some others devoted their time and in most cases, served as useful human resources in the implementation of the project.

It is important to mention at this juncture that getting companies to support our efforts with their resources was not an easy task. Most of the groups we approached had complaints about local organisations coming to them on several occasions in the name of soliciting grants for the less privileged in the society. They cited instances where financial commitments had been made by the companies just to find out that the money was never used for the right purposes. To address these doubts, we included a caveat in our letters to the companies, specifying that we were not willing to accept any direct financial contribution from any company or group. Rather, companies were advised to send their representative to any of the selected schools that they wish to support and the report of the assessment served as a guide for them to decide on particular needs they wished to address. The companies which supported the project had to do the purchases of goods, the productions and construction works themselves. What was of paramount interest to us was that the needs were met at the end of the day. That way, companies which partnered with us became convinced that we were not seeking personal gains through the project.

## Chapter Four

### Addressing the needs through Interactive forums

*Role models that the youths are exposed to on the Television, home movies and like mediums do not sell qualities such as respect, honesty, and kindness. They also do not showcase positive messages of handling conflict without violence, attending school regularly, and living drug free lives. It has become the responsibility of parents, teachers, social workers and law enforcement officers among others to find ways to positively influence young people and teach them a different and better way of thinking and perceiving their own world.<sup>32</sup>*

#### 4.1 Interactive Forums

The major objective of a school based crime prevention project such as the Youth against Crime is to help the students discover their potentials and engage them in activities that channel their energy into positive ends and keeps them away from crime and violence. Such projects create opportunities for early identification of youth at risk of offending and for addressing their problems through preventive interventions such as the interactive forums. Scholars like Loeber & Farrington had opined that any intervention program that would address delinquency must adopt an integrated approach that would touch on the family unit, school, peers groups and community, because all these groups constitute informal groups that have a bearing on the holistic development and wellbeing of a child. Interactive programmes in the schools provide avenues for the involvement of parents, the members of the community policing partnership forums, students from other schools and the young adults who grew out of similar communities as key contributors to the interactive sessions with the students within the confines of the school.

From CLEEN's experience, the organization of periodic interactive forums is a key activity in a youth crime prevention programmes. This is because it creates opportunities for promoting cordial relationship between the youths

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<sup>32</sup> Jomary, Hilliard and S. R. J. McCabe; Crime Prevention, ph V, No 1, issue 6, Winter 1998.



and the police. The forums could hold on a monthly or quarterly basis. During the implementation of Youth against Crime project in the three schools, the forums held on the last Wednesdays of the month at 10am. This coincided with the schools extra curricular activity days. This arrangement was by design so that it did not interfere with the students daily academic studies. During the first year of project the forum held on a bi-monthly basis, but was later changed to a quarterly programme. The reason for moving from bi monthly to a quarterly was to give rooms for follow up on problems identified at the forums, such as sexual abuses at home, parental neglect etc. The interactive forums provided adequate opportunities for interactions between the students and experienced counselors and motivational speakers, law enforcement agents, representatives of the government departments and civil society groups, successful people who grew out of slum communities among others who speak to the students on various topics, to inspire and educate them. The forums were also avenues for educating the students on the role of the police in the society.



*A police officer, ASP. Ubi Obono, speaking to the students at an interactive forum in one of the schools.*

The forums were alternated from one school to the other on a quarterly basis. Representatives of other schools within the 'Tolu Schools' complex were also invited with their teachers to participate in the forums. Each resource person had a maximum of 30 minutes to lead the discussion on the topic given to him or her after which the students were given one hour to ask questions, make comments and receive answers on them. The questions and comments from the students enabled the counselors to pick out some of the major challenges they face at home front and in school. Responses from the students during the forums often pointed to the fact that parents no longer spend enough time with their teenage children and this has had a lot of consequences on the wellbeing of their children and wards in school. Inferences drawn from the discussions also revealed that lack of avenues for the students to discuss the problems and issues they are facing such as incest, sexual harassments and abuse, domestic violence and drug related matters create major challenges for the them as they do not find reliable avenues to channel their complaints and seek advice.



*A Lady Mechanic Sandra Agubor, speaking to the students at an interactive forum in Bola Ige Millennium Secondary school*

The interactive forums were not just for the purpose of lectures and talk shops; they also served as an opportunity for talent hunting and development. Students had opportunities to showcase their skills and even compete with fellow students. These talents were showcased through singing, dancing, acting,

comedies and commentaries. The students also served as part of the organizing committee. The entire process of organizing and participating effectively in the project activities brought out enviable qualities and skills in most of the students who were active in the project activities. As a way of motivating the students, their presentations were made competitive and were usually followed by gifts books and school bags, t-shirts, mathematical sets and other educational materials that excited the students.

The expectation of gifts as reward for good performance created a spirit of competitiveness amongst the students. Beyond the gifts and awards they received, their main excitement came from being pronounced winners among the mammoth crowd of students in the schools either in academic performance, punctuality, good behavior or in asking intelligent questions that related to the topics at the forums. This part of the exercise helped some of the students who were inherently shy and some who did not believe in themselves to develop some level of self confidence from realizing that they had capacities to become best students in the different activities. It is crucial to mention that getting the students to comport themselves and be attentive for the long hours of the forums was a great challenge; however, we were able to get around it by ensuring that invited speakers were experts who could mix seriousness with rib cracking jokes and other ice breaking activities. The teachers in the school also played key roles in ensuring that no student was found malingering and constituting distractions during the forums. Refreshments were provided for the students at the end of the programme and this part of the event seemed to be the solution to keep them till the end of each day's event.

#### **4.2 List of Relevant Topics for the Youths Treated At the Interactive Sessions**

The topics to be dealt with during the quarter were chosen by the members of the project team made up of the teachers, students, CLEEN Foundation, NDLEA and the police. The choice of the topics was usually informed by the prevalence of trends of behaviour noticed among students, the school calendar or police observation of students' actions during patrols at particular periods. It was observed that students become more violent when they have finished examinations and are less busy, some of them also take to excessive drinking of alcohol during festive periods such as Christmas celebrations; inter house

sports; sexual abuse is also common during the holidays while examination malpractice happens during examinations etc. Appropriate topic to address a particular issue at a time is chosen and discussed extensively during the interactive forums. In implementing the project the following topics were extensively covered.

- Drug peddling and abuse
- Sexual abuse and premarital sex
- Gang formation /cultism
- Truancy and absenteeism
- Stealing amongst students
- Examination malpractice
- Students / police relationship
- Attitudes towards studies and work
- Unruly attitudes to teachers and adults
- Dropping out of school ( reasons and consequences)
- HIV and the Youths
- Sexuality education
- Time Management
- Career development
- Teenage pregnancy
- Dealing with the challenges of life
- Maximising your potentials
- Gambling among students
- Child abuse
- Identifying your talents
- Identifying the opportunities within the environment

### **4.3 Mentoring and Counselling Sessions**

School crime prevention programmes should be structured to have a multi-intervention approach; and the approaches should not be mutually exclusive<sup>33</sup>. Some approaches should focus on the students as a group and others targeting individual students through mentoring and counselling clinics or any other intervention the project team would come up with. Several mentoring and

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<sup>33</sup> What works in reducing young people's involvement in crime? , Institute of Criminology

counselling sessions with specific youths at risk in the school usually go a long way in changing individual student's attitude by aiming to reduce and prevent unmanageable behavior exhibited within the school as well as delinquency. These approaches also aim to increase academic performance and achievements. In our own experience the counseling exercises were usually follow-up activities to the interactive forums. They were avenues for addressing the problems identified during the interactive forum. Students who had peculiar cases that required one-on-one counseling and follow up were adequately treated during these sessions. One-on-one guidance and counseling approach was adopted in dealing with individual student's problems, such as sexual abuse in the school, failure in examinations, truancy, child abuse etc.

In mentoring, talented and successful people who had similar challenges as the students and particularly people who grew out of the slums were invited to act as role models and inspire the students. These role models came to the schools to talk to the students about their personal life experiences. They helped the students to set their goals beyond the challenges they face in the slum. They also helped the students to identify their potentials, to raise their aspirations and achievements. These exercises helped the students to develop positive mindsets about life. Through rigorous mentoring exercise, students discovered themselves and were able to develop special skills that could sustain them in life.



*Renowned boxer, Innocent Anyanwu mentoring young Jude Onyedeké on boxing skills during one of the interactive forums on maximizing your potentials*

## Chapter Five

### Step 5: Addressing the concerns /project implementation.

#### 5.0 Establishment of Drug Free Clubs in Schools

The use of drugs by young people in the schools is an issue to worry about by teachers, parents and even the government. This is largely because of its harmful nature to the wellbeing of mankind when abused; it undermines development and generates crime, it also affects the freedom of young people who are the world's most valuable asset<sup>34</sup>.

There is evidence of the invasion of a drug taking culture amongst students in secondary schools in Nigeria. Trends in drug production, consumption and trafficking in Nigeria, have had enormous implications for youths at risk, especially with the more easily accessible and cheaper synthetic drugs.<sup>35</sup> It is evident that wherever drug trafficking exists; there is a corresponding high level of crime particularly violent crime.<sup>36</sup> Little wonder that the schools complex was mentioned by the members of the community as a major source of crime and violence in the Local government because of its proximity to the notorious Maracana stadium located behind one of the schools in Tolu school complex. This was expressed by members of the community in Ajegunle during interactions with some staff of CLEEN Foundation. Maracana stadium was identified as a major spot for cannabis (popularly known as *Gbana* or *igbo*) cultivation, sales and use in that local government, and where most of the crimes in the community are planned, hatched and executed. The needs assessment survey conducted in the three selected schools also revealed that smoking and use of hard drugs, alcohol and other substances was common among the students in the schools. Several appeals from most of the students in the schools complex to have a drug free club established in their schools

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<sup>34</sup> Ohanyere A.N, The challenges of Global Illicit Drug Trafficking, paper presented at the 2009, United Nations Anti –drugs day celebration.

<sup>35</sup> UNDCP (1998). The Drug Nexus in Africa. United Nations International Drug control programme

<sup>36</sup> Ohanyere A.N, The challenges of Global Illicit Drug Trafficking, paper presented at the 2009, United Nations Anti –drugs day celebration

also goes to affirm that even the young ones were beginning to get worried about the vices in their environment.

As a response to the appeals from students and teachers, in 2007, with the collaboration from the National Drug Law Enforcement Agency (NDLEA) and People Against Drug Dependency by Youths (PADDY), an NGOs dealing with prevention of drugs and substance abuse by young people, the CLEEN Foundation facilitated the establishment of Drug Free Clubs in two of the three selected school namely Bola Ige Millennium Secondary School and Tincan Island Senior High School. The clubs provided an avenue for the students to learn about the harmful effects of drug and substance abuse. It also provided a platform for talent identification and honing as members of the clubs were engaged in other creative activities such as dancing, drama, and writing. Beyond the bi-weekly club meetings, clinics were organized for the members of the clubs to develop their skills. Although the clubs were students led, resource personnel and experts from drug related agencies and other civil society organizations were invited from time to time to lecture and mentor the students on different topics related to drug abuse, causes, consequences and withdrawal strategies to help students who were already drug users come out of it. The club also provided network opportunities for the students to meet one on one with counselors and role models who met with them to discuss issues on career and personal development.

### **5.1 Club Formation:**

In forming the clubs in the schools, similar activities undertaken at the start of the project were also repeated. Advocacy visits were paid to relevant authorities particularly the state Ministry of education, District Five (the education district in charge of all the schools in Ajeromi Ifelodun), National Drug Law Enforcement Agency, the police etc to get the necessary clearance to set up clubs in the schools.

#### **5.1.1 Recruitment of Club Membership**

Membership to the clubs was purely on a voluntary basis. However to ensure that students recruited as members were committed, the students were required to fill an interest form where questions on their reasons for joining the club

were extracted and other personal details concerning them were also revealed through their responses on the forms. Information on student's choice of activity and expectations were inquired. This gave us an insight on how to design the activities of the club. Each individual student member of the club had a file, a passport photograph and an identity card for easy identification and follow up. Registered members of the Club were given kits which contained the drug free club uniform (A T-shirt and cap), a document containing the profile of the club, meeting days, activities, the names of the executive, and reading materials on drugs, HIV and crime etc. It is also necessary to state that the students did not have to pay any dues for the activities or to get the clubs kits. Membership was on a free of charge basis. Students are not billed to become members of the clubs because this could discourage some of the students who may not be able to pay the dues.

### 5.1.2 Inductions of Members

New members of the clubs were usually welcomed into the club through an official induction ceremony organized in the schools. It was usually conducted by the commander of the National Drug Law Enforcement Agency at the beginning of a new academic calendar and on the same days of the Youth against Crime interactive forums. New members of the clubs were called out before the entire school, dressed in their very colourful t-shirts and caps given to them at the point of registration to read the oath of the membership administered by an official of the NDLEA (National Drug Law enforcement agency). The text of the oath is as follows:

*I ... solemnly affirm that as a member of the drug free Club in ... (name of school), that I will faithfully execute all duties assigned to me in the club. I intend to develop myself in a positive manner and avoid things that would reduce my mental growth or my physical health. I intend to develop self-discipline in order to bring out the best in myself and others. I intend to use what I learn in class constructively: to help myself and my fellow students and never to use or abuse any substance that can affect me mentally or psychological and otherwise. So help me God.*





*Drug free club members after an induction of new members in Bola Ige Millennium secondary*

### **5.1.3 The Drug Free Club Secretariat**

With support from CORDAID Netherlands, CLEEN foundation facilitated the establishment of Drug Free Club Secretariat in the schools. This was used as meeting and training venues for the students. The secretariats were well furnished with chairs, computers, learning aids, drug specimens donated by the NDLEA and reading materials that enabled the students study more on their own about drugs and its consequences. Before the establishment of the secretariats, meetings were very inconsistent because of the unavailability of a safe learning and training environment that was conducive for students to gather to hold their clinics, training and counseling sessions. Due to the uniqueness of the secretariat to any other room in the schools a lot of students were drawn to become members of the Club.

## Chapter Six

### Cultivating Media Partnership

#### 6.0. Coverage

An effective avenue for reaching your targeted audience with your programme and message beyond the Schools where the project is implemented is through the media.<sup>37</sup> It is important to understand who your target audience is before deciding on the media strategy to adopt. In implementing a programme as school crime prevention programme in public schools, your target audience is more than you can imagine, you can be assured that your resources both human and financial wise would not be enough to go round all the schools that call for your attention. Developing a media strategy is the best way to ensure that the impact of your work is maximized, to promote visibility for your work and group, and to build support for activities and programmes.<sup>38</sup>

#### STEPS TO BUILDING MEDIA PARTNERSHIP FOR YOUR WORK

##### Step 1: Identifying Media Outlets

The importance of the media in championing social causes and carrying advocacies for change cannot be overemphasized. However, not all media groups are structured for every audience. It is therefore important to consider who you want to reach in the media. Then target a media outlet that best represents the interest of your target audience. Bear in mind that the goal is not just for your activities to be given coverage, but to get the coverage that includes your message. Therefore, you need to make effort to know your local media by reading and listening/watching the local news broadcast. Get to know which stations and newspapers report on the issues you want to draw attention to. It is also important to know the journalists who report on the

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<sup>37</sup> Chido Onumah ; Making your voice Heard: A media Toolkit for children and youth , 2004.pg 58

<sup>38</sup> Ibid.

issues you are interesting in disseminating.<sup>39</sup> This helps you narrow down on your choice of a media partner to work with.

### **Step 4: Researching the Media:**

When the decision on which media outlet to use and the journalist is made, the next thing you need to do is to find out the contact details, usually found in the newspaper column. You can make a phone call or send an email. Do not be intimidated when calling or meeting the media, always bear in mind that they are also interested and are on the lookout for good story ideas. When making a call or writing a letter, identify yourself, your group or organization, and give background information of your project or activity. Information on where focus school is situated would also be necessary. However, it is important to note that building media partnership takes time and the initial letter or 5-10 minutes phone call may not be enough to have your story published the next day. There is the need to be patient and follow up on the contact relationship. Once you are able to develop a working relationship with the reporters and even the editors, they would be willing to cover your activities when you send them an invitation, and probably follow-up with a call.

## **6.2 Lessons Learnt/Recommendations**

In spite of the successes of the project we also learnt a lot from the challenges we faced during the project implementation, it is recommended that groups willing to replicate this project in any other Public school should bear in mind the following:

### **6.2.1 Government Policies**

The uncertainty of government policies can affect the shape and span of project. In the case of the Youth against Crime project, duration and sustainability of change was adversely affected by the transfer of teachers, principals, police officers and in a particular case the Tutor General in the Education District V. We faced extensive delays during the advocacy and had to go back and forth in getting approval for any new activity for the project because of the changes in the Principals and Tutor General. The occurrences

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<sup>39</sup> Refer Chido Onumah ; Making your voice Heard: A media Toolkit for children and youth , 2004,pg 58

of national teachers strike in public schools is also a factor to consider when planning project activities, activities outlined need to be implemented as quick as possible because unforeseen strike actions can disrupt un implemented actions and this can significantly elongate the project duration.

### **6.2.2 Forming Partnership with Parents and Community Groups**

In forming and implementing projects in the schools, it is important to consider the adoption of a partnership approach. This gives families and community members' greater opportunities to determine options for school involvement, to participate in the wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school's decision-making processes. If a partnership is to succeed, it must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities"<sup>40</sup>



*Cross section of teachers and parents at one the interactive forums in Tolu school complex.*

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<sup>40</sup> See Ballen & Moles, 1994. [www.ncrel.org/sdrs/engaged.htm](http://www.ncrel.org/sdrs/engaged.htm)

Schools must be willing to involve parents, families, and the community at deeper levels and to support their participation. When schools regard their relationship with families as a partnership in which schools and homes share responsibility for children's learning, the result is an increase in the levels and types of parent involvement and support to the school. When this partnership is extended to include the larger community, the benefits are greater. Perhaps most important is that when responsibility for children's learning is shared by the school, home, and community, children have more opportunities for meaningful learning. Students are able to see the connection between the curriculum in the school and the skills that are required in the real world.<sup>41</sup>

The poor interaction between parents and the schools in Tolu school complex affected considerably their participation in the Youth against Crime project. But the presence of parents from the community policing partnership forum provided the required support. There is strong implication that the project impact would have been stronger if PTAs (Parents-Teachers Associations) were functional in public schools in the state during the project implementation.

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<sup>41</sup> [www.ncrel.org/sdrs/engaged.htm](http://www.ncrel.org/sdrs/engaged.htm).

## Appendix

### Testimonies from YAC 2006- 2009

Below is a table showcasing in a nutshell the impact of the Youth Against crime project in the schools where the project was implemented between 2006 and 2009 with the support from Cordaid as best captured by the students and teachers from the school where the project was implemented in Bola Ige Millennium secondary School and Tincan Island Secondary School.

The methodology used in selecting the students was a random sampling conducted by a consultant hired by the CLEEN Foundation at the end of the project. Respondents were picked from a mix of students participating in the project who were selected in the basis of every fourth students sitting in rows during the last interactive forum organized in the schools. Two teachers were interviewed for the purposes of this preliminary evaluation exercise. A male and female teacher who were at one point or the other coordinators of the project and had enough information to make an objective and informed appraisal of the project.

Here are the details of their responses;

S/N	Respondents Bio-data: Name of students/teacher/ Age and class.	Question for respondents impact of project.	Feed back from respondent on impact of project
1.	Obidiwe/ student/18/ss3 <sup>1</sup>	Q: How old are you?	A: I am 18 years old.
		Q: Have you just graduated?	A: No, I have not graduated. I just passed out now. I wrote my last WAEC of recently
		Q: So when did you join the club?	A: I joined the club in my SS1
		Q: What prompted you to join the club?	A: I joined when the club was just newly formed. They called us and we were lectured on what the club was all about and I was interested. We were given questionnaires to answer and in those questionnaires, there were questions that I thought could have positive effects to the youths out there. So that's what prompted me to join the club

S/N	Respondents Bio-data: Name of students/teacher/ Age and class.	Question for respondents impact of project.	Feed back from respondent on impact of project
		Q: What kind of activities do you do in the club?	A: Yes, there are a lot of activities, but specifically, what the club does is going out there because we have seminars, we go out to talk to the youths out there on the consequences and dangers of using hard drugs or being drug addicts
		Q: How would you assess the work of CLEEN Foundation? What are the things that maybe they should have done or added to help you achieve the aims you have set out for your club?	A: Well, actually, I would say they have done everything, but we still need them because those that are still growing up will face the challenges that we are facing. They have really done a lot. For example, this my school located in this centre, when you talk about Tolu Complex School, people see it as a place for ruffians, touts, hooligans, and outcasts. But when CLEEN Foundation came in, a lot of things changed. A lot of things changed. Even my school, you can now see my school on television, in many other things and people are emulating us. They are saying, where is this school, we want to know more about this. And within the environment, things have changed. Even the police station there, the youths used to find it difficult to communicate with the policemen, meet them, tell them their mind, or if they are being harassed, but with the presence of CLEEN Foundation, we now find it very easy. We are now friends with the police people. When you have any problem of any harassment or anything, we can just freely walk to the police station and tell them what we are facing and they are always there to assist us. I just pray they should continue because some are also coming to still experience the same thing
2	Jude Onyedike (student)/13yrs/ss2	Q: What is your name?	A: My name is Jude Onyedike. I am 13 years old. I am in SS 2F Art Class. I am a member of the Drug Free Club chosen as the new president. I thank God for that. It's a great opportunity working with the CLEEN Foundation. I thank the CLEEN Foundation for all the work they have been doing. They have been performing wonders in the lives of students

		<p><i>Q: What are some of the things you do?</i></p>	<p><i>A: Yes, they organise forums for us. They also organise training seminars for us in which they lecture us on the effect of drug abuse because major focus is on crime. They also lecture us on choosing a career. They also try to let us know that if there is any problem that we are encountering, we should also let them know so they can be of help to us.</i></p>
		<p><i>Q: How do you think they have impacted on the lives of students in this school particularly in the area of saying no to drugs and good environment</i></p>	<p><i>A: Yes. They have really worked hard for that. Before, we used to hear every corner there was drug. There is a field here named Maracana. People go there to sell drugs. People go there to also take drugs. So that thing has reduced since the CLEEN Foundation came into Tolu School Complex. We no more hear of people taking drugs, people selling drugs, because they have worked hard and they have brought the police to be partners with us so that anywhere we get people taking these drugs we should report to them so that they can quickly go there and stop it. Yes, they have done well in that aspect.</i></p>
		<p><i>Q: And I think you are a very smart 13-year old. Tell me your own personal experience, what motivated you to join this club, what has it been like, what are the benefits, maybe travels and all that?</i></p>	<p><i>A: Yes. That is what I'm so happy about. My whole experience in the Drug Free Club has been a wonderful one. The CLEEN Foundation has been like a father to me. I didn't believe that out of all the students of this school, I'm the one to represent the CLEEN Foundation, represent Nigeria as a whole in a conference in South Africa. So I thank God for that. They took me there.</i></p>
		<p><i>Q: So you are satisfied with the overall work that CLEEN Foundation has done?</i></p>	<p><i>A: Yes. They have put an end to everything crime in this vicinity. So people are now free to walk on the streets even in the night. Formerly, if a lady is walking in the street in the night, either that lady is raped or attacked. But now, there is nothing like that.</i></p>
		<p><i>Q: I want to look at your own outreach. Now that you have been trained, are you able to train other young people about your age in your community?</i></p>	<p><i>A: Yes, by the grace of God I can do that and I know that. I am sure of myself that God will help me accomplish that. If I am given the opportunity to speak to my own fellow youths to stop crime, I think that's what I will do. Yes, if it is to stop crime, and to make sure that Nigeria is a better place for our youth, that this coming generation will be better than the last generation, I am proud and happy to say that I will speak</i></p>



3.	<b>Odili Queen (Student)/18yrs/SS2</b>	<i>Q: Please introduce yourself.</i>	<i>A: My name is Odili Queen. I am 18 years old. I am in SS2, Art Class.</i>
		<i>Q: When did you join the CLEEN Foundation Drug Free Club?</i>	<i>A: I joined the CLEEN Foundation Drug Free Club in May 2008</i>
		<i>Q: What prompted you to join the club?</i>	<i>A: I joined because they teach good lessons in the club. People learn good things from there and we really learn a lot. We really learn a lot. It's very good. It's a good club to join.</i>
		<i>Q: So, how has that benefited both the students who are members and the community?</i>	<i>A: Well, that has really helped many of us and we have benefited good things from it. Many of us do not have anybody to talk to. Many of us, we do not have any good friends. Some of us are orphans, we don't have parents to talk to us, and so if we come to Drug Free, there are people who talk to us. The way they advise us, the way they lead us, when we learn from it, it benefits us a lot.</i>
		<i>Q: You know this place is considered a very crime infested place. So have your activities changed what's happening here, like the attitude of young people and students to violence and drugs, has it affected them?</i>	<i>A: Before the Drug Free Club came around, it really affected many people around the school. But when the Drug Free Club came, we were able to call back even those that were affected. So we are still looking forward for other people to change. But if you look around the school, the Tolu Complex as a whole, there is some kind of change due to the Drug Free Club.</i>
4	<b>Mrs Onuoah Ezihe Lydia (teacher)</b>	<i>Q: Kindly introduce yourself.</i>	<i>A: I am Mrs Onuoha Ezeyendifia. I used to be a teacher in this school, Bola Ige Millennium Secondary School. We started the program together with the organisation. In fact when we started we could not really understand what it was about. But after the first interactive session, it became clear what the program was about. We worked with other members of the coordinating team. I led the coordinating team, we were four teachers I suppose three female and one male together with the students</i>

			<i>and school authority we worked together to take the programme this far.</i>
		<i>Q: What will be your overall assessment of the programme after 2 years</i>	<i>A: They have actually done well. In fact true to what they represent a nongovernmental, nonprofit making organization they have actually tried. Yesterday, I was discussing with a colleague, I was telling the colleague about this programme and the colleague was like what does the organisation stand to benefit in terms of monetary value and all that. And that question touched me and I tried to explain that it is a nonprofit making project. It is humanitarian service. They've come all the way to discover talents, youths that are disadvantaged, especially youths in this community. The community is a community that is so volatile, prone to violence, crime and all that. The crime rate is actually high especially in this locality. So they've come all the way to help these young ones to realize that crime is bad. And that there are other gainful things they could engage themselves in, to benefit themselves and their families. These messages being sung to them as song actually go deep into their minds such that they look forward to these programs whenever it is organized. You do not force them to do it. They look forward to it. In fact, they come to ask when the next program will take place. And parents too have actually supported us. They have lent their support to the programme. Members of the communities too appreciate what this organisation has been doing for the past 2 years. And they have exposed the students through several talks by professionals, doctors, nurses, lawyers who come from time to time to educate the students., that despite the environment where they are they can still be something tomorrow. And they have actually gone far to even bring those who have succeeded who grew up in Ajegunle who have become musicians, artistes, etc. Many successful musicians have been to encourage the students and they have been quite impressed. They also invite actors. Many of them have been here to talk to the children, so the children have realized themselves. They have even moved away from the environment mentally so to speak. They are seeing themselves in places like Ikoyi, Victoria Island and all that. So it has boosted the moral of the students here.</i>
		<i>Q: I want to look at the area of the</i>	<i>A: Fine, fine...before now we were actually disappointed, before this organisation came we were actually</i>

		<p><i>relationship with the police, because that is very critical</i></p>	<p><i>disappointed anytime we hear the police. The students themselves didn't want to hear anything about the police. Whether the police exist or not, it does not matter to them. Several occasions when there were school fights, when we invite the police they will never show up. In fact they will put a condition that if we have to come, you will do this or that, which most times we are not prepared to do. But this organisation came. I remember the first interactive forum, police officers came well dressed. They spoke to the students. They defined what the police is about, even encouraged the students to take policing as a career. So from time to time they have been coming to the interactive sessions. They give encouraging talks to the students. And after some sessions when we invite them if there is any trouble they are here with us to quell any problem. So there has been a good rapport between the school, students and the police. We exist now as friends, as partners to affect the lives of the children.</i></p>
		<p><i>Q: What is the percentage of students who are members of the club vis-a-vis the total population? Does it show any active participation?</i></p>	<p><i>A: A good number, a good number...I should say more than half of the school population belongs to this club. And it is the most active club in the school the Drug Free Club established by CLEEN Foundation.</i></p>
		<p><i>Q; what will you attribute to this success for student to be members?</i></p>	<p><i>A: Well action speaks louder than words. They have never disappointed. This organisation has never fixed a date for an interactive forum and failed. They are always here. In fact, they are here quite on time. So when we advertise and make announcements about a seminar or interactive forum coming next week and we announce this week they have never failed. And the students appreciate that these people are consistent, that they have never failed. So whenever they are called upon to participate they are ready. And they derive a lot of benefit from it. There are career talks. They deal with things that affect them. Like the last one before the last holidays was on what they will use their time to do during the holidays. They were encouraged to engage in some vocational training, read books, read novel and get themselves busy so that they won't have time for criminal</i></p>

			activities. So CLEEN Foundation has touched so many of them.
	<b>Haruna Ali (teacher)</b>	Q: Please introduce yourself	A: My name is Haruna Ali, one of the teachers in this school. Since I was posted here I was made to be the Coordinator of the Drug Free Club which is the brainchild of the CLEEN Foundation. So, I met it in place and ever since I have been the Coordinator. We have five teachers in charge of the club. It is a voluntary club and every Wednesday we do have meetings. That is, the students and the staff to discuss different issues. We pickup any topic on crime and we discuss how we can relate it to our situation and how we can talk to other students to know that crime is not something that we should encourage in our environment.
		Q: what will say is the impact....?	A: Primarily, I don't know what we can use to quantify it. It has a great impact. One, as a member of Drug Free Club there are certain things which you might have done that you cannot do again because of what the Club portrays. Like, for example, it is very difficult for you to see a Drug Free Club member engage in physical fight between students because these are part of the things we teach ourselves not to do. We have members in each of the classes that at times when they notice any bad behaviour by other students, they do talk to them. And if they cannot, they will report to the teachers. Before this programme came, if you heard the word Tolu School Complex, what comes to your mind is the image of violence and crime. But that has changed. That is the great effect of this Foundation in our school. It is through the Foundation that we were able to bring a Police post near to the school complex so that if there is any violence they can quickly call on them to check the students. Then looking at the impact of all the interactive forums we have being having because they bring people from every walk life. When they talk to students that before I became this or that, I was from here, it gives them hope.
		Q: Finally, how will you describe the success of the Club and the success of CLEEN Foundation participation in the programme?	A: In all ramifications, the success cannot be measured in the sense that the Club itself is one clubs that are recognized within this school, within this complex, even up to the district. <b>Secondly this is the only club</b> within this school that has a well furnished secretariat that others from other schools do come to. You cannot compare the success. It is a great success. And as such we are sure of the continuity of the club.

## List of Contacts

S/N	Name/Organisation	Address	Contact Person	E-mail/ Telephone
1.	CLEEN FOUNDATION	21, Akinsanya street, Taiwo Bus stop Ojodu Berger, Lagos.	Onyinye Onyemobi	onyinye. onyemobi@ cleen.org 08037511909
2.	National Drug Law Enforcement Agency	NDLEA, NAHCO office, Murtala Mohammed Cargo Port, Ikeja, Lagos	Comm, Wesley G. Midala	08033478681
3.	Tolu Police Division	Tolu Police station	Inspector Ubi Obono	08034091847
4.	Project Alert on Violence Against Women	21, Akinsanya street, Taiwo Bus stop Ojodu Berger, Lagos.	Mrs. Josephine Effa- Chukwuma	08033047711
5.	Youth Media and communications initiative	Lagos Center, 17, Omotayo Ojo street, off Allen Avenue, Ikeja, Lagos	Uzodimma Nwaogbe	08038419391 08057534902
6.	Youth Against Cyber crimes in Nigeria		Martin Mbasekei Obono	08037987515
7.	NAPEIIN (Nature protection and environmental improvement initiative)	Shodex Garden, 251-253 Ikorodu Road, Anthony		01-8543112, 07028197463
8.	Defense For children international(Nigerian section)	47 Ayinde Giwa Street, Off Ogunlana drive Surulere , Lagos	Ini Onuk	01-2131776, 01-2131304
9.	Education Department Ajeromi Ifelodun	Ajeromi Ifelodun, Local government secretariat	Moses Iko-Awaji C.P	
10.	Community policing Partnership Forum		Taiwo Daniju	08058122634

## CLEEN FOUNDATION'S PUBLICATIONS

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