

GOOD PRACTICE MODEL IMPLEMENTATION GUIDE



HLUMELELISA
A NEW SPIRIT



CONTACT & REGISTRATION DETAILS

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FOREWORD

With the new dawn awakening in South Africa in 1994 and the trials and tribulations that followed, one of the neglected areas was the lack of transformation within the townships. Here, in contrast to those of us lucky to live in what is known as one of the largest urban forests in the world, there were no trees. Trees lend gentleness and transform a dormitory-type suburb to a home.

In 2003, with this in mind, I approached Leeuwkop Correctional facility on the outskirts of Johannesburg to request a partnership with them to use their facilities to establish a tree nursery, the produce of which would be donated to and be the forerunner of the greening of townships surrounding Johannesburg.

On my way to my first meeting, I happened upon a group of incarcerated individuals sweeping up leaves in the early morning. A gentle breeze made this task almost impossible, as they would sweep an area clean and return to sweep the same area, which had been covered by the same leaves, again.

The futility and hopelessness of the exercise was evident on the sweepers' faces. Taken further, the situation they found themselves in also seemed hopeless and futile. The evidence was clear and uncomplicated, and I realised that what I wanted to do was not about growing trees, it was about growing people.

And so, the journey began.

Reminiscing on personal experience, I knew that in times of confusion and discontentment, working in nature and being part of the earth brought solace, quietness and peace of mind. I thought that maybe using nature and developing understanding of its workings could help bring about personal change, create hope, redemption and a future which included peace, love and forgiveness.

I settled on horticulture as the vehicle to bring about this transformation and went about identifying an external training provider registered with the AgriSETA. A three-month short skills course in horticulture was identified.

14 students were selected, and the journey began.

We learnt many lessons from those first courses, but two stand out: advice from a lifelong friend who said to just keep things simple; and that once you give people a value, they live up to that value. Then you realise that most people are good and part of acknowledging their value is to recognise the good in them.

The second lesson was that, although the students had progressed well with their practical knowledge, their psychological development, though evident, had at this early stage not become habit or part of their being. For any chance for this to become entrenched and in fact to realistically “grow the students”, we would need them for much longer, at least 9 months.

The next game-changing step forward was when the decision was made to identify top graduates from the training programmes and nurturing, coaching training, and then employing these graduates on release to return to correctional centres as facilitators of the Hlumelelisa programme.

Since our somewhat haphazard beginning in 2003, and with literally hundreds of students passing through our courses, we have created an environment and a community within which our students, staff and graduates ultimately flourish.

Responsibility for their conduct in the community is owned by individuals and shared across the community. There is a fundamental set of values that govern our behaviour toward ourselves and toward each other. It's brought together in our codes of conduct for students and facilitators and it's underpinned by a philosophy of giving rather than taking.

Giving is an outward expression of a relationship and the relationships in our community are meant to be enhancing rather than diminishing of people. We characterize this by saying that we do not want to know where students come from, we want to know where they're going instead.

Time, circumstance and a shared sense of values where we respect and care for one another and ourselves have made us see our community as a family. And the students who come to us in every programme are part of that family.

Staff, students and graduates often use the words “belonging” and “trust” to describe their feelings. “Belonging” comes from an old English word meaning a close and secure relationship. Relationships of belonging are personal. They are about you, me, and the stuff of the world that is the medium of our activity.

Membership of our community requires durable and mutual commitments and in this broad context of community life, trust exists side-by-side with participation, acceptance, and respect.

Hlumelelisa talks about love: love yourself and then love your neighbour, forgive yourself and forgive others. Be proud, not in an arrogant manner, but as a person imbued with dignity, respect yourself and respect others.

Focus on the good: “catch people doing things right”. We all have amazing talents. Identify these and let them grow and develop. At its core, the Hlumelelisa programme is about growing people. People who are unemployed, youth at-risk, offenders in prison but also you and me, when we realise our shared humanity.

While in prison and taking part in our course, we provide a safe community – a healthy space if you will – where our students can begin to heal, learn marketable skills that will give them a fighting chance at employability upon release and take on life lessons that will ease integration back into their communities. Success for us is meeting our graduates on the street and seeing the light in their eyes and the spring in their step.

Paul Bruns

Founding Director

ACRONYMS

DCS: DEPARTMENT OF CORRECTIONAL SERVICES

HIV: HUMAN IMMUNODEFICIENCY VIRUS

HTS: HIV TESTING SERVICES

M&E: MONITORING AND EVALUATION

MOU: MEMORANDUM OF UNDERSTANDING

NGO: NON-GOVERNMENTAL ORGANISATION

PBO: PUBLIC BENEFIT ORGANISATION

SETA: SECTOR EDUCATION AND TRAINING AUTHORITY

1. INTRODUCTION

"I know that life is a very precious thing and I feel that I didn't respect it when I spent some of it inside the prison. I have learned that I am strong and I can show my family that I have changed. I want to be remembered as a man who turned his life around from crime. I am going to work hard to make my family and community members forget about the pain I made them feel with the crime I committed. I will also be remembered as a person that looked at God for guidance to show me a new way of living".

Sifiso Myeni, Hlumelelisa Graduate, Boksburg Juvenile Class of 2017

1. INTRODUCTION

Hlumelelisa is an ancient Nguni word that means “a new spirit” or, more literally, a fresh shoot from a dead branch or tree. The need to heal and renew the spirit is Hlumelelisa’s founding principle.

The organisation was established in 2003 in order to mitigate the ever-growing crime rate and urban decay in South Africa. Originally, the only aim was to “green” the city of Johannesburg by having sentenced offenders growing trees in correctional facilities to be planted in townships. However, “growing people” and setting in motion a process of personal transformation culminating in the restoration of dignity and hope, soon became the top priority, and training in horticulture was chosen as the ideal vehicle to bring about this renewal.

Accordingly, Hlumelelisa’s **mission** is today expressed as follows:

“To equip sentenced offenders and people at risk with practical skills in horticulture and a change in mind-set, so that they can earn a living, make a positive contribution to their communities, provide food for themselves and their families and help create a greener and safer South Africa for many years to come.”

The organisation’s **strategic goals** are to:

“Provide rehabilitation and reintegration services to promote and protect the rights of offenders in keeping with the UN's Mandela Rules, the South African Constitution, and local legislation, and to contribute to crime prevention by providing sentenced offenders with skills and opportunities with which to earn a living upon their release, obviating the need to turn to crime to survive.”

Its **strategic objectives** are defined as follows:

1. Develop best practice rehabilitation and reintegration programmes using horticulture and life-skills training, thereby substantially increasing the reach and impact of the Hlumelelisa programme.

2. Leverage partnerships to promote job creation, urban greening and food gardening as tools to promote restorative justice and community reintegration.
3. Be a sustainable organisation through robust financial management, income-generation, leadership development, governance and M&E systems.

The choice of horticulture as a vehicle for rehabilitation and reintegration of sentenced offenders is significant in several respects:

- Horticulture is a powerful tool for personal healing and transformation; it does not merely teach “life skills”, but develops emotional intelligence, teaching patience and perseverance, encouraging cooperation with others, restoring hope and dignity, and instilling a sense of purpose.
- Horticulture has been identified as a scarce skill in the agricultural sector in South Africa, while the private landscaping sector is thriving. As a result, there are many opportunities for employment and enterprise development in the sector. The training enables students to step out of survival mode into quality employment and enterprise development.
- Through the production of food and its donation to vulnerable community members, students experience the fulfilment that comes with giving rather than taking. This also promotes restorative justice, as programme graduates, who may have harmed these communities in the past, are working to rebuild them, providing food and/or gardens, facilitating their acceptance back into these communities once they are released.
- Through the training in horticulture, students are equipped with skills to make an important contribution to the greening of their communities and the city.

Hlumelelisa Values

Implicit in the statement that Hlumelelisa's primary concern is "growing people" is a strong value system that forms the foundation upon which all its work is built. The cornerstone of this value system is to recognise the value in each person, and the truth that most people want to do good and be good, and that, if treated with respect and dignity and given the opportunity, they will live up to the value placed in them. Respect is therefore a foundational value. Associated with this is the complete absence of judgement: we do not ask and do not care to know where our students come from. All that matters is where they want to go, and all that is required is for them to have an earnest commitment to their rehabilitation. In a respectful environment free of judgment, it is possible to develop relationships of trust and a strong sense of community where our facilitators and students care for one another in the spirit of ubuntu, recognising that a person is only a person through other people. This is extended to the broader community, and to the development of a "what can I give to" rather than a "what can I take from" attitude towards society. The development of this spirit of generosity is fundamental to the achievement of rehabilitation. We believe fundamentally in 'catching people 'doing things right': focus on the positives, on the strengths, on the future. It should be noted that these values are formalised in a code of conduct for facilitators and students and that they form part of the staff performance appraisal system. As such, they are an integral part of Hlumelelisa's Good Practice Model, and not merely a piece of paper stuck on the office wall.

2. WHAT IS A GOOD PRACTICE MODEL?

“... Hlumelelisa is not only very valuable to me because of the gardening skills I have learned here. The people in the course and the facilitators give me a feeling of having a family here. We work together, we are motivating each other, and we also learn how important it is to be patient with each other as with our plants. I sense a lot of respect in this course. Nobody judges others here and we can really open up to each other and talk about our problems and feelings sometimes. That helps so much.”

Lorraine Ndlovu, Sun City Female Correctional Centre Class of 2019”

2. WHAT IS A GOOD PRACTICE MODEL

Evidence-based good practice models are methods that are generally accepted as superior to any other alternatives because they produce results that are generally superior to those achieved by any other means. They are a set of guidelines that represent the most prudent or efficient course of action.

Characteristics of an evidence -based good practice model include:

1. Evidence-based research about behaviours, impacts and proven tactics: In this instance, understanding the characteristics of the correctional services system, the macro environment in which it operates and strategies to promote rehabilitation and reduce the rates of recidivism of sentenced offenders.
2. An emphasis on partnerships: Collaboration and close communication with organisations and individuals with similar goals and values will strengthen the likelihood of success. Working together with students, DCS officials and stakeholders in a coordinated fashion gains their support, trust and co-operation.
3. A strong focus on training: Training is a powerful tool for achieving long-term change in the community of interest. It can change people's motivation and build capacity and capability to contribute to their communities and to society at large.
4. Physical resources & infrastructure: Access to resources and infrastructure within correctional facilities and communities make it easier for potential students and Department of Correctional Services to participate meaningfully in the programmes.
5. Monitoring & Evaluation: Monitoring the programme during and after implementation illustrates how well the programme is doing, based on initial baselines set at the beginning. This forms the basis for repeatability and replicability, but with the hindsight of considerable experience.

6. Values: The manner and ethos for implementing the model derives from the culture and values of the organisation and finds expression in phrases such as “I feel part of something worthwhile and valuable”, “and this is like being part of a family”.

Annex A provides insight into some of the research studies and good practice in rehabilitation and restoring dignity that have driven the development of the Hlumelelisa programme. The three practical elements of Training, Physical Resources & Infrastructure; and Monitoring & Evaluation are underpinned by evidenced-based research and supported by strong partnerships. All of which is buttressed by the Hlumelelisa organisational ethos and value system. This way of doing things speaks to the philosophy of the founders and has in turn led to a family-oriented value system and organisation. This implementation guide will describe the Hlumelelisa model against the characteristics of good practice.

Alongside the accompanying toolkit, we hope this guide serves as a useful tool to anyone interested in implementing a horticulture programme as a tool for rehabilitation, job creation and personal growth.: Monitoring the programme during and after implementation illustrates how well the programme is doing, based on initial baselines set at the beginning. This forms the basis for repeatability and replicability, but with the hindsight of considerable experience.

3. PROGRAMME OUTLINE

"I have loved gardening from a very young age, but I never knew that it was actually nurturing. With what I have acquired from the Hlumelelisa course, I'm able to unite people in the community, create teamwork and have projects that will create employment and produce food from the ground (land we have) from the skills and knowledge I can pass to them.

I am grateful to Hlumelelisa for changing my life in the biggest way, which motivates me to work harder, so I can change other people's lives as well."

Mandla Prince Jiyane, Senior Facilitator & Graduate, Leeuwkop Correctional Centre Class of 2014

3. PROGRAMME OUTLINE

The section that follows outlines the Hlumelelisa model in the context of the external environment that both shapes it and that it aims to influence, namely the correctional services system in South Africa and socio-economic conditions and development trends that prevail in the country, and the organisation's relationship with other stakeholders within the ambit of the work it does.

Figure 1 describes the programme outline for the implementation of the Hlumelelisa model: ·

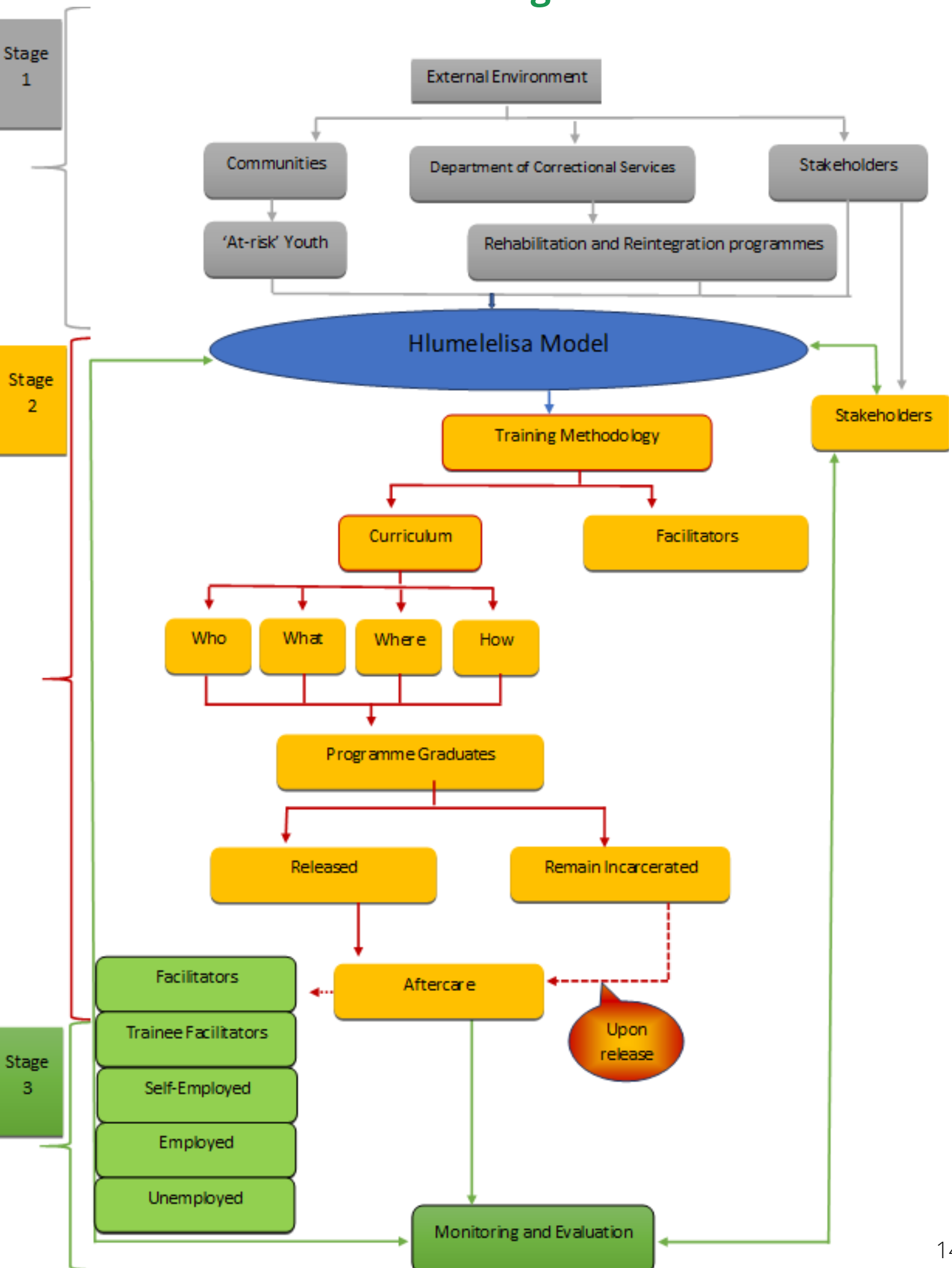
Stage 1: the external environment within which the model operates is considered and mapped out.

Stage 2: is a description of the implementation plan and the associated training used in the model.

Stage 3: the monitoring tools employed in order to measure the progress the model is making toward its strategic objectives and goals.

Each stage is further described in the sections that follow.

The Hlumelelisa Programme Model



4. PROGRAMME IMPLEMENTATION

"I learned how to be more positive and patient with the growth of plants. I learned that nature has more to offer than what I understood. I am grateful to Hlumelelisa for employing me, as well as enrolling me in the current Horticulture Level 4 Learnership. This is an opportunity of a lifetime that I would like to make the most of. I was top of my class at Thusong and I believe the same can happen for the current learnership."

Elsie Makinta, Junior Facilitator & Graduate, Thusong Community Youth Development Centre, Class of 2016

4. PROGRAMME IMPLEMENTATION

These steps are necessary when implementing the Hlumelelisa model and should be followed in the order that they appear below.

In summary, **Stage 1** takes place in the last quarter of the year prior to the commencement of training and involves laying the foundation for the implementation of the programme in the following year. If the training programme is being launched at a new Correctional Centre, the training provider must first be quality assured by the relevant facility and approved by it as a service provider. This involves completing a standard application form (See Tool C “Application Form” in the attached Toolkit) and participation in a quality assurance meeting. In the case of existing programmes, Stage 1 entails the submission of a progress report in a format prescribed by DCS (See Tool C, Annexure D in attached Toolkit) as part of the quality assurance process, the assignment of a facilitator and trainee facilitator (where applicable) to provide training, and entering into an Operational Agreement (See Tool D in attached Toolkit) with DCS (or other training partners) that details mutual roles and responsibilities and resources to be allocated by each party. It also involves securing the funding required to implement the programme.

Stage 2 is the *implementation and aftercare* phase. Implementation takes place from January to November and involves student recruitment in January, in which DCS participates. The actual training programme commences in February. Training is offered on weekday mornings only, as the DCS schedule precludes the participation of inmates in activities in the afternoon. DCS’s role during the implementation of training is to provide security (escort students) and ensure access to land and classrooms for training. All other responsibilities, including facilitation, the production of teaching and learning materials, provision of gardening tools and equipment, learner assessments, certification [1] and graduation, fall to Hlumelelisa.

[1] Note: If the qualification forms part of a national diploma, then this is the responsibility of the AgriSETA.

After-care only comes into effect once students are released and involves the referral of graduates to organisations that may be able to assist with their reintegration into the community.

Stage 3 is the *Monitoring & Evaluation* phase. Attendance registers are kept and competence in each unit standard is assessed by a Hlumelelisa facilitator with a qualification from the Education, Training & Development Practices (ETDP) SETA, and who is also registered as a facilitator by the AgriSETA. Facilitators do not assess their own students.

Quarterly summative assessments are conducted by on-site facilitators and feedback provided to students. Students evaluate training during a final interview conducted at the end of the course. The most significant change theory, which involves the systematic use of case studies written by the students themselves – at the beginning and again at the end of the course is used to evaluate the personal development students undergo as a result of their participation in the programme. Once they have been released, facilitators make telephonic contact with graduates on a quarterly basis to determine their status. This information is captured on the student database.

Table 1 outlines the roles and responsibilities for the stakeholders involved in the implementation of the Hlumelelisa model.

Stage 1: Understand in preparing the environment	Facility in which you wish to operate	Hlumelelisa	Prior year
	Acceptance of training programme at correctional facility or other training site		
	Formal agreement on resource provision in the form of Operational Agreement	Hlumelelisa with DCS/implementation partner	
	Assignment of facilitator, and trainee facilitator, where applicable	Hlumelelisa	Prior to commencement of training
Stage 2: Implementation	Student selection		
	Identification of potential students	DCS CMC	Prior to commencement of training
	Screening and literacy testing	Hlumelelisa	
	Training implementation		
	Recording student biographical and literacy test data	Hlumelelisa	Prior to commencement of training
	Student readiness: laying foundation for personal growth through writing life story		
	Availability of staff to escort students	DCS	Prior to and during training
	Availability of qualified facilitators	Hlumelelisa	
	Provision of training resources		
	Provision of gardening supplies		
	Delivery of training curriculum: horticulture		
	Develop portfolio of evidence for relevant unit standards (this includes establishment of organic vegetable garden, propagation of plants, pruning, etc.)		
	Donation of produce		
	Delivery of "New Beginning" Life Skills Course		
	Administration and recording results of quarterly formative assessments		
	Identification of aftercare organisations		
	Graduation		
	Student certification	AgrISETA	After completion of AgrISETA assessment criteria
	Graduation celebration		
Stage 3: Monitoring and Evaluation	Aftercare		
	Assign facilitator to provide support to graduate	Hlumelelisa	Upon release
	Link graduate with aftercare organisations for support, employment opportunities, etc.		
	Monitoring		
	Attendance at each session of the training programme	Hlumelelisa	During training
	Level of participation in the training programme		
	Formative assessments, including theory and practical work		

Formative assessments, including theory and practical work		
Evaluation		
Final interview with the student by facilitators	Hlumelelisa	Course completion
Use of Most Significant Change Theory to evaluate personal transformation/development brought about by programme Programme effectiveness by measuring graduate progress after release		Upon release

Stage 1: Understanding & preparing the environment

This section is a broad overview of some trends relating to South Africa and the Correctional Services environment. It will highlight some important contextual factors relevant to the implementation of the model. These factors not only provide necessary background and information but are also intended to frame any discussions with stakeholders such as the Department of Correctional Services, donors and implementation partners.

Contextual factors

The Correctional Services System

In a constitutional democracy, the emphasis must be placed on a human-rights approach to correctional centres and their management. The history of South African and the way which the criminal justice system was managed after 1990 have resulted in a set of circumstances that we now experience as challenging from a human rights perspective. South Africa has a large population of sentenced offenders and a high rate of imprisonment. Living conditions are also undermined by high rates of overcrowding. Some cells house two or three times the number of inmates they are designed to hold. It must be noted that concerted efforts are being made to address overcrowding and a great deal of renovation and construction work is taking place at various correctional centres. Not all inmates have access to proper medical attention and only a small percentage have access to education, work, sports or the library.

Two legislative developments of the late 1990s contributed to the high incarceration rates:

- Since 1998, district magistrates are entitled to impose longer sentences without sentencing guidelines.
- The Criminal Law Amendment Act of 1997 stipulates mandatory minimum sentences for certain serious crimes (from 15 years to life imprisonment). The minimum sentencing provision was meant to be temporary, but is now a permanent part of the sentencing practice.
- The Correctional Service Act III of 1998 created a framework that, for the first time, sets out the minimum requirements for humane detention. The White Paper on Corrections, which was developed some six years after the Act, places the emphasis on rehabilitation and reintegration and finds itself to some extent at odds with the Act.

This tension arises from the differing philosophies underlying the White Paper and the Act. The Correctional Services Act has a restrained and considered retributionist approach to corrections: offenders should be punished, and prison is the place to do that. The White Paper, in contrast, has a rehabilitationist approach: offenders are people whose behaviour can be changed, and a “correctional centre” is the place to effect that change.[1]

Rehabilitation and reintegration into society is a severe challenge for the DCS and often not much is done in order to prepare the offender for re-entry into the community. This is not from a lack of will but simply a lack of resources, not helped in recent years by the debilitating effects of corruption at the highest levels within Correctional Services. On average, DCS spends only 5,5% of its total budget on Rehabilitation, 10% on Care, and 4,3% on Social Integration[2]. These budget allocations cannot be reconciled with the Department’s often repeated assertions that rehabilitation and social reintegration are its primary concerns.

Due to overcrowding, resources that might have been devoted to offender programmes, mental health and drug treatment services are instead being spent on creating bedspace because of the enormous increase in the number of offenders. This not only results in violations of the human rights of offenders, but also in the over-extension of staff and the creation of conditions that undermine rehabilitation. Apart from the effect that the overcrowded conditions have on the physical and mental wellbeing of staff members and offenders, it also results in the breakdown of law, order and standards within the prison system and is a critical issue that confronts the criminal justice system. Thus, it severely hinders the management of treatment and development programmes that are intended to effect rehabilitation and reintegration. Since offenders are eventually released into the community, it is the responsibility of society and its civil society organisations such as Hlumelelisa to facilitate their adjustment back in the community.

[1] The Africa Criminal Justice Reform Project, located at the Dullah Omar Institute of the University of the Western Cape, engages in research and advocacy work within a human rights framework to ensure humane conditions of detention and the promotion and protection of prisoners’ rights as enshrined in local legislation and the UN’s Nelson Mandela Rules.

[2] Department of Correctional Services, Annual Report 2016/2017, p. 26. www.dcs.gov.za/wp-content/uploads/2018/10/DCS-AR-2017-18-WEB.pdf; accessed 24 June 2019.

Top Tip to Avoid Potential Pitfalls

As the model relies for its success on sustained support from DCS, it is of vital importance to have an MoU in place with each correctional centre making the level of support required from DCS explicit. Among other things, the MoU needs to make available enough land, classroom space and DCS members in order to escort students to and from the learning environment.

In the context of the work Hlumelelisa does, it is important to note that correctional facilities have many of the resources required by Hlumelelisa readily available: land (at some correctional centres, under-utilised nursery infrastructure is available); classroom space; and most importantly, hungry-minds, ready to engage in learning and healing. However, a shortage of staff can result in it being difficult for students to get to the learning environment, as all inmates need to be escorted within the correctional facility. The Correctional Facility in which you work needs to commit staff to escort students to and from the learning environment, and sometimes sit in during the lessons. In some instances, the DCS members have joined the course and we are very proud of our DCS staff graduates. These are, of course, not concerns when working outside of the prison environment, although transport may need to be catered for for students from poverty-stricken environments.

I am a warden working for the Correctional Services since 1984. I start working at ~~at~~ Medium A (Iecunkep). I want to ~~transfer~~ ^{go} to Cranston College for my training and come back to Iecunkep Medium B The Juvenile prison. I worked at Medium B & until 2011. I start working at the nursery in 2011. Since I start working at the nursery my whole life change. I get more trust in members as well as inmates (prisoners) and this place makes me more positive and peaceful. My whole life changes here at the nursery. The inmates are also helpful with the same changes in my life. ~~Hlumeklisa~~ ^{God} and ~~the nursery~~ ^{God} and Hlumeklisa change my whole life. It makes me so happy about the whole system.

Thanks to God who put me here on this road at the nursery, with Hlumeklisa who changes my whole life and to help other people and their needs in life.

Willie Pieterse from Iecunkep Medium A,
working at the Nursery, falling under
Agriculture

Poverty, Unemployment, and Crime

In 2015[4] Statistics South Africa reported that 55,5% of South Africa's total population (30,4 million people) were living in poverty; 25,2% of the population were living in extreme poverty; and the income inequality in South Africa was among the worst in the world, with the country's Gini coefficient standing at 0,68. At the end of the first quarter of 2019[5], the unemployment rate in South Africa stood at 29%. Further, the Centre for the Study of Violence and Reconciliation cites the high unemployment rate, poverty and income inequality as one of the major contributing factors to the exceptionally high crime rate in South Africa[6].

According to Johan Burger of the Institute of Security Studies, *"The South African Police Service (SAPS) is not only fighting crime, but the unemployment and poverty that pushes people into alcoholism, addiction and violence. Contact crimes, like murder and attempted murder, are up, but much of these are driven by unemployment, poverty and alcohol and drug abuse. It is not often recognized that the causes of these crimes are outside the reach of the police. Unless we get a grip on the social and economic causes of lawlessness and strengthen crime intelligence, the figures are likely to go ..."*[7].

The Hlumelelisa programme works to tackle this by transferring employable practical and life skills to our students.

Horticulture in the Development Context

Agriculture, of which horticulture forms a significant part, has been identified as a scarce skill in South Africa[8] and the second fastest growing industry in the country[9].

[4] Statistics South Africa (<http://www.statssa.gov.za/?p=11129>)

[5] <https://www.dailymaverick.co.za/article/2019-07-30-south-africa-joblessness-jumps-to-highest-since-at-least-2008/>

[6] Quoted in "Locklatch", 26 September 2016 (<http://www.locklatch.co.za/current-crime-stats-sa-and-causes-of-crime-in-south-africa/>)

[7] Gulf News, 16 September 2016 (<https://gulfnews.com/news/africa/south-africa/south-africa-violent-crimes-driven-by-poverty-and-unemployment-1.1897258>)

[8] www.dhet.gov.za/SitePages/Resources.aspx

[9] <https://briefly.co.za/27937-fastest-growing-industries-south-africa-2019.html>

Landscaping has also been identified as a growth industry, offering many opportunities for private employment[10]. The five-year Integrated Development plans of local authorities also make provision for environmental protection and “greening” activities that offer significant scope for employment in the country’s towns and cities.

A 2013 report published by the United Nations Conference on Trade and Development argues that small-scale organic farming is the only way to sustainably feed the world[11].

This is particularly significant in the context of the food security crisis in South Africa, as detailed in the following extract from the Mail & Guardian of 26 October 2018: “Food security is a national crisis. The South African National Health and Nutrition Examination Survey found that, in urban areas, 28% of households were at risk of hunger while 26% were already experiencing hunger. In rural communities these statistics hit 32% and 36% respectively”[12].

Through the Hlumelelisa training programme, and in particular the practical component involving the establishment and cultivation of organic vegetable gardens, all the organisation’s graduates develop the skills to feed themselves and their families, and, potentially, their communities, too.

Stakeholders

A stakeholder is someone who can help or hurt your business, depending on how well they are understood and treated. Hlumelelisa has several long-standing stakeholders with whom it has beneficial relationships. The hallmark of these relationships is the willingness to work together toward a common goal of nurturing and developing people. This effort is facilitated by the willingness for all sides to communicate freely and openly.

[10] <https://marketresearchpro.net/2018-2023-global-landscaping-and-gardening-services-market-report-status-and-outlook/>

[11] https://unctad.org/en/PublicationsLibrary/ditcted2012d3_en.pdf

[12] <https://mg.co.za/article/2018-10-26-00-the-complex-insecurity-of-hunger-in-south-africa>

Examples of these relationships include:

- • DCS
- • Incarcerated persons
- • Hlumelelisa programme graduates (including facilitators)
- • The Agriculture Sector Education & Training Authority (AgriSETA)
- • Funders and
- • Organisations similar in mission to Hlumelelisa.

These relationships benefit the organisation and stakeholder mutually; for example, DCS derives the benefit of Hlumelelisa's work with incarcerated individuals as a credit to its overall efforts at reintegration and rehabilitation. Many, if not all, of these relationships began when Hlumelelisa was founded and exist to this day because of the mutual benefits derived and the efforts made by Hlumelelisa, especially its founder, to preserve the relationships.

"I wish Hlumelelisa went national with its work and could spread the benefits to all prisons in the country. It assists the efforts of DCS to rehabilitate inmates greatly."

DCS Official supervising selection of inmates for the Hlumelelisa programme at Johannesburg Central Correctional Centre

In order to create and preserve these relationships it is necessary to understand the Power/ Interest relationship that Hlumelelisa has with its stakeholders since the relationship determines the nature and manner of interaction between Hlumelelisa and the stakeholder. (Refer to Tool A in the Programme Implementation section of the toolkit for a Power/Interest template that may be used for mapping stakeholders).

Stakeholder Power / Interest Mapping

An important outcome of the stakeholder identification and analysis work, including the Power/Interest Grid, is to identify the most influential and most impacted stakeholder groups so that a focused stakeholder management strategy and plan can be developed and executed.

Some questions that are relevant for deciding who should be considered a stakeholder:

- Will the person/ organisation be directly or indirectly affected by this programme?

- Does the person/ organisation hold a position from which they can influence the programme?
- Does the person/ organisation have an impact on the programme's resources (material, personnel, funding)?
- Does the person/ organisation have any special skills or capabilities the programme will require?
- Does the person/ organisation potentially benefit from the programme or are they in a position to resist this change?
- At what point does the person/ organisation have the greatest impact on the programme?

Once potential stakeholders have been identified and mapped, those with High Power and/or High Interest should be the ones that need close management.

In Hlumelelisa's case, key stakeholders, those with an ability to directly affect the implementation of the programme or the output, include DCS and funders, to name but two. To this end, Hlumelelisa has a dedicated Stakeholder Manager and a plan that communicates regularly and closely with DCS and funders. This communication and advocacy plan links into key milestones within the organisational schedule such as graduating classes, the beginning of the training cycle, required reports to funders and grant makers [Refer to Tool B in the Programme Implementation section of the toolkit for a stakeholder communication and advocacy plan template.]

"One of the things that impressed us about Hlumelelisa before we'd even met them were their clearly articulated, well-written reports that told us simply and clearly who they were, what they did and their goals and objectives. And when we did meet them, we were bowled over by the work they are doing. It made a profound impression on me." – Donor

Key elements of the plan are:

- Regular and frequent communications to share information and progress updates with stakeholders.
- Early, then regular consultation to ensure that requirements are agreed to and delivery solutions negotiated that are acceptable to stakeholders.

- A plan of engagement for every key stakeholder with important dates, reports and meetings in the corporate calendar.
- Regular informal and formal meetings to develop the relationships by understanding each stakeholder's risk/success equation and to build trust.

Important to note

There are very strict rules against the publication of photographs or videos of sentenced offenders. These may only be used with the permission of the Department of Correctional Services and permission must be sought and granted in writing.

Among the communication tools used by Hlumelelisa are its website, YouTube videos of its work and public recognition it has received, the distribution of quarterly newsletters and social media platforms such as Facebook, Twitter and Instagram. Stakeholder relationships, where possible, need to be formalised in the form of Memoranda of Understanding (MOUs) and/or contracts (e.g. grant contracts) to avoid ambiguity and to record and give effect to decisions taken about the relationship. This is especially true for key stakeholder relationships.

Hlumelelisa's key stakeholders:

The Department of Correctional Services is a key stakeholder, with both high interest and high power. The engagement plan with DCS includes the steps outlined below:

- The submission to the Quality Assurance Committee[13] of a formal application to become a service provider at the facility. [Refer to Tool C in the Programme Implementation section of the toolkit for the Department of Correctional Services application form and related documents.] The application form details what DCS expects from the service provider, e.g. horticulture level 2 training five days per week, and, conversely, what the service provider expects from DCS, e.g. the provision of classrooms, access to land, personnel to escort students.
- A meeting with the Quality Assurance Committee to present the case for the provision of the service (only upon first application). The Committee meets monthly, so this should not take more than 6 weeks.

[13] This Committee is coordinated by the Head of Training & Development in each Centre and constituted at his/her discretion. It typically includes representatives from Security and may include social workers and case managers.

- Agreement to the terms and conditions under which the training programme will be implemented, as formalised in an Operational agreement [Refer to Tool D in the Programme Implementation section of the Toolkit]
- Ensuring appropriate training infrastructure, i.e., classrooms and space for developing gardens
- Agreement on selection criteria for students, including a preliminary literacy test
- Security agreements for students to be escorted to and from the training centre

The AgriSETA is a key stakeholder, with the unit standards (topics) that comprise the horticulture training programme – both the theoretical and practical components – accredited by the AgriSETA at Level 2 of the National Qualifications Framework (NQF). This means that the training is standardised against norms that apply nationally and lends credibility to the certificate that is issued to students upon completion of the training. The AgriSETA has also made an invaluable contribution by sponsoring staff training in facilitation, assessment and moderation. In order to provide training, the organisation must apply to the AgriSETA to become a registered training provider. This involves the approval by the AgriSETA of the training curriculum and materials, and that the organisation should have facilitators who are suitably qualified to offer the training and are registered by the AgriSETA as facilitators.

Other key stakeholders include those who contribute directly to the development of the training programme. Among these are Thabiso Skills and the Silesians Institute, which developed the life skills training programme that Hlumelelisa has adopted and called “New Beginnings”, Rand Water, which has offered training in correctional centres on “Water Wise” gardening and motivated students to pursue careers in horticulture. It is important to limit the selection of partners to those whose own work and values are congruent with those of Hlumelelisa and to keep the number of partners within manageable parameters.

One of the key characteristics of the Hlumelelisa model is that it is simple and “nimble”, partly because partnerships are selectively forged with a limited number of organisations that truly add value.

In respect of forging partnerships with donors, it is important to protect the integrity of the model, in other words, do not “meddle” with the model to satisfy the dictates of donors, but rather seek support for an internally developed model that meets real needs and is true to the organisation’s vision.

Stakeholder feedback

The stakeholders of Hlumelelisa are overwhelmingly positive about the organisation, its work and culture. Donors feel that Hlumelelisa presents itself and its work in a positive engaging manner that a particular donor describes as “mind blowing.” Its written reports are easy to read, while presenting the Theory of Change it espouses in a simple and readily comprehensible format.

The DCS has a mandate not only to incarcerate offenders but also to rehabilitate them. It struggles to maintain relationships and work with external programmes that can sustain themselves and still produce consistent noteworthy results. Its relationship with Hlumelelisa stretches back more than a decade. In the words of a senior warder at Johannesburg Central involved with the programme, their graduates call him to discuss their progress after release and “it gives him both joy and hope for their efforts to see how Hlumelelisa and its programme has empowered their graduates with skills to earn a living, start businesses and become productive members of their communities. “

Graduates and facilitators alike are unanimous with crediting the Hlumelelisa horticulture course for turning their lives around in a positive manner, empowering them to help themselves, their families and others. Many had serious concerns while imprisoned about their ability to ‘make it’ upon their release. For many graduates, the facilitators not only taught them the course content but also served as examples of what was reachable and possible upon graduation.

“I love to teach. I think it is what I was destined to do. My facilitator gave me back my desire to do this.”- **Hlumelelisa graduate and facilitator.**

Stage 2: Implementation Plan

This stage involves planning for and implementing the training curriculum and ensuring appropriate aftercare for graduates upon their release. This gives practical effect to the Hlumelelisa philosophy of growing people in a family-oriented culture.

Student Selection

1. The training programme is marketed through word-of-mouth (by current and past students and DCS members and social workers), and by putting up posters and distributing pamphlets.
2. Potential students indicate their interest to the DCS Education & Training Department.
3. The list of names is submitted to the DCS Case Management Committee (CMC), which conducts an initial internal screening to determine if the individual is eligible for entry into the training programme. The CMC is the “engine room” of correctional centres. It consists of full-time case managers who plot the course of, direct and manage incarcerated persons from the day they enter the correctional centre until the day they are released. The CMC manages the participation of incarcerated individuals in all education, training, development, care and rehabilitation programmes while incarcerated and are tasked with ensuring that all incarcerated persons meet their parole requirements. The CMC will then evaluate if the applicant is eligible to do the programme, considering whether he is a security risk, or prone to violent behaviour, or any other possible hindrances.
4. These potential students are then required to submit a completed application form to Hlumelelisa. [Refer to Tool E in the Programme Implementation section of the toolkit for the student application form.] The application form elicits further data and information as aids in screening and selection.
5. Hlumelelisa applies standardised recruitment criteria in the selection process [Refer to Tool F in the Programme Implementation section of the toolkit for the student selection criteria.], including a simple English language literacy test as the course is offered in English. [Refer to Tool G in the Programme Implementation section of the toolkit for the literacy test.]
6. Finally, an interview is conducted with the potential student. The purpose of this interview is to confirm that the student understands what the course is about and is committed to completing it and to explain the criteria for course completion.
7. Once accepted onto the course, students sign a “Commitment Agreement” in which they undertake to meet all course requirements and abide by a mutually agreed Code of Conduct.

8. In the case of youth-at-risk, training is implemented in partnership with community-based organisations, with Hlumelelisa staff marketing the programme to the organisations' clients and conducting interviews and making final student selection independently. In these cases, a Memorandum of Understanding is signed with the organisation in question.

TOP TIP TO AVOID POTENTIAL PITFALL

As the course is taught in English, it is important to be sure that students are sufficiently literate in English to successfully complete training. To this end, it is advisable to administer a literacy test as part of the recruitment process. However, in order not to disqualify students who are committed and would benefit from training, a simple test that evaluates a functional understanding of English is sufficient, provided that facilitators can explain more technical material in the vernacular.

Key to successful selection of students is that Hlumelelisa works closely with DCS staff in student recruitment to ensure that the students selected meet the minimum criteria to support the goal of successful rehabilitation and reintegration. This includes that they should demonstrate a commitment to the programme, be available to meet attendance requirements, be eligible for parole within a two-year period, and be sufficiently literate in English to work through the training materials. It is essential to share the recruitment process and criteria with all participating correctional centres in writing, and, where necessary, at face-to-face meetings.

Facilitators are starting to participate much more actively in student recruitment, resulting in a decrease in the already low drop-out rate. This builds a closer bond and alliance between the facilitators and students and aligns with the family-centred approach that Hlumelelisa espouses.

"I am grateful to Hlumelelisa for changing my life in the biggest way, which motivates me to work harder, so I can change other people's lives as well."

Mandla Prince Jiyane, Hlumelelisa graduate and facilitator

Of note is that incarcerated individuals are required to complete reintegration and rehabilitation programmes to qualify for parole. Some of these are compulsory and are offered by DCS, while others may be chosen from among programmes offered by external service providers, such as Hlumelelisa, with which DCS has operational agreements and are recognised by the parole board as a qualifying rehabilitation programme.

Students have reported that their initial motivation for signing up for the training programme is to ensure that they meet the requirements when they become eligible for parole.

Anecdotally, they describe the change they experience during the training programme. It moves from merely being a means toward parole eligibility to a life-changing and life-affirming experience, once more expressing the sense of community they feel as part of the Hlumelelisa programme.

A key factor of the Hlumelelisa programme is the sense of family, respect, acceptance and non-judgement. During the selection process, no Hlumelelisa staff member will enquire after the crimes committed by the applicant; the doors are open for all to enter. We do not care where you come from, we are only interested in where you are going. We believe fundamentally in ubuntu, and that only in loving and forgiving each other, can we heal each other and our country.

“My cellmate told me about horticulture and the opportunities that it could provide when we were released.”

Hlumelelisa graduate and facilitator.

Training

Hlumelelisa adopts an experiential-based and student-centred approach in its training. It believes that learning is not only about acquiring technical skills, it is also about learning behaviours that are desirable for work, and for a productive life. The holistic teaching develops students’ personal effectiveness to reintegrate effectively and to function as a productive member of society both as an individual and as a community member. To this end, training incorporates the “New Beginning” Life Skills course to complement the horticultural component.

In addition, psycho-social support in the form of a peer-to-peer trauma relief programme called the Community Self Care Demonstration Programme (CSDP), was piloted in 2019 with a group of juvenile offenders.

The aims of the training programme are twofold:

- The horticultural training aims to equip students with practical and marketable skills with which to earn a living, with the opportunity to work themselves out of the poverty that often caused them to commit the crimes for which they were imprisoned, and without which many will again turn to crime to survive upon their release. In this way, the programme makes a modest but important contribution to poverty relief and crime reduction. This training consists of both classroom as well as practical work in the gardens.
- The “New Beginning” life skills course is classroom-based learning that aims to set in motion a process of personal transformation, helping students to find purpose and start the journey of rehabilitation. The CSDP trauma relief programme is also aimed at preparing students for life after incarceration by helping them heal from past trauma and develop reliance to deal with present and future life challenges.

“One night I sat looking at the ceiling of the prison cell, and thoughts of feeling stuck and hopeless started roaming my mind. This was more testing times for me, as usually, I would be outside of prison quickly for a crime, and make up for time I have lost quickly, but this time it was different. I knew I had to have a changing point in my life, and I had to make plans for survival in a different direction, a direction that would make my life better and crime-free.

I met Paul Bruns in 2010 and was introduced to Hlumelelisa, where I took interest in horticulture. I didn’t know anything about it, so I decided to find out about the course and eventually enrolled in the course, little did I know that it would literally change my life.”

Reginald Bambo (Reggie)- Hlumelelisa graduate

Hlumelelisa is an AgriSETA accredited training service provider. As of 2020, it will be offering a full National Certificate qualification in Horticulture accredited at Level 2 of the NQF. This will entail the delivery of 20 Unit Standards (topics) of training totalling 120 credits, over a period of approximately nine months. [See Tool I in the attached toolkit for a full list of training topics]. The curriculum has been designed to provide as much scope as possible for employment and/or self-employment opportunities. To this end, it includes topics in ornamental gardening (e.g. pruning and shaping shrubs, propagating plants from leaves, stems and cuttings, applying water to landscaped areas), training in permaculture and organic vegetable gardening, training that applies to all forms of horticulture (e.g. different soil types, soil preparation, composting), and training in entrepreneurship.

The course delivery, or modes of instruction, incorporate theory and practical skills sessions. In order to enhance learning outcomes, theory sessions comprise classroom-based lectures that intersperses discussions and workbook exercises in combination with practical work in the gardens. Figure 4 illustrates a section of the garden designed and cultivated by the students of the Sun City Male section.

The “New Beginning” Life Skills course is an adaptation of a life skills programme developed by Thabiso Skills and the Silesians Institute. The aim of the course is to develop skills that will promote the reintegration of incarcerated people into society by bringing about personal transformation, beginning with the development of a sense of self-worth, and by equipping participants with skills to cope with everyday life challenges. Topics covered include:

- Self-concept, incorporating self-worth, self-image and the ideal self
- Problem solving
- The importance of forgiveness of self and others
- Effective communication
- Goal setting
- Resolving personal and group conflict
- Work readiness, incorporating interviewing skills and preparing a CV

The aim of the Community Self Care Demonstration Programme (CSDP) is to teach individuals in traumatised communities how to help each other, telling and resolving their stories within a safe structure and forum, bringing about their mutual healing and restoration of resilience. The programme was piloted in 2019 with a group of juveniles as research shows that these individuals are particularly vulnerable within the correctional services sector. The programme incorporates a 40-hour theoretical component dealing with the nature of trauma and its impact on the individual and on society, and approximately 80 hours of “co-care” sessions, where participants work through their own Individual Plan in pairs in guided sharing and listening sessions.

Key points

- Courses are in a modular format and each unit standard (module) is assessed as it is completed. This is done by senior facilitators from other training sites. There are a maximum of 20 students per class with 1 facilitator. In larger classes, there is also a trainee facilitator. This trainee facilitator is usually a recent graduate, and s/he may or may not be still incarcerated at the time of being a trainee facilitator. Trainee facilitators work alongside senior facilitators for at least one year as a form of experiential learning.
- The training programme is situated within the Education & Training Department of correctional centres, and DCS personnel from this Department monitor the progress of learners during the course based on feedback provided by Hlumelelisa’s facilitators. In cases where our staff become aware of personal problems students may be experiencing, or if issues of discipline arise, cases are referred to DCS Social Workers. Hlumelelisa facilitators also attempt to track and follow up on graduates upon their release.
- In order to graduate, students must attend at least 80% of classes and found to be competent in the theoretical and practical components of the training. Theoretical competence is determined through assessments that are completed at the end of each unit standard. A portfolio of evidence, consisting of photographs showing students doing practical work such as pruning and shaping shrubs, making plant cuttings, and cultivating vegetable gardens, is compiled as proof of competence for practical work related to each unit standard.

- The aim of the Community Self Care Demonstration Programme (CSDP) is to teach individuals in traumatised communities how to help each other, telling and resolving their stories within a safe structure and forum, bringing about their mutual healing and restoration of resilience. The programme was piloted in 2019 with a group of juveniles as research shows that these individuals are particularly vulnerable within the correctional services sector. The programme incorporates a 40-hour theoretical component dealing with the nature of trauma and its impact on the individual and on society, and approximately 80 hours of “co-care” sessions, where participants work through their own Individual Plan in pairs in guided sharing and listening sessions.
- Assessments are conducted by Senior Hlumelelisa Facilitators who are AgriSETA-accredited assessors. Two senior facilitators assess and another two moderate the training provided by more junior staff members. Facilitators do not assess their own students hence facilitators switch between groups to ensure no bias. [Refer to Tool H in the Programme Implementation section of the toolkit for a template of the course certificate.]
- Students are awarded a National Certificate by the AgriSETA on successful completion of the course. Hlumelelisa hosts a graduation celebration for students who successfully complete the training programme.
- Vegetables produced in partial fulfilment of the practical component of training are donated to schools, early childhood development centres and homes for the care of the elderly in communities neighbouring the correctional centres;
- For the past five years, the student drop-out rate has consistently been below 10%, with many students not dropping out by choice, but because of transfers to other correctional facilities or because they have been removed from the course by DCS owing to disciplinary infringements. Ensuring that students understand what the course entails before they join, requiring them to sign Commitment Agreements at the commencement of training, and the culture of respect that prevails all contribute to preventing dropouts.

Some practical tips for implementing the training programme:

1. Each student receives a Hlumelelisa name tag with a photo. The students wear this nametag with pride as part of their collective identity
2. Every class is opened and closed with a non-denominational prayer, led by one of the students. On Fridays, a Muslim student, if present, leads the prayer.
3. Students create their own group values as a collective. This is placed on the wall for all to see.
4. Students agree on house rules, such as when to start, take tea breaks, etc., as well as a code of conduct.
5. In classes larger than 15, students are broken up into groups so that they work together and help each other.
6. The facilitation style is always that of communication and sharing. It is encouraged that certain topical issues are raised or dealt with regularly.
7. Within the first two weeks of the programme, students are requested to write a short essay on where they are at that time, and where they see themselves by the end of the year's journey. We try to be as non-prescriptive as possible.
8. This is followed at the end of the programme with an exit interview, with a request for a similar essay. The comparison between the two gives a clear indication of the success of the year's intervention.
9. Each quarter a student review is undertaken, reflecting on, amongst others, attendance, participation, and enthusiasm. These are included in recommendations to the parole board.
10. Produce grown by the students are donated to an organisation jointly chosen by Hlumelelisa and DCS, be it a childcare centre, centre for the care of abused women or place of care for the elderly. Photos of the event are shared with the students. The joy in giving is emphasised with wonderful results.
11. At the end of the programme a graduation ceremony is arranged by the "Hlumelelisa family". Where possible, students' family members are invited, food cooked, and certificates issued. In most cases, senior management staff of the correctional centres also attend.

Note: Hlumelelisa does not have an opinion on gangs. However, gang influence within the training environment and during class hours is not allowed. In our experience, students accept this easily, and only on two occasions have students had to leave the programme because of gang involvement.

Facilitators

Training facilitators are often graduates of the Hlumelelisa programme, either through the DCS or youth at-risk community programme, and are full-time employees of the organisation. Their past experiences old them in good stead to connect with and help prepare students in the training programme for life after incarceration. The strategy to preferentially appoint former Hlumelelisa students as trainee facilitators and facilitators will continue as a key element of programme, as will the preference for promotion from within the organisation. This is in line with the organisation's core value of "growing people".

The process of appointing trainee facilitators is that they must be recommended by a facilitator, on the basis that the candidate:

1. Demonstrates leadership skills during training by:
 - a. Creating opportunities for other students to be more hands-on during training
 - b. Taking initiative
 - c. Showing that they are self-starters
2. Must have excellent attendance and class participation
3. Must place in the top 25% of students in academic performance:
 - a. English language competency must be sufficient to facilitate training
4. Demonstrates good communication skills
5. Demonstrates commitment to Hlumelelisa's core values
6. Demonstrates capacity for teamwork (within classroom and within broader correctional services system)

In order to advance to a full facilitator position, the trainee facilitator must:

1. Spend at least 6 months job-shadowing senior facilitator
2. Complete facilitation skills training offered by SETA-accredited training provider
3. Complete AgriSETA Level 3 qualification in horticulture (provided by external, AgriSETA accredited training provider)
4. Demonstrate good work ethic:
 - a. Be present
 - b. Be on time
 - c. Work must be completed on schedule and to required standard
 - d. Administrative work must be at required standard

This approach speaks to important strategic objectives such as job creation, and to organisational sustainability; since only those who excel in training are appointed, they have already proved themselves. They are committed and have first-hand understanding of what it is like to be incarcerated. They can empathize and form close bonds with their students and can easily adapt to circumstances within the unpredictable correctional centre environment.

It does however bring some challenges – often this is the first formal employment that our facilitators have ever had, and it can take time to adjust to the responsibilities of employment and the reality of life outside the prison environment. With that in mind, Hlumelelisa aims to provide opportunities for staff development, both professionally and personally, as staff form an informal support network to assist each other to live a life free of crime and prison walls. To improve sustainability, Hlumelelisa is currently exploring the possibility of appointing trainee facilitators on a one-year learnership basis and securing funding for their facilitation fees from the relevant SETA in the form of monthly stipends.

Hlumelelisa has embarked on a skills training programme for its facilitators that includes the provision of training by external service providers, but also builds a strong internal support structure for the team by providing for professional development in the form of in-house training and the mentorship of junior staff by their senior colleagues.

It is a minimum requirement that all facilitators should complete training in horticulture one level above the level they teach. At present, this requires that facilitators should have a level 3 qualification. This training has in the past been provided by external, AgriSETA-accredited training providers and sponsored by the AgriSETA.

All facilitators should also complete at least NQF Level 5 training in facilitation skills. It should be noted that this training is not specific to horticulture but applies to facilitation of any kind. It therefore also encompasses competence in facilitation of the “New Beginning” life skills course. For senior facilitators, the aim is to also complete at least NQF Level 5 training in assessment and moderation. In order to create opportunities for career advancement and to contribute to building overall organisational capacity, it is also advisable for selected facilitators to complete training in computer literacy, project management and conflict management. These courses, as well as those in facilitation, are offered by external training partners.

Training and skills development of facilitators is core to the Hlumelelisa model as it helps secure the sustainability of the programme and should be central to any similar programme being contemplated.

Potential Pitfall

The correctional services system is an under-resourced environment that is in constant flux. Personnel shortages sometimes result in disruptions to the programme, as training cannot take place when DCS officials are not available to escort students, or when classrooms are not available due to renovations. To mitigate against this, it is necessary to be flexible and to empower facilitators to find solutions in real time. It is also very important to build some extra time into the training plan to allow for disruptions.

Aftercare Programme

The basic strategy used to support graduates in their reintegration efforts – particularly as it relates to finding employment or starting their own small businesses – is to leverage partnerships and engage in advocacy on their behalf. It should be noted that by the time they graduate, students have acquired the “hard skills” in horticulture, have had introductory training in entrepreneurship and job readiness training, and have developed resilience and essential everyday life skills, to significantly enhance their prospects of finding employment or starting their own businesses.

Having a support network of organisations and institutions that share common and agreed upon objectives already established is a vital means of ensuring that they can react quickly and more favourably to Hlumelelisa and its graduates as it seeks to place them in employment or in situations where they can “get a leg up” to reach a position where they can sustain themselves. [Refer to Tool J in the Programme Implementation section of the toolkit to help develop a Directory of Organisations that work in the communities where the Hlumelelisa model will be deployed.]

Additional sectors and/or organisations where Hlumelelisa is gaining traction and should be considered when contextualising the aftercare component of the model include:

- Government Departments:
 - o National Government Department of Small Business Development for assistance with establishment of a cooperative business
 - o National Youth Development Agency and Small Enterprise Development Agency regarding employment/training/small business development opportunities for graduates
- Non-Governmental Organisations such as the Restorative Justice Centre for provision of family reconstruction services and victim offender dialogues to support reintegration
- Private Sector employers
- Public Benefit Organisations (PBOs) such as Harambee who help unemployed youth to prepare for the world of work

When contemplating implementing the Hlumelelisa model, consideration should be given to the following:

- Identifying and researching potential alliance partners;
- Identifying specific opportunities with and for them; and
- Setting an agenda for engaging with them.

The basic outcome of this process is that graduates, upon release, will have access to a post-release pipeline of support for successful reintegration.

"I learned how to be more positive and patient with the growth of plants. I learned that nature has more to offer than what I understood. I am grateful to Hlumelelisa for employing me, as well as enrolling me in the current Horticulture Level 4 Learnership. This is an opportunity of a lifetime that I would like to make the most of. I was top of my class at Thusong and I believe the same can happen for the current learnership."

Elsie Makinta- Hlumelelisa facilitator

Stage 3: Monitoring and Evaluation

Monitoring and evaluation (M&E) are critical for building a strong evidence base around rehabilitation and reintegration programmes using horticulture and life-skills training and makes the argument for substantially increasing the reach and impact of the Hlumelelisa programme. It forms the basis of strengthening understanding around what makes the programmes and the organisation work, its strengths and weaknesses and the effectiveness of the response at the graduate, stakeholder, community and national levels.

At the organisational level, it is a tool for identifying and documenting the successes of the training and graduate aftercare programmes and for tracking progress toward common indicators across related projects such as aftercare, student recruitment, and funding.

Monitoring is the systematic process of collecting, analysing and using information to track a programme's progress toward reaching its objectives and to guide management decisions. Monitoring usually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach.

Evaluation is defined as "A systematic, rigorous, and meticulous application of scientific methods to assess the ... outcomes of a program." It is concerned with measuring the impact a programme has on its beneficiary group, the outcomes it has achieved and the change it has brought about.

Hlumelelisa, as part of its efforts for collecting information about its programme's progress toward strategic objectives, has implemented a monitoring and evaluation system. This comprises two elements:

- M&E of the Training Programme
- Post-training M&E (Programme tracking [Refer to Tool K in the Programme Implementation section of the toolkit for an example of the Programme Tracker.] This speaks to the longer-term impact of the training and tracks students' progress after graduation and release from incarceration.

M&E: Training Programme

- Prior to acceptance to the programme, potential students undergo an interview, the details of which are recorded. [Refer to Tool L in the Programme Implementation section of the toolkit for a template example of the Recruitment Interview Tracker.]
- Once accepted and upon commencement of the training programme, each student is required to write a short essay that describes on his/ her life to date and what he/ she hopes to achieve through the training programme.
- Their details and pre-entry assessment results are captured in a 'current learner template'. [Refer to Tool M in the Programme Implementation section of the toolkit for a template example of the Current Learner Database.]
- Every quarter, the record is added to by reviews on students' progress which include reviewing the following indicators:
 - Attendance at each session of the training programme,
 - Level of participation in the training programme, and
 - Formative assessments, including theory and practical work.
- Students write a short essay on the impact the training has had on them. These stories are captured electronically and analysed for themes that recur in a pattern that indicates systemic change in respect of personal development (Most Significant Change Theory, measuring the "Growing People" aspect of Hlumelelisa's work.)
- At the end of the course, there is a final interview with the student by facilitators to judge the effectiveness of the recently completed course for both the student and the facilitator.

The outputs of this phase of the M&E are the number of students who have graduated against the number targeted, and a report detailing the personal development students have experienced as a result of the intervention, as determined through the application of the "Most Significant Change Theory" detailed above.

Post-training M&E

The basic data unit and building block of the monitoring programme for tracking purposes is the individual student record. When students enrol in the programme, they are required to complete a recruitment interview template that lists their biographical details and is captured on the database.

Student records are aggregated into the current learner database and they move from this database to the “graduate database” when they complete the programme. Filters built into the databases allow Hlumelelisa facilitators to identify students who have graduated and been released, and to develop a schedule of quarterly telephonic follow-up calls to be made to monitor the overall health and progress of past students. This is referred to as a “Wellbeing Tracker”, and captures information such as the student’s employment status, whether they have started their own businesses, their participation in volunteer or “greening” activities and whether they are participating in any further education and training activities.

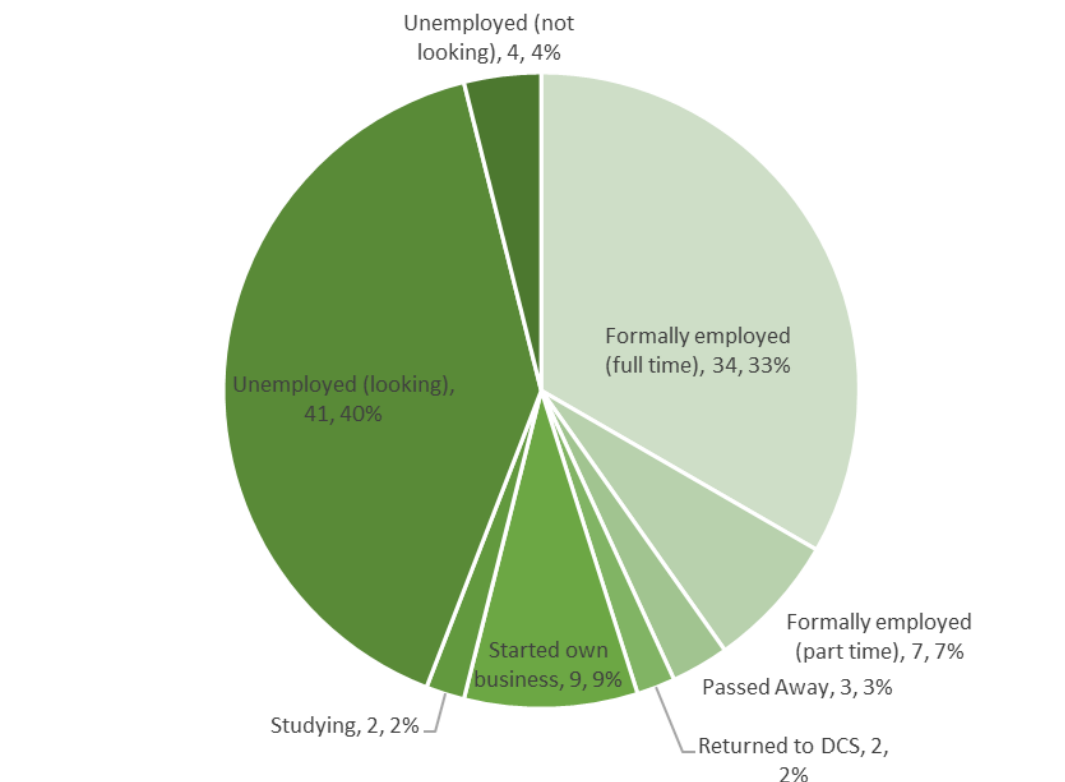
Hlumelelisa has developed a monitoring tool in the form of a spreadsheet that captures the various aspects described here and allows monitoring of:

- Wellbeing tracker (also integrated into ‘current learner database’) [Refer to Tool N in the Programme Implementation section of the toolkit for a template example of the Wellbeing Tracker.]
- Facilitator ‘checklist’ template [Refer to Tool O in the Programme Implementation section of the toolkit for a template example of the Facilitator Tracker.]
- A database template for capturing details of learners [Refer to Tool P in the Programme Implementation section of the toolkit for a template example of the Learner Database.]
- A database template for graduates’ details to allow for follow up [Refer to Tool Q in the Programme Implementation section of the toolkit for a template example of the Graduate Database.] This aspect of the M&E system is of paramount importance, as the true test of the effectiveness of Hlumelelisa’s work lies in what happens to its students once they have been released. It provides evidence of impact, without which it is impossible to attract donor funding. It is therefore a key element of sustainability and as such should be seen not as an overhead or “add-on”, but a strategic necessity.

In addition to monitoring and evaluation as reflected in the student database, Hlumelelisa will be conducting two annual focus group meetings with past students as of 2020. The results of these meetings will be systematically collected as case studies. These will serve as a further qualitative measure of the programme's impact, and to support fundraising efforts and help make the case for the replication of the programme.

Figure 2 below is a graphic representation of the kind of report that is produced from the data extracted from the graduate database:

Figure 2: Status of 102 graduates who have been released and could be tracked



Potential Pitfall

Another key monitoring issue that Hlumelelisa experiences is that it is unable to access the DCS databases by facility in order to track that its graduates are not recidivistic, i.e. not relapsing into criminal behaviour and being re-admitted to prison. This access should become an issue for both Hlumelelisa and other organisations wishing to replicate its model.

Ideally, resolution through the stakeholder relationship should be given some priority since it has a direct bearing on the impact of the programme and is a metric of keen interest to all stakeholders. Hlumelelisa is currently working on establishing partnerships with the Case Management Committees at each of the correctional centres in which it works in order to obtain information about students' release dates, and also working to establish relationships with the Community Corrections offices to which students report when they are released on parole in order to follow up on their progress post-release.

The key challenge in both implementing and maintaining this and other monitoring systems is to ensure that data is collected timeously; that it meets the requisite organisational standard for data; and that it can be made available easily and in a format useful for further analysis and reporting. Simply, one would want to avoid "garbage in, garbage out". Facilitators and administrative staff should have the collection, uploading and verification of the necessary data added to their job descriptions as key performance factors. In addition, the recruitment of a designated M&E resource to oversee that the data is collected, to parse the quality of that data and if required, put in place remedial measures to improve data collection and quality will also help improve the implementation and management of the monitoring system.

As described above, monitoring and evaluation is one of the three critical elements of the Hlumelelisa model as it allows progress to be measured so that necessary changes may be made to ensure programme success.

5. FUNDING MODEL

“One night I sat looking at the ceiling of the prison cell, and thoughts of feeling stuck and hopeless started r aming my mind. This was more testing times for me, as usually, I would be outside of prison quickly for a crime, and make up for time I have lost quickly, but this time it was different. I knew I had to have a changing point in my life, and I had to make plans for survival in a different direction, a direction that would make my life better and crime-free.

I met Paul Bruns in 2010 and was introduced to Hlumelelisa, where I took interest in horticulture. I didn't know anything about it, so I decided to find out about the course and eventually enrolled in the course. Little did I know that it would literally change my life.”

Reginald Bambo, Senior Facilitator & Graduate, Leeuwkop Correctional Centre Class of 2010

5. Funding Model

Funding is an interdependent component of an overall organisational strategy and business model; a crucial one, of course, but still part of a larger ensemble. A successful funding model is one therefore that creates sustainable revenue in a way that enables the organisation to best pursue its mission. We have broken up this definition into the following components that help to evaluate a funding model's appropriateness.

There are four key elements to a funding model:

1. Reliability: Funds that come and go 'randomly' can never help the organisation in the medium and long term. In this light, it is paramount to secure reliable sources of funding over the medium to long term and this is almost always due to good stakeholder management.
2. Diversification: Not surprisingly, putting all the eggs in one basket is not advisable. Diversifying does not only mean trying to have many donors, but also different types of donors whose downturns should not be expected to coincide.
3. Acceptable Conditions: Whatever administrative, contractual and/or programmatic conditions are attached to funds; they should enable (rather than prevent) the organisation to carry out its programme to the best of their abilities. Ideally, donors and grantees should strive to avoid overly bureaucratic or restrictive requirements, although admittedly working with large donors might be worthwhile despite the administrative efforts imposed.
4. Independence: A basic condition of a good funding model is for it to guarantee that an organisation will remain independent to govern itself: deciding how to run the organisation, which issues to pursue, etc.

Financial sustainability is a top priority for any organisation, a precondition for achieving all strategic objectives, and for sustaining future growth within a framework of continuous quality improvement.

For many public service organisations, Hlumelelisa included, there is a great reliance on donor funding, both local as well as international. Often, this is the only source of income, and it is also often the case that such organisations rely for the bulk of their income on a limited number of donors, resulting in a high-risk, unsustainable funding model. This, too, is true for Hlumelelisa, and it is perhaps the greatest area of focus in the development of the organisation's Good Practice Model to diversify its donor base explore additional areas for income generation, as discussed on the next page.

In this respect, Hlumelelisa's efforts at crafting a relationship with DCS and training partners in community settings have borne fruit in that these partners provide essential resources for the programme at their own cost, as illustrated below:

Hlumelelisa contributions

- Facilitators
- Provision of training material
- Provision of gardening supplies such as seeds, mulch and tools
- Student assessment and certification

DCS and community partner organisation contributions

- Staff to escort students (in the case of DCS)
- Land for cultivation
- Classroom and teaching facilities
- Water

These contributions represent significant savings to Hlumelelisa and enables it to focus on providing skilled staff and programme management services. This makes for a model that is simple to understand, fund and implement. Consideration should also be given to crafting a national-level MoU with DCS, that among other things generates funding for the implementation of the model and is additional to the support presently received.

However, in the context of plans to grow the programme to scale, the “in-kind” contributions currently made by DCS, though valuable, are insufficient. Growth within the correctional services sector can only be sustained if a partnership is forged with DCS that includes direct financing from the government for the work Hlumelelisa does to help support its mandate to provide rehabilitation and reintegration services. In this regard, a tri-partite partnership is being explored in terms of which DCS, as a fee-paying member of the Sectoral Education and Training Authority, will authorise the SETA to pay Hlumelelisa for services rendered (training provided) to incarcerated persons on behalf of DCS.

Hlumelelisa is also currently working on expanding its local and international corporate and trust/foundation donor grid and is exploring opportunities for securing funding from SETAs other than the AgriSETA.

Other initiatives to generate income could include:

- Provision of contracted training
- Use vacant DCS land to allow trainees to grow vegetables that could in turn be sold to DCS or external stakeholders
- Targeted in-kind funding opportunities from certain donors such as DCS, including provision of gardening infrastructure, and
- Explore funding possibilities from other SETAs.

Other options perhaps worth exploring, but to which Hlumelelisa has not yet dedicated time and resources, could be the sale of vegetables or the provision of garden services.

Part of Hlumelelisa’s success is the additional investment in its facilitators by training and skilling them to deliver the training curriculum it has developed. While a direct consequence of this is an increase in the organisation’s overhead cost, there are indirect savings to be had from this since senior facilitators assess and moderate each other’s and their junior colleague’s work, obviating the need for an external quality control function.

An option that organisations facing these issues could consider is to identify alliance partners to share costs and leverage their mutual efforts for greater benefits. This concept, social franchising, may be attractive because:

- It grows the impact of the organisation without growing it in a traditionally hierarchical way
- It shares learnings
- It avoids reinventing the wheel; and
- It works through genuine partnerships and for mutual benefit under a common identity

That said, organisations contemplating replication as a method to fund growth need to pay attention to the following as part of preparing for replication:

- Fundraising on a sustained basis.
- Stakeholder management with relationships moved from the personal to the formalised in the shape of agreed undertakings that benefit both partners. One example would be a wide-ranging agreement with DCS that not only takes account of the training needs, but also includes funding contributions and access to data in order to track parolees and graduates.
- Measurement of organisational progress institutionalised in a monitoring system.

6. POTENTIAL PROGRAMME ADD-ONS

“The year 2008 was the best year for me since I matriculated, because a friend told me about this learnership in plant production at Diepsloot and I went there and registered for the course. But to be honest, even though I did agriculture at school, I told myself “Kagiso, you are in Johannesburg, not somewhere on the farm where you can work with soil, making your hands dirty and burning in the sun”. The only thought in my mind was “What are people going to say about me working there?”, not knowing that this path is my passion, this path is my career, this path is my life.”

Kagiso Monegi, Senior Facilitator and Graduate, Diepsloot Learnership, 2009

6. Potential Programme Add-Ons

There are ancillary services, in keeping with the organisation's "growing people" ethos, that could further enhance the Hlumelelisa programme and the support it offers its students and graduates. At this time, these services could include the following programmes, and do not necessarily have to be offered by Hlumelelisa (or similar organisation) but rather by its network of programme partners:

Psycho-social support services, including:

- The Community Self Care Demonstration Programme (CSDP), a peer-to-peer trauma relief programme that has been rolled out on a pilot scale with a group of young offenders. Hlumelelisa is currently evaluating the future role of this project within its model. This intervention seeks to help young sentenced offenders to heal from past trauma and to develop resilience to cope with present and future life challenges. Hlumelelisa facilitators have themselves completed the programme to test its efficacy, and one member of the team is currently receiving training to facilitate it, thus ensuring sustainability.
- **Business skills programme**^[1], to round out existing training content focussing on entrepreneurship and business skills that allow students to understand business and entrepreneurship and develop skills and build confidence in their future in business.
- **Additional staff development**

An example of this is a trauma relief programme in which one of our senior facilitators is currently receiving training in order to be a train-the-trainer. Upon completion, Hlumelelisa will offer current and future students this course in-house as opposed to having it delivered by outsourced contractors. Being able to offer this intervention will not only strengthen facilitators' relationships with their students but will also help students deal with past trauma and develop resilience to cope better with current and future life challenges, thus improving their prospects for reintegration.

[1] Hlumelelisa used to offer this as an add-on to our training programme, but we have now included an AgriSETA-accredited standard on entrepreneurship, so this is included in our standard training modules.

7. LESSONS LEARNT

“Hlumelelisa simply has got something that other programs don’t have. It made my life easier, it taught me to be patient in life, to give things time to grow and wait until you can enjoy the harvest of your work. That was something I never knew in my life before prison and I am very thankful for that.”

Sonnyboy Tshabalala, Graduate, Boksburg Male Class of 2018

7. LESSONS LEARNT

- Patience is paramount– it is in the nature of the operating environment that training will be interrupted by circumstances beyond the implementing agency's control, such as the absence of DCS officials to escort students, or renovations to correctional facilities, or the commemoration of national holidays, to name but a few. Such instances should be expected and planned for, and handled with equanimity and patience. Facilitators should be empowered to negotiate solutions in real time.
- Strong relationships are critical – it is essential to continually maintain and develop partnerships with funders, correctional services facilities, students and employees. These form the basis of a sustainable business model.
- Multi-year funding provides a solid foundation from which to grow – multi-year grants can form the foundation for an organisation's growth. It allows time to develop internal processes and controls, to recruit employees, and to plan thoroughly for the future.
- Rigorous recruitment is essential to ensure that those students most likely to succeed are admitted. Partner with DCS in student recruitment. Do not blindly accept students referred by DCS. Conduct interviews and administer literacy tests to ensure students are committed and will be able to cope with the training material.
- Thorough impact assessment is crucial – Without proper proof of impact, it is virtually impossible to market the organisation to potential donors, and to maintain the trust of its partners. Moreover, this data is essential for informing planning and ensuring the continued effectiveness and quality improvement of the programme. It is particularly important to measure long-term impact, and not only impact on immediate past graduates.

8. LAST THOUGHTS

"I want people to remember my hard work and respect. I am a good person who just did bad things and that is not the end of my life. I would like for my family to know that I now know right from wrong and do not see any reason to make bad choices and become friends with the wrong people. I want to change the world, and most of all, I want to change myself in front of the eyes of the community at large. I enjoy working for my family and like to keep busy. I do not want to be remembered as a lazy person, so I will work hard to also give back to the community. I want to be remembered as a person who loved life."

Solethu Mbusi, Graduate, Boksburg Juvenile Class of 2017

8. Last Thoughts

Hlumelelisa has been successfully “growing people” for the past 15 years in an environment fraught with challenges. In that time, it has never strayed from its original vision and has developed a model of rehabilitation and reintegration in the correctional services setting, and of skills transfer in the community setting, that is much needed, effective, cost-effective and simple. In other words, it meets all the requirements for replication.

We firmly believe that the organisation is now poised for the next phase of its development, which entails partnering with DCS and other stakeholders to grow the programme to scale in order to substantially increase the reach and impact of its work, potentially reaching thousands of beneficiaries. In the case of sentenced offenders, the hope is to positively influence the entire correctional services system by making a significant contribution to improved outcomes in rehabilitation and reintegration, thereby reducing recidivism and the harm caused to society by crime.

It is against this background that the organisation has decided to document its “Good Practice Model” to serve as a “how-to” guide for potential partners – both DCS and other stakeholders – in the replication of its programme.

Hlumelelisa attempts to imbue a “what can I give” attitude towards society in its graduates. It’s in this spirit of the organisation’s philosophy of “growing people” that Hlumelelisa shares the learnings and experiences via this implementation guide and associated toolkit with like-minded people and organisations.

It takes patience and planning to grow a garden; we hope that the same patience and planning will go into growing your organisation as it implements this model. Remember that growth comes with a cost and part of your planning must ensure that your organisation can sustain the growth contemplated. We wish you well in implementing this model and look forward, in turn, to learning from you in as much as we have tried to offer some lessons on which you may build your organisation.

9. ANNEX A: LITERATURE REVIEW

Hlumelelisa promotes the 'Nelson Mandela Rules'[15]' whereby "the purpose of a sentence of imprisonment or similar measures deprivative of a person's liberty are primarily to protect society against crime and to reduce recidivism. Those purposes can be achieved only if the period of imprisonment is used to ensure, so far as possible, the reintegration of such persons into society upon release so that they can lead a law-abiding and self-supporting life[16]."

A 2013 meta-analysis study conducted of correctional educational studies in the United States which was commissioned by the US Department of Justice, found that that there was a clear linkage between the provision of education programmes and vocational training in prisons on the one hand, and reduction of recidivism and the improvement of future job prospects on the other. Correctional education programmes were also found to be cost-effective, considering direct costs of providing education and re-incarceration costs[17]. More specifically, the study found that:

- Inmates who participate in correctional educational programmes had a 43% lower probability of returning to prison than those who did not;
- Employment after release was 13% higher among inmates who participated in either academic or vocational education programmes than those who did not;
- Those who participated in vocational training were 28% more likely to be employed after release from prison than those who did not receive such training.

Research conducted by Singh (2016) offers a South African perspective on rehabilitation and reintegration programmes. [18] The study, which examined the prison population in South Africa and also explored the different rehabilitation and

[15] Rule 4 of the United Nations Standard Minimum Rules for the Treatment of Prisoners

[16] The United Nations. "United Nations Standard Minimum Rules for the Treatment of Prisoners". 2015. https://www.un.org/en/events/mandeladay/mandela_rules.shtml; accessed 24 June 2019.

[17] Rand Corporation (2013): Evaluating the Effectiveness of Correctional Education – A Meta-Analysis of Programs that provide Education to Incarcerated Adults. https://www.rand.org/pubs/research_reports/RR266.html; accessed 24 June 2019

[18] Singh S.B. Offender rehabilitation and reintegration: A South African Perspective. <https://pdfs.semanticscholar.org/72f7/ea05bff462b10b14105ceb19f735fd95e382.pdf>; accessed 24 June 2019.

reintegration programmes available to inmates, found that the South African correctional system does not have the punishment of those incarcerated as its primary purpose but seeks to protect the public, promote social responsibility and enhance human development in order to reduce and prevent the rate of recidivism. Available statistics reviewed from the Department of Justice that included annual reports by the Judicial Inspectorate of Correctional Services, the Department of Correctional Services and the South African Police Services concluded that at least 40% of the total inmate population were not receiving any form of corrective programme. The latest available data for Singh's analysis of Judicial Inspectorate of Correctional Services records was from 2013; it suggested that only 10 - 15% of inmates have regular access to work and rehabilitation programmes.

Rehabilitation and reintegration into society is a severe challenge for Correctional Services and often not much is done in order to prepare inmates for re-entry into the community. The acquisition of adequate skills is very often the key to successful rehabilitation. It is regrettable but true that the role of the Department of Correctional Services in the rehabilitation and reintegration of incarcerated individuals ends as soon as the offender is released. Offenders should be exposed to intensive skills development programmes that will benefit them in becoming productive members of society. It is in this area that Hlumelelisa can and is playing a vital and necessary role by preparing inmates with life skills and skills in horticulture for life outside the correctional institution.

Thus, Hlumelelisa's commitment to "grow people" provides inmates opportunities to obtain knowledge and skills that can assist them in their successful reintegration upon release, with a view to avoiding future re-offending.

A key assumption has been that the training in horticulture, combined with a change in mind-set from a "what can I take" to a "what can I give" attitude towards society, would enable Hlumelelisa's graduates to make a positive contribution to society through the establishment of sustainable vegetable gardens and participation in greening projects in their communities.

Studies in biophilia, which hypothesize an innate and meaningful connection between human beings and nature, show that exposure to nature is crucial for human development, and also for building up the capacity for empathy.[19]

Horticultural therapy is a well-documented path to reduce stress and anxiety and promote both physical healing and psychological well-being. There is increasing evidence that points to physical, social and mental health benefits, as well as impacts on inmate rehabilitation and recidivism.[20]

Cathrine Sneed, the founder and director of the Garden Project, a California-based prison programme, believes that “nature is where the riddle is answered and where inmates can discover lives worth living.” She also believes working with the land breaks the cycle of crime; a recidivism rate, nationally at 50% after two years, has been cut to 25% for Garden Project participants.[21]

Since the 1990s, prisons in the United States have seen the growth of many so-called green prison programmes. Research describes these programmes as providing a form of ‘eco therapy’ to inmates, which is prescribed physical and psychological therapy through nature-based methods provided by trained professionals. Unpublished data from these programmes claim that recidivism rates are exceptionally low, between 10 and 24%, but has not been verified.[22]

A prison garden programme in Canada with a very similar in design to that of Hlumelisa, engages incarcerated men in not only the growing but the subsequent donating of produce to food insecure and economically vulnerable communities. Timler et al (2018), in a qualitative study of the programme’s impacts, highlighted the benefits of the garden programme on participating men. They outlined the positive impacts associated with the planting, tending and harvesting of food, as well as the benefit associated with giving back and doing good through the donation of food to local communities. While growing food in prison is beneficial, providing opportunities to donate that food and to nurture connection between growers and recipients has impacts for incarcerated people far beyond the immediate benefits of gardening. These benefits include supporting the self-esteem and self-worth necessary to imagine a future shaped by the experience of giving back through meaningful work.

[20] Timler, I., Brown, H., Varcoe, C. Growing connection beyond prison walls: How a prison garden fosters rehabilitation and healing for incarcerated men. *Journal of Offender Rehabilitation*; 18 June 2018. <http://dx.doi.org/10.1080/10509674.2019.1615598>; accessed 14 July 2019.

[21] Sneed, C. Why the garden project? <https://www.humanmedia.org/product/garden-project/>; accessed 14 July 2019.

[22] Van der Linden, S. Green prison programmes, recidivism and mental health: A primer. <https://onlinelibrary.wiley.com/doi/full/10.1002/cbm.1978>; accessed 14 July 2019.

As with the Hlumelelisa model, many of these green programmes include vocational training and placement services. A 2011 United States Justice Department report, the “Greening of Corrections”, claimed many benefits that prison gardens create, such as reduced recidivism rates among participants in these programmes, lower rates of depression and improved mental health, and cost savings at criminal justice centres as a result of better nutrition and exercise for inmates.[23]

The Hlumelelisa model, through the training curriculum, aligns with the South African context and environment, in which the ability to be able to grow your own food and to support your family is a very valuable skill, as the country becomes increasingly food insecure. In addition, it fosters livelihood opportunities in the form of employment and the potential to start micro-enterprises.

Against this backdrop, this implementation guide is the how-to guide to deliver the Hlumelelisa model. The tools referenced throughout the document, which will facilitate smooth implementation of the Hlumelelisa model, are contained in the accompanying toolkit.

“It's been proven by quite a few studies that plants are good for our psychological development. If you green an area, the rate of crime goes down. Torture victims begin to recover when they spend time outside in a garden with flowers. So, we need them, in some deep psychological sense, which I don't suppose anybody really understands yet.”

Dame Jane Goodall, British anthropologist and primatologist

[23] National Institute for work and learning. The Greening of Corrections, creating a sustainable system. NIC Accession Number 024914. March 2011. <https://s3.amazonaws.com/static.nicic.gov/Library/024914.pdf>; accessed 14 July 2019.