

**THE ROLE OF INFORMANTS TO INVESTIGATE DRUG POSSESSION AMONG
LEARNERS AT KELEDI SECONDARY SCHOOL IN BAFOKENG DISTRICT**

by

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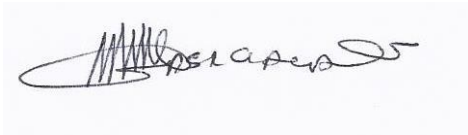
MARCH 2021

DECLARATION

I, Matome James Sekgala, student number 37274104, declare that **The role of informants to investigate drug possession among learners at Keledi Secondary School in Bafokeng District** is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis/dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at the University of South Africa (UNISA) for another qualification, or at any other higher education institution.



30 JUNE 2020

MJ SEKGALA

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- Marlette van der Merwe, for editing this dissertation.
- You have all contributed to the success of this work. May God Bless You All.

LANGUAGE EDITOR'S DECLARATION

13 March 2021

I, Marlette van der Merwe, hereby certify that both the text and list of references of the masters dissertation titled "The role of informants to investigate drug possession among learners at Keledi Secondary School in Bafokeng District", by Matome James Sekgala, have been edited by me, according to the Harvard referencing method as prescribed by the Unisa School of Criminal Justice.



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ABSTRACT

Drug possession among learners remains a great challenge in South African schools, including those in the geographical area of the Royal Bafokeng Nation (RBN). Members of the community adjacent to the Keledi Secondary School raised concerns about the apparent escalation of drug possession among learners at this school.

The aim of this study was to examine the role of informants in the investigation of drug possession among learners at the Keledi Secondary School. The researcher used qualitative research in this exploratory study to investigate the emerging social phenomenon under investigation and to develop a preliminary understanding of the problem.

In view of this, semi-structured interviews were conducted with detectives from the South African Police Service (SAPS) Phokeng and those affiliated with the RBN. The findings show that an informant is an effective tool to address drug-related crime and, in this instance, the possession of drugs by learners at the Keledi Secondary School.

This study makes a number of recommendations for further training of narcotic detectives at both the SAPS Phokeng and those affiliated with the RBN. In addition, practical recommendations are made to galvanise society to address this challenge. Additional research should be done to investigate whether the allegations of drug possession by learners at schools across the border of the RBN are indeed true.

KEY CONCEPTS

Informant, crime, crime investigation, forensic investigation, drugs, evidence.

TSHOBOKANYO

Go tsholwa ga diritibatsi ke barutwana go tswelletse go nna kgwetlho mo dikolong tsa Aforikaborwa, go akarediwa tse di mo tikologong ya Setšhaba sa Bogosi jwa Bafokeng (Royal Bafokeng Nation (RBN)). Baagi ba ba nnang go lebagana le Sekolo sa Sekontari sa Keledi ba tlhagisitse matshwenyego malebana le kgolo e e bonalang ya go tsholwa ga diritibatsi ke bana ba sekolo seno.

Maikaelelo a thutopatlisiso eno e ne e le go sekaseka seabe sa basedimosi mo patlisisong ya go tsholwa ga diritibatsi ke barutwana ba Sekolo sa Sekontari sa Keledi. Mmatlisisi o dirisitse patlisiso e e lebelelang mabaka mo thutopatlisisong eno e e tlhotlhomisang go batlisisa tiragalo e e tlhagelelang ya loago e e batlisisiwang le go dira gore go nne le go tlhalogangwa ga tshimologo ga bothata.

Ka nthla ya seno, go ne ga dirwa dipotsolotso tse di batlileng di rulagane le mafokisi go tswa kwa Tirelong ya Sepodisi ya Aforikaborwa (SAPS) kwa Phokeng le maphata a a amanang le RBN. Diphitlhelelo di bontsha gore mosedimosi ke sediriswa se se bokgoni sa go samagana le bosenyi jo bo amanang le diritibatsi le, mo lebakeng leno, go tsholwa ga diritibatsi ke barutwana kwa Sekolong sa Sekontari sa Keledi.

Thutopatlisiso e dira dikatlenegiso di le mmalwa gore go nne le katiso e nngwe ya mafokisi a diritibatsi kwa SAPS ya Phokeng le maphata a a amanang le RBN. Go tlaleletsa moo, go dirwa dikatlenegiso tse di dirisegang go susumetsa baagi go samagana le kgwetlho eno. Go tshwanetse ga dirwa patlisiso ya tlaleletso go batlisisa gore a mme magatwe a go tsholwa ga diritibatsi ke barutwana kwa dikolong mo tikologong ya RBN ke nnete.

MAFOKO A BOTLHOKWA

Mosedimosi, bosenyi, patlisiso ya bosenyi, patlisiso ya forensiki, diritibatsi bopaki.

SETSOPOLWA

Go ba le diokobatši gareng ga baithuti go tšwela pele go ba bothata bjo bogolo ka dikolong tša Afrika Borwa, go akaretšwa bao ba lego a lifelong la Setšhaba sa Bogoši bja Bafokeng (RBN). Maloko a setšhaba ao a lebanego le Sekolo seo se Phagamego sa Keledi a tšweleditše dipelaelo mabapi le go hlatloga kudu ga go ba le diokobatši ga baithuti mo sekolong se.

Maikemišetšo a dinyakišišo tše e bile go lekodišiša tema yeo e ralokwago ke bao ba fanago ka tshedimošo ge go dirwa dinyakišišo mabapi le go ba le diokobatši gareng ga baithuti ba ka Sekolong seo se Phagamego sa Keledi. Monyakišiši o šomišitše mokgwa wa dinyakišišo wa boleng ka mo dinyakišišong tše tša go utolla ka nepo ya go nyakišiša setlwaedi seo se tšwelelago setšhabeng seo se nyakišišwago le go ba le kwešišo ya mathomong ka ga bothata bjo.

Ka lebaka la se, dipotšišo tša dinyakišišo tšeo di nyakago gore moarabi a lokologe go araba ka fao a tsebago ka gona di ile tša botšišwa matseka a Tirelo ya Maphodisa ya Afrika Borwa (SAPS) ka Phokeng le bao ba ngwadišitšwego le RBN. Dikutollo di laetša gore motho yo a fanago ka tshedimošo ke setlabelo se bohlokwa go ka rarolla bosenyi bjo bo amanago le diokobatši gomme, mo lebakeng le, e lego baithuti bao ba nago le diokobatši ba Sekolo seo se Phagamego sa Keledi.

Dinyakišišo tše di tla ka ditšhišinyo tše mmalwa gore go hlahlwe matseka a go nyakišiša seokobatši sa nathothiki go tšwela pele ka go bobedi SAPS ya Phokeng le matseka ao a ngwadišitšwego le RBN. Godimo ga fao, ditšhišinyo tšeo di kwagalago di a dirwa ka nepo ya go rarolla bothata bjo. Dinyakišišo tša tlaleletšo di swanetše go dirwa ka nepo ya go nyakišiša ge eba dipelaelo tša gore baithuti ba ba le diokobatši ka dikolong go ralala le naga ya RBN ke nnete.

MAREO A BOHLOKWA

Yo a fanago ka tshedimošo, bosenyi, dinyakišišo tša bosenyi, dinyakišišo tša forensiki, diokobatši, bohlatse

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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DoE	Department of Education
FCS	Family Violence, Children Protection and Sexual Offences
MEC	Member of Executive Council
RBA	Royal Bafokeng Administration
RBH	Royal Bafokeng Holdings
RBI	Royal Bafokeng Institute
RBN	Royal Bafokeng Nation
RBNS	Royal Bafokeng Nation School
RBS	Royal Bafokeng Sports
SAPS	South African Police Service
SASA	South African Schools Act
STD	Sexually Transmitted Diseases
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa

CHAPTER 1: GENERAL ORIENTATION

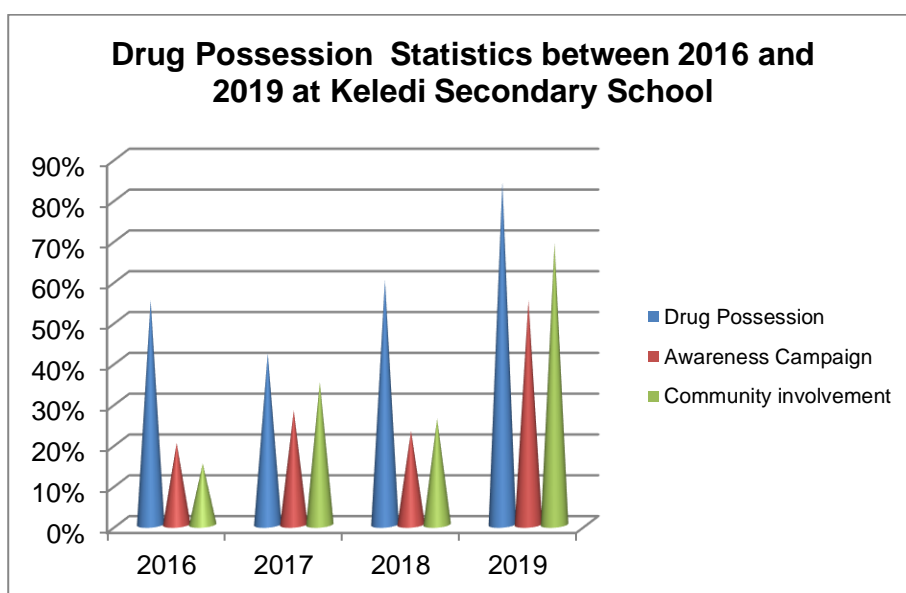
1.1 INTRODUCTION

Often the success of an investigation depends on information. Informants are an important source of information to investigators seeking basic leads to a crime under investigation (Lushbaugh & Weston, 2012:117-118; Palmiotto, 2013:65). Drug informants can provide particularly valuable information on various types of drug activity (Swanson, Chamelin, Territo & Taylor, 2012:547), but investigators must be aware of the different types of informants and understand what motivates them.

The researcher is an employee of the Royal Bafokeng Nation (RBN) and, as an RBN general investigating officer responsible for investigation and gathering of information related to the crime within RBN, is keenly aware of the crime investigation activities taking place within the RBN. One of the areas of concern to the RBN has been the escalation of drug possession among learners of Keledi Secondary School.

The chart below covering the period between January 2016 and January 2019 shows an increase in drug possession among learners of Keledi Secondary School.

Figure 1.1: Drug possession statistics between 2016 and 2019 at Keledi Secondary School.



(Source: Researchers own design).

The figures above indicate the increase of drug possession, the awareness campaign and community involvement in Keledi Secondary School. A full report available upon request from the Royal Bafokeng Nation narcotics database.

When school-going learners use drugs, it has a negative effect on their performance. It also has a negative effect on the discipline within schools, as the learners who use drugs act disrespectfully towards the educators and fellow learners (Department of Basic Education, 2013a). Learners not participating in drug use sometimes fall victim to the drug users, and are bullied. It is the researcher's opinion that these bullied learners end up bunking classes or even staying at home to avoid this type of abuse. A study by the Department of Basic Education (2013b) indicates that the impacts of alcohol and drug abuse are being felt in schools throughout South Africa, and compromise the quality of teaching and learning, as well as the safety, in the learning spaces. The study further states that the problem of drug and alcohol abuse by learners has been linked to academic difficulties, absenteeism and dropout from school, which impact negatively on the attainment of quality basic education (Department of Basic Education, 2013a).

For investigations of this nature, the SAPS rely on unconventional methods such as making use of informants to provide information. This study proposes to explore the role of informants when investigating drug possession among learners of Keledi Secondary School, in the Bafokeng District.

1.2 BRIEF OVERVIEW OF ROYAL BAFOKENG NATION (RBN)

The Royal Bafokeng Nation (RBN) (Wikipedia, 2021) is a traditionally governed community of 150 000 people living in 29 villages and owning 1200 square kilometres of land in the North West Province of South Africa, below which lie part of the world's largest platinum reserves. The RBN is the ethnic homeland of the Bafokeng people, a Setswana-speaking traditional community in the North West Province. Its capital is Phokeng, near Rustenburg, which is a private entity that offers the same services as those of the various municipalities in South Africa. The kingdom's current ruler is Kgosi (King) Leruo Tshekedi Molotlegi, who has been reigning since 2000. The RBN has 29 villages, which are led by the headmen who

report directly to the King. The highest decision-making body in the RBN is the Supreme Council, which is headed by the King.

In 1925, deposits of platinum, rhodium and palladium were found on the Bafokeng lands. These is the world's largest deposits of these metals, and the mining companies are obliged to pay royalties to the RBN for the rights to mine the metals under their land. In order to administer these royalties, a fund, known as Royal Bafokeng Holdings (RBH), was established by the RBN. These funds have been used for the following projects and services, among others:

- Royal Bafokeng Sports (RBS) is responsible for sports development in the area.
- The Royal Bafokeng Administration (RBA) deals with service delivery, and oversees the infrastructure and services in the wards in its region.
- The Royal Bafokeng Institute (RBI) takes responsibility for education and learning, and ensures crime-free schools within the RBN.
- The RBI is charged with the responsibility of teaching and learning in 44 schools within the RBN, in conjunction with the North West Department of Education.

The North West Department of Education and the King of RBN entered into an agreement on 22 September 2011 in accordance with Section 14(1) and Section 56 of the South African Schools Act 84 of 1996 (South Africa, 1996a), whereby the schools were established as public schools on private property (RBN). The Section 14 agreement was launched by Kgosi Leruo Molotlegi, together with the North West Education Member of the Executive Council (MEC), Mr. Raymond Elisha, at the RBN's Lebone II College on Friday, 3 February 2011 (*A boost for schools*, 2011).

The two parties have different responsibilities, as outlined by the Deed of Agreement whereby the owner referred to as the RBN, represented by the King (Kgosi) Leruo Tshekedi Molotlegi, is responsible for the maintenance of schools, infrastructure development, and also safety and security within RBN schools. The North West Department of Education, through a Deed of Agreement, ensures that education at the schools in the RBN area is provided and administered according to the curriculum and administrative directives set down for public schools (*A boost for schools*, 2011).

1.3 RATIONALE OF RESEARCH

Firstly, no study has yet been conducted on the role of informants in the investigation of drug possession at Keledi Secondary School. Secondly, the researcher wanted to obtain information from the participants on how they used informants in the investigation of drug possession at Keledi Secondary School.

The first step in a research process is to identify the specific problem that is to be clearly, precisely and completely examined (Leedy & Ormrod, 2013:27). Flick (2011:48) also indicates that a research project begins with the identification and selection of the research problem.

Drug possession has been linked to academic difficulties, absenteeism and dropout from school, thus affecting negatively on the attainment of quality basic education (Naidoo, 2011). The Sunday Times (Schools in drug war, 2012) reported that many schools across South Africa are administering drug and breathalyser tests for learners. This is in response to the disturbing increase in drug abuse, which makes children the most at-risk population group in South Africa for drug addiction. Children as young as ten years old are experimenting with dangerous drugs, with very little knowledge of the dangers to which they are exposing themselves (2 Oceans Recovery House, 2010).

The researcher is aware of the laws of privacy created in Section 14 of the Constitution of the Republic of South Africa Act 108 of 1996 (South Africa, 1996b), which states that the privacy of any person should not be infringed. The South African Schools Act is abused by learners who do not want to be exposed to discipline that is fair, just, consistent and educative (Joubert & Prinsloo, 2009:108-109).

The Anti-Drug Alliance South Africa (2012) carried out a survey in South Africa. It showed that 69 percent of the teenagers who took part in the survey said that they were able to buy drugs from fellow students. The results of drug addiction among learners can lead to unprotected sex and pregnancy, and the transmission of diseases such as Sexually Transmitted Diseases (STDs) and Acquired Immune Deficiency Syndrome (AIDS), through needle sharing. The only way that the scourge can be beaten in South Africa is through drug rehabilitation and education.

The University of South Africa's Bureau of Market Research (2012) conducted a study on the use of drugs and alcohol among secondary school learners in the Western Cape Province. This study showed that 53.3% of the learners were able to verify that drugs are easily accessible at schools, and 30.7% of the learners had friends who used drugs. The majority of these school learners were in Grade 12 (41.7%) (Chetty, 2015:54). In addition, the study showed that among the effects of drug abuse are disruptions in the classroom due to bad behaviour, an increase of juvenile delinquency, and a lack of ambition to do well. Although teachers are required to receive suitable training in dealing with problems presented in the classroom, such as drug abuse, according to the South African School's Drug Abuse Policy Framework it was not clear whether this had happened (University of South Africa Bureau ..., 2012).

The researcher has since worked as a general crime investigator at RBN for the past twelve years. From the meeting between RBN and the affected community adjacent to Keledi Secondary School, the problem of drug possession among learners was identified by community leaders. Addressing the drug possession of learners at that school facilitated the creation of a safer environment for both the learners and the educators. The creation of a safer environment has a positive impact on the scholastic performance of the learners. In addition, learners do not stay away from school due to fear of being bullied, and they have ultimately become eager to attend school in order to reach their scholastic potential. According to Montesh, Sibanda, Basdeo and Lekubu (2015), research was conducted among 2000 students from 35 secondary schools in Mamelodi, Tshwane.

From the preceding literature, one can see that some research has been done on drug/substance abuse by learners across South Africa. The researcher was not able to source research specifically on either drug possession by scholars in Phokeng, or the use of informants to investigate drug possession among learners at Keledi Secondary School. It is therefore proposed, in this study, to explore the role of informants when investigating drug possession among learners of Keledi Secondary School.

1.4 AIM OF THE RESEARCH

Dowey and Fussey (2013:244) indicate that a research aim is to find clarification of what the research is intending to discover. The aim of this research was to explore the role of informants in investigating incidents of drug possession at Keledi Secondary School.

1.5 PURPOSE OF THE RESEARCH

Maxfield and Babbie (2011:19) explain that research can serve different purposes, such as exploring a specific problem, describing the scope of the crime problem, explaining things, and the application to public policy. This research was exploratory in nature, in the sense that the researcher learned something about an emerging social phenomenon under investigation, and developed a preliminary understanding of the problem (Maxfield & Babbie, 2011:20; Withrow, 2014:81). The researcher describes the scope of reported drug incidents in Keledi Secondary School as follows:

- The purpose of this research was to explore to what extent informants were used by police investigators in investigating drug possession by learners of Keledi Secondary School.

1.6 RESEARCH QUESTION

Research questions are referred to as the first guideline system that the researcher has to make when undertaking the research project, with the aim of identifying the kinds of data the researcher should collect (Craig, 2009:89; Leedy & Ormrod, 2015:57). With the research problem and purpose of the research in mind, the researcher formulated the following research question to address the research problem, as recommended by Dantzker and Hunter (2012:40). The primary research question for this study is as follows:

- To what extent can informants contribute to the investigation of drug possession by learners of Keledi Secondary School?

1.7 KEY THEORETICAL CONCEPTS

Leedy and Ormrod (2013:43) explain that the key theoretical concepts (definitions) help the researcher to understand the purpose of the research, in defining the following selected research headings and subheadings.

1.7.1 Informant

Van Rooyen (2012:15) indicates that an informant is someone who informs against others, often for compensation, in providing information relating to a crime. Fitzgerald (2015:23) defines an informant or a confidential informant (CI) as “any individual who provides useful and credible information to a law enforcement agency regarding criminal activities and from whom the law enforcement agency expects or intends to obtain additional useful and credible information regarding such activities in the future, pursuant to an agreement that the agency will seek not to disclose the person’s identity”. Throughout the text the concept of ‘Informant’ was used, however where participants used the concept of ‘Informer’ this was quoted verbatim.

1.7.2 Crime

Orthmann and Hess (2012:10) state that crime is "an act in violation of penal law and an offence against the State".

1.7.3 Criminal investigation

“Criminal investigation is the process of discovering, collecting, preparing, identifying and presenting evidence to determine what happened and who is responsible for the commission of crime” (Orthmann & Hess, 2012:8).

1.7.4 Forensic investigation

Orthmann and Hess (2012:8) indicate that forensic investigation is “the application of scientific processes to solve legal problems within the context of the criminal justice system”.

1.7.5 Investigation

Anderson, Dyson, Langsam and Brooks (2007:112) indicated that investigation is a systematic search and inquiry into a crime, in order to gather evidence and information.

1.7.6 Evidence

According to Osterburg and Ward (2010:326), evidence is defined as “anything a judge permits to be offered in court to prove the truth or falsity of the questions at issue”. Van Rooyen (2012:17) indicates that evidence is “all relevant information that is admissible and presented in court”.

1.7.7 Drugs

Saferstein (2013:251) defines a drug as “a natural or synthetic substance that is used to produce physiological or psychological effects in humans or other animals”.

1.8 LITERATURE REVIEW

Craig (2009:239) describes a literature review as “a process that enables the researcher to identify and evaluate studies that have been conducted by scholars and practitioners”. Gay, Mills and Airaisian (2006) (as cited by Craig, 2009:56) highlight that the term 'literature review' is used to describe “a component of a research report in which the researcher describes and discusses reviewed articles, books and other sources related to the study”. To date, there has been no study undertaken within schools in the Bafokeng Nation, that the researcher has been able to source relating to the role of informants in investigating drug possession among learners at schools.

The researcher consulted works by various national and international authors, such as government publications, law enforcement departments and literature on the Internet, as well as course material and journal articles. The researcher visited the University of South Africa (UNISA), Rustenburg campus, and found other relevant books relating to the research topic. These include material on the following topics:

- Informants
- Criminal investigation
- Forensic investigation
- Drugs
- Drug possession

The researcher followed the guidelines provided by Saunders, Lewis and Thornhill (2012:97), and performed the following:

- Searched for information using the university library and its online databases.
- Obtained relevant books and journal articles with which the researcher was already familiar.
- Scanned secondary literature by reading and Internet browsing.

Local and international authors shared a variety of information on the concept of 'informant'. The views and ideas of both national and international authors contributed to this research project in presenting an understanding of the role of the informant in investigating drug possession.

Masombuka (2013:40) highlights the fact that adolescents use drugs for many reasons. They may wish to experiment with them, reduce stress, or fit in with their peers. Masitsa (2007) (as cited by Montesh et al, 2015:106) reveals that the use and abuse of drugs is an emerging phenomenon in South African schools, particularly in township secondary schools.

From the researcher's experience, nyaope and marijuana were the most common, affordable drugs used by the learners at Keledi High School. The Phokeng SAPS deal with most of the marijuana and nyaope cases at Keledi Secondary, while other types of drug-related cases are investigated by the Hawks and specialised units of the SAPS.

The use of drugs is problematic in South Africa, as it was reported to be twice the norm of the rest of the world (Jordan, 2013). Prior to 1995, there were more than 120 drug syndicates in South Africa, and that figure has risen to over 500 (Jordan, 2013). Over 15 percent of the South African population has a drug problem, and

schoolchildren who use alcohol or drugs are three times more likely to get involved in violent crime.

The impact of alcohol and drug possession is felt all over South Africa, and compromises the quality of teaching, learning and the safety of learning spaces, since learners who are high on drugs may harm other learners, themselves and educators. Furthermore, the Department of Basic Education (2013a), in partnership with UNICEF, is in the process of appointing a consultant to support the Department in the process of developing an implementation plan “for the Prevention and Management of Alcohol and Drug Use amongst learners in schools” (Department of Basic Education, 2013a). A campaign to ensure schools are drug- and alcohol-free zones has been initiated by the Department of Basic Education, as well as social and law enforcement agencies. They have also developed the "National Strategy for the Prevention and Management of Alcohol and Drug Use Amongst Learners in Schools" (Department of Basic Education, 2013a).

The Department of Basic Education has also devised strategies to improve learner achievement by improving the quality of teaching and learning in schools. These government initiatives of programmed planning and results-based management “... while implementing innovative interventions ...” was supported by UNICEF (Department of Basic Education, 2014b).

A former Minister of Education, the late Professor Kader Asmal (2002), stated that one of the guiding principles of the “Management of Drug Abuse by Learners in Schools and Training Institutions” is that the illegal possession, use or distribution of illegal drugs, including alcohol and tobacco, is prohibited in South African schools. He further stated that there is a gap in the policy, which does not emphasise the role of the criminal justice system in this process (Department of Basic Education, 2002).

Section 24 of the Constitution (South Africa, 1996b) states that every learner has the right to an environment that is not harmful to his or her well-being. Furthermore, Section 12 of the Constitution guarantees the freedom and security of the person. This means that the educators have an obligation to protect all learners against cruel or inhumane treatment, including physical, psychological, emotional and

sexual abuse, as well as harassment that is meted out by other learners when they are under the influence of drugs. Drug possession has increased the level of insecurity at schools, and educators find themselves between the proverbial "rock and a hard place" because, in certain cases, their safety and security is also at risk from learners possessing and using drugs.

1.9 RESEARCH APPROACH AND DESIGN

1.9.1 Research approach

Dowey and Fussey (2013:243) indicate that methodology is "a general plan used to guide a researcher to ensure that their research project achieves the aims and objectives of the study". Ivankova, Creswell and Clark (2007:263) indicate that there are three recognised research approaches for conducting research, which include quantitative, qualitative and mixed methods methodologies. Lanier and Briggs (2014:14) state that, in qualitative research, researchers examine a very limited number of study participants in a specific location at one point. Nevertheless, in quantitative research, numerical data is received from numerous participants in different locations and over a longer time frame.

In comparison with quantitative research, qualitative research attempts to provide an in-depth understanding of human behaviour, including its meaning and purpose (Withrow, 2014:298). Furthermore, the qualitative research approach is a type of methodology in which the researcher directly observes what is happening, and listens and records what is occurring, together with what has been said by the participant (Yeboah, 2008:17). The researcher applied a qualitative research approach for the study, because it focuses on human behaviour and experience, and the researcher would be able to record what is going on as reported by the participants.

1.9.2 Research design

Dowey and Fussey (2013:24) indicate that research design is the process of selecting the appropriate tools to address the aims of the research, and establishes how the work is undertaken in a practical sense. Nieuwenhuis (2007a:70-71) outlined the six types of research design as follows: conceptual studies, historical research, action research, case study research, ethnography and grounded theory.

From the researcher's point of view, 'case study' is a research method strategy involving extensive exploration of a very small number of subjects, in order to make sure that all the data is relevant to the study. For the purpose of this study, the researcher selected the case study design because the focus was on the personal experience of a limited number of participants in a small area (Zaidah, 2007; Creswell, 2014:14), which, according to the researcher, was the most appropriate design for this type of study.

1.10 TARGET POPULATION

Withrow (2014:163) indicates that a population is the entire set of individuals or groups that is relevant to a research project. In addition to this, Flick (2011:71) indicates that a population is made up of all the individuals, cases or events that could be part of the study. This population needs to be defined as one that is able to answer the research questions.

A target population is the set of elements from which the sample is chosen (Bachman & Schutt, 2011:114). It would be impossible to conduct this research among the entire population of SAPS detectives and RBN detectives, who may be considered as the population. The target populations are the SAPS detectives from Phokeng and the RBN detectives who investigate drug possession.

Since this study's concern was drug possession among learners at Keledi Secondary School, the Phokeng SAPS detectives and Royal Bafokeng Nation (RBN) narcotics detectives investigating these crimes were considered the relevant target population in this study. No learners were interviewed.

1.11 SAMPLING

Sampling is a selected part of an entire population that is studied (Hagan, 2014:110-111). Similarly, Lanier and Briggs (2014:206) indicate that sampling is the means by which a researcher chooses a sub-group of the overall study population to examine. Bachman and Schutt (2014:108-109) outline the two sampling methodologies as probability and non-probability. In probability sampling, participants are selected randomly to take part in a study, and non-probability does not involve processes of random selection.

For the purposes of this research study, the researcher employed non-probability sampling, because non-probability sampling, as explained by Lanier and Briggs (2014:206), does not involve processes of random selection when selecting the sample.

The researcher selected the purposive sampling method as the sampling technique by selecting only the narcotics detectives at the Phokeng Police Station (from among the general detectives) and the Royal Bafokeng Nation (RBN) narcotics detectives. The narcotics detectives were members of Phokeng SAPS, and the Royal Bafokeng Nation (RBN) narcotics detectives specifically investigate all drug-related crimes. Purposive sampling is “a nonprobability sampling method in which elements are selected for a purpose, usually because of their unique position” (Bachman & Schutt, 2014:119).

Purposive sampling enables a researcher to select not only the most suitable participants for interviews, but enables the selection of a case because it has the features in which the researcher is interested (Silverman, 2014:60-61). The Keledi Secondary School was purposively selected because of the concern raised by the community, and the rising drug-related figures associated with this school. The Phokeng Police Station was selected, as Keledi Secondary School falls in the policing jurisdiction of this police station. The researcher interviewed five (5) Phokeng SAPS detectives and two (2) Royal Bafokeng Nation (RBN) narcotics detectives for his sample. For the purposes of the biographical data, these two data sets were counted together, so that it is not possible to identify any of the participants. The sampling was conducted as discussed below.

1.11.1 Sample A

The Phokeng SAPS detectives' area has 32 general detectives. The Royal Bafokeng Nation (RBN) has two narcotic detectives. Of the 32 general detectives, only seven have experience to investigate narcotics, it was therefore decided to interview all seven of them. Two of these interviews served as pilot interviews; therefore, no specific sampling method was used. Both of the RBN narcotics detectives were interviewed. The same interview schedule was used for all of the interviews.

The researcher presents an overview below of the biographical data of the sample, as well as the data pertaining to questions 1, 2 and 5 of the interview schedule.

SECTION A: Biographical data: Sample A

Gender

- Five males
- Two females

Ranks

- One constable
- One sergeant
- Three warrant officers
- Two RBN investigators

Number of years in the SAPS and RBN

- 0-10 years 1 member
- 11-20 years 3 members
- >20 years 3 members

Number of years' experience as narcotics detectives (SAPS and RBN)

- 0-10 years 3 members
- 11-20 years 4 members

Highest qualifications

- Six members with Grade 12 certificates

Highest tertiary qualification

- One member with a diploma in policing

Section B: Historical data

This consisted predominantly of male investigators. Six of the participants have a Grade 12 qualification and one participant has a diploma in policing. Collectively, they have 123 years of experience in their respective agencies (SAPS and RBN), and 73 years' experience investigating narcotics-type investigations. The

participants had collectively investigated approximately 653 drug-related investigations (Interview schedule, Question 1), in which approximately 147 cases involved learners/school going children. Thus, in 22.5% of the cases, learners were involved as suspects (Interview schedule, Question 2). All the participants indicated that they made use of informers during drug investigations (interview schedule, Question 5). The participants all had active informants (those that are formally registered as informants) and all of the participants but two had inactive informants (those not formally registered, but who might be used on an ad hoc basis).

Therefore, these participants were considered sufficiently knowledgeable for the purposes of this study.

1.12 DATA COLLECTION

Dowey and Fussey (2013:240) indicate that data collection is the process of gathering information by deploying various research tools such as interviews or surveys. Data collection depends on the type of research and the purpose of the research. Qualitative data collection, as explained by Withrow (2014:311), requires keen observation, interviewing skills, and refined note-taking and recording techniques. In addition to this, the researcher went through the interviews with five Phokeng SAPS detectives and two Royal Bafokeng Nation narcotics detectives, to look into the role of informants during the drug investigation process where learners were involved. The researcher used interviews as well as a literature review, to collect data.

1.12.1 Interviews

The researcher focused on data collection by conducting face-to-face, semi-structured interviews with the Phokeng SAPS and RBN narcotics detectives. According to Tracy (2013:154-155), the interview is a guided question-and-answer conversation between the researcher and the participants. A semi-structured, face-to-face interview is a qualitative technique that allows scope for the participants to express themselves in their own way (Dowey & Fussey, 2013:245).

The researcher designed an interview schedule for the narcotics detectives, with the purpose of gaining a clearer understanding of the role of informants in the

investigation of drug possession among learners at Keledi Secondary School. Nieuwenhuis (2007a:87) indicates that the aim of an interview is to acquire rich, descriptive data that will help the researcher to understand how the participant constructs knowledge and individual social reality.

Hagan (2014:153) outlined the advantages and disadvantages of interviews as follows:

Advantages of interviews

- They provide an opportunity for personal, face-to-face contact between the researcher and the subject.
- The interviewer can explain any difficulties the respondent may have in understanding the questions.

Disadvantages of interviews

- The interviewer may be biased, thereby distorting the results.
- The interviewer may make mistakes in asking questions or recording information.

1.12.2 Permission

The researcher obtained permission from the SAPS and RBA as per Annexure D before conducting the interviews, as well as from the interviewees. The interview schedule is attached as per Annexure B. The permission letter from the SAPS is attached as per Annexure C, and the permission from RBA is attached as per Annexure D.

The interviews, conducted by the researcher himself, were digitally recorded for transcription by the researcher and for future referral. The interviews were conducted in private. Prior to this, ethical clearance was obtained from UNISA. The Ethical Clearance Certificate is attached as per Annexure A.

The researcher ensured beforehand that the method applied made it possible to produce the data required in this study. Dowey and Fussey (2013:109) indicate that the pilot study involves testing the design of the interview schedule before it is used more widely. The researcher pre-tested the data-gathering instrument to answer the research questions, as recommended by Withrow (2014:35). The researcher

conducted interviews (pilot tested the instrument) with two of the Phokeng SAPS narcotics detectives who were not involved in the final research interviews. Primarily, the purpose of the pilot test was to determine the length of the interviews, how well the participants understood the questions, and whether the instrument was gathering the relevant type of data required to address the research question. In consultation with the supervisor, the interview schedule was amended before the final interviews were conducted.

1.12.3 Literature study

A literature review is conducted to determine what other researchers have carried out within a specific field of research, and then to identify whether there is indeed a gap in the prevalent literature (Thomas, 2013:58). The researcher undertook an extensive literature review to collect the most recent literature on the use of informants during drug-related investigations.

Literature was sourced to specifically address the use of narcotics by learners in the South African education system. The researcher did a keyword search, and was able to find some literature that was relevant, but nothing the same as this study. This literature was used to juxtapose and discuss the results of the empirical findings in the text, from which the researcher then made some findings.

1.13 DATA ANALYSIS

Nieuwenhuis (2007b:104) indicates that data can be collected by electronic means, such as a tape or video recording, which is then transcribed. Because the data was collected by conducting interviews, the interview sessions were audio-recorded (with the permission of the participants). The recordings were subsequently transcribed by the researcher. Each transcription was saved separately as a word-processed file (Nieuwenhuis, 2007b:105).

Qualitative data analysis is an inductive process of organising the data into categories, after which the researcher identifies patterns or relationships among the categories found. According to McMillan and Schumacher (2001:461), "Inductive analysis means that categories and patterns emerge from the data rather than being imposed on data prior to data collection".

In addition to transcribing the audio-recordings, a few aids were used to analyse the data. These aids included self-memos that were used by the researcher to write interview or observation notes, transcript summaries to compress long statements into brief ones, and a research notebook in which the researcher recorded research ideas and reflections.

The researcher sent the transcripts of the interviews to the supervisor. Together they studied the transcripts, and the supervisor showed the researcher how to code the data by looking for emerging themes and the links between them. This process was followed several times, using the field notes and the research notebook that the student used, and the supervisor guided the student in comparing the empirical data with the literature to then synthesise it before interpreting the data.

The raw data was shared with the researcher's supervisor, who assisted the researcher in the analysis of a portion of the data. Thereafter, the researcher analysed the remainder of the collected data, in order to obtain an overview of all the data, viewing all the field notes and transcripts. The researcher interpreted the result found in the data; therefore, an analysis of the qualitative data collected during the study was conducted, following a systematic process of selecting, categorising, comparing, synthesising and interpreting data, to provide explanations of the phenomenon being studied.

1.14 TRUSTWORTHINESS

In qualitative research, one talks about the 'trustworthiness of the research'. Trustworthiness, according to Nieuwenhuis (2007b:113), is the test of data analysis, findings and conclusions through consistency and credibility checks, to ensure trustworthiness. The researcher collected data by means of interviews, in order to merge and compare the empirical data with the literature review information. The researcher used the triangulation approach, which refers to the "combination of different kinds of data and methods to analyse the same issue in a single project", in order to strengthen the trustworthiness of the data (Dowey & Fussey, 2013:246). The researcher discusses the trustworthiness of the research under each of the following elements: credibility, transferability, dependability and conformability.

1.14.1 Credibility

Tracy (2013:248) indicates that credibility is the trustworthiness, plausibility and good character of a piece of research that affects the believability of the research findings. The researcher ensured credibility by returning the transcribed interviews to the participants for verification that the transcripts were a true reflection of what the participants had said. The researcher did this in order to promote confidence in the data to ensure that they had recorded the correct phenomena under study. The researcher sent the transcript of each interview to the specific participant to verify data, and thereafter added that each research participant had validated it.

1.14.2 Transferability

Tracy (2013:248) indicates that transferability is “the means of determining resonance in a qualitative study”. It further allows the reader to find commonalities between the findings presented in different studies. From the researcher’s point of view, transferability is the degree to which the result of a study can be transferred beyond the bounds of the research process. Flick (2015:266) indicates that external validity is a criterion of validity focusing on the transferability of the result to other situations beyond the research situation. It is believed that while this study was conducted in a small geographic region only, due to the rigorous use of research methods, the findings are possibly transferable to other policing precincts with similar challenges.

1.14.3 Dependability

Durrheim and Wassenaar (2002) (as cited by Ivankova et al, 2007:305) indicate that, “dependability is the degree to which the reader can be convinced that the findings did indeed occur as the researcher says they did”. The data-gathering instrument was pilot tested before the research commenced, in order to determine its dependability. The researcher asked the participants the same sets of questions in the same sequence. Each participant received a transcript of their interview, to verify that the data had been accurately and correctly captured.

1.14.4 Conformability

Conformability is the degree to which other people can corroborate the outcomes. Flick (2011:208) indicates that a way to increase the reliability of the whole process

is to document it in a detailed and reflexive way so that the decisions taken in the research process show which ones were taken and why they were used for decision-making in the research process. The researcher documented the procedures for checking and rechecking the data collected during the entire research study. The researcher's supervisor also perused the analysis of the data, to verify the accuracy of the interpretation. The researcher made every effort to bracket his own ideas and perceptions so that they did not taint the data; thus, verbatim quotes are provided in the text which support the research findings.

1.15 ETHICAL CONSIDERATIONS

It is essential that, through the research process, the researcher follows and abides by ethical guidelines (Ivankova et al, 2007:306). Yeboah (2008:147) indicated that ethics are the common set of norms, values, acceptable practices and behaviours prevailing in any society at any one time. The researcher is studying for an MTech degree in forensic Investigation at UNISA, and has undertaken to abide by UNISA's policy on research ethics at all times. This policy provides researchers with a code of moral guidelines on how to conduct research in a morally acceptable way. Similarly, Leedy and Ormrod (2013:104-108) highlight that it is crucial for researchers to adhere to the following ethical issues as outlined below:

- Protecting participants from harm: The researcher must not expose research participants to harm in any way.
- The right to privacy of the participants: The researcher must respect the participants' right to privacy.
- Obtaining informed consent from the participant: The researcher must tell the participants what the study entails, and must give them the choice of either participating or not participating. This is included in the interview schedule, attached as per Annexure B.
- Being honest with professional colleagues: The researcher must report the findings completely and honestly, without distorting or intentionally falsifying information to others about the nature of the findings.

Leedy and Ormrod (2015:123) further indicate that the researcher must remain honest throughout the research process. The researcher must acknowledge all the

sources consulted, by referencing them in the list of references. The researcher was well aware not to plagiarise, in order to avoid penalties (Babbie, 2010:24).

The researcher protected the research participants from harm during their interviews, and avoided the risks as outlined by Bachman and Schutt (2011:60-65) and Warren and Karner (2015:33). The interview sessions were audio-recorded, and subsequently transcribed by the researcher. Each transcription was saved separately as a word processing file (Maree & Pieterse, 2007:104-105). All research studies must respect the participants' right to privacy (Leedy & Ormrod, 2015:107). The researcher is reporting the findings of this study completely and honestly, without misrepresenting or intentionally misleading others about the nature of the findings, as recommended by Leedy and Ormrod (2013:108).

In order to protect the identities of the participants, and to prevent the unlawful disclosure of information, the researcher assigned numbers to the participants ("A"), and only referred to that participant by number. There was no mention or use of names of individuals and places. The researcher obtained ethical clearance from UNISA prior to starting the research process, and thereafter obtained permission from the SAPS Head Office, the relevant Provincial Office and the RBN.

1.16 RESEARCH STRUCTURE

The research report was divided into the following chapters in which the research aims, questions and literature review were discussed:

CHAPTER 1: GENERAL ORIENTATION

This chapter discussed the background and rationale of the research, the research aim, objectives and research question. In addition, the key theoretical concepts were clarified, along with the methodological discussion on the research approach, research design, population and sampling, data gathering and analysis, trustworthiness of the research and the ethics application to the research.

CHAPTER 2: THE ROLE OF THE INFORMANT TO INVESTIGATE DRUG POSSESSION

This chapter explores how the role of informants is of assistance to the narcotics detectives in investigating drug possession among learners in school. The chapter

analyses the information from the participants. The chapter also defines the concepts of criminal investigation and informant, and provides information for a better understanding of the role of informants in the investigation of drug possession.

The chapter describes the informant's privilege. It also describes aspects to consider when making use of informants during investigation of drug possession. The chapter also discusses the concept of drugs, and summarises the results of the study.

CHAPTER 3: FINDINGS, RECOMMENDATIONS AND CONCLUSION

In this, the final chapter of the dissertation, the researcher presents the findings, offers recommendations, and forms a conclusion to the study.

CHAPTER 2: THE ROLE OF THE INFORMANT TO INVESTIGATE DRUG POSSESSION

2.1 INTRODUCTION

In the investigation of drug-related crimes, informants are a vital source of information for the detectives. Albanese (2015:257) indicates that informants can be used to establish the precise nature and scope of a criminal enterprise, so that it may be defeated successfully. The use of informants as an investigative tool is ultimately less expensive and more effective than electronic surveillance (Albanese, 2015:270-271). Informers are a very important tool during crime investigation (Van Rooyen, 2018:108).

The use of an informant is one of the most important techniques to gather information and evidence (Van Rooyen, 2012:230; Vespa, 2012:274; Joubert, 2013:357; Albanese, 2015:270-274). Using this information-gathering technique, the police often pay the informant in exchange for reliable information.

This chapter addresses the research question – "To what extent can informants contribute to the investigation of drug possession by learners of Keledi Secondary School?". This chapter also discusses the various aspects regarding the role of informants in the investigation of drug possession. It also reviews related articles, relevant national and international literature, and the individuals (participants) involved in the use of informants during investigations of drug possession. Where the empirical data speaks to the literature, the researcher will bring them together in the discussion. Not all of the aspects discussed in this chapter were put to the participants for their views. The researcher will specify this to avoid any confusion. Furthermore, the reporting in the chapter does not follow the format of the interview schedule, but the flow of the literature. The researcher made use of in vivo quotes from selected participants, in order to underscore the discussion in the text.

This chapter commences with a brief discussion of the term 'criminal investigation'. This is followed by a discussion on what an informant is, and how the participants use the informants. The researcher then addresses the effectiveness of an informant as an investigative aid for drug investigations, the importance of verification of the information provided by the informant, and the link between the

informant and crime intelligence. The chapter then provides a brief explanation of the types of informant and informant privilege. Aspects that need to be considered when making use of informants during the investigation of drug possession are detailed, and the chapter concludes with a discussion about drug investigation.

2.2 CRIMINAL INVESTIGATION

Van Rooyen (2012:13) indicates that criminal investigation is a "systematic search for the truth with the primary purpose of finding a positive solution to the crime with the help of objective and subjective evidence". The investigation of crime encompasses the collection of information and evidence for identifying, apprehending and convicting suspected offenders. Van Rooyen (2012:13) further indicates that an investigator is someone who "investigates crime in order to obtain information and evidence regarding crime". The investigative approach, as mentioned by Osterburg and Ward (2014:609) is frequently determined by the type of crime under investigation.

The researcher did not ask the participants about their understanding of criminal investigations; however, it became clear during the interviews that the participants did understand the concept of criminal investigation. The context of this research is drug possession, and the focus is on the role of the informant during the investigation. The researcher identified investigators at the Phokeng Police Station who had experience in the investigation of drug-related crime, and questioned them about their views on informants and their value during the investigation of drug possession by learners.

2.3 INFORMANTS

Joubert (2013:357) indicates that an informant is a person who provides information to the police, in order to assist the State, concerning the commission and/or planned commission of an offence. Van Niekerk, Lochner, Naidoo, Zinn and Dintwe (2015:218) indicate that informants are one of the most valuable resources in crime information. Vespa (2012:288) indicates that an informant is an individual operating under the specific direction of a law enforcement authority, with or without the expectation of compensation. Law enforcement agencies in the United States are using informants in as many as 90 percent of their drug cases (Walker, 2013).

The word 'informant' has many negative synonyms, such as “snitch” and “stoolie”, but the term is defined as anyone who provides information of an investigative nature to law enforcement (Lyman, 2013:138). “Snitches” are staple fare in Hollywood crime dramas, often working secretly with the police to bring down mafia godfathers or powerful drug cartels (Walker, 2013). The local people in Phokeng call the informant an *impimpi*. An *impimpi* is a Zulu word that means someone who supplies information to law enforcement officials. Some of the members of the community do not view informants in a good light, because of their involvement in reporting criminal activity to the police.

Other authors explain that an informant is a person who provides information relating to a crime to law enforcement officials (Lyman, 2013:279; Palmiotto, 2013:65; Osterburg & Ward, 2014:626). Orthmann and Hess (2012:183) state that an informant is anyone who can provide information about a case, but who is not a complainant, witness, victim or suspect. Osterburg & Ward (2014:580) explain that an informant is an individual who reports some unusual, suspicious behaviour to the police. The participants were not asked to explain the term 'informant'.

The participants were asked how many informants they each have. Two follow-up questions were also asked. The first one was how many of these informants provide information on the involvement of learners from Keledi Secondary School in drug use, and, in addition, to determine whether the informants being used by these detectives specialise in drug-related informing, or whether they provide information to the police on a variety of criminal activities. The participants were asked how many of their informants provide information on drug dealers. The feedback below addresses the questions in the following order:

- How many active informants do you have?
- ¹How many of them provide information on the involvement of learners at Keledi Secondary School?

Although this question did not specify the involvement of learners from Keledi Secondary School and the specific crime of drug possession, this was the context within which it was asked and answered:

- How many of them provide information on the involvement of drug dealers?

From the replies, it was tallied that all participants had made use of informants who provide information specifically on drug dealers, and that all of their informants are involved in providing information regarding the drug dealers and drug trade among Royal Bafokeng Nation Schools (RBNS). It was interesting to note that the informers were indiscriminate about whom they provided information, and that they supplied information about drug possession among adults as well. Literature dating from 1966 to date has proved that informants are a vital source of information for detectives, especially drug-related investigations (Miller, 2011:203).

“... I am using informers to help me try to find more information pertaining to drug possession” (Participant 4).

“... I use informers ... to help investigate drug possession” (Participant 3).

In the responses, the participants mentioned that they have active and non-active informants who provide them with information on learners and drug dealers. When probed about this, the explanation was that an 'active informant' refers to a full-time informant, and a 'non-active informant' is an informant who provides information about a crime on an ad hoc basis.

The researcher understands this to mean that an active informant is constantly busy gathering information, and taking taskings from the detective to gather specific information, while the non-active informer does not purposefully seek out criminal information, but, if they come across it, they will report it to the detective. Here, literature differentiates in some instances between an informer and an informant (Miller 2011:206; Madinger (2000) (as cited in Ucak, 2012:30); Fitzgerald, 2015:23). The informant is a person who does not actively look for information on criminals

but will report it when pressed for information by law enforcement. The latter person is one who actively seeks out criminal information (Miller, 2011:205-206).

Both these types of informants may be remunerated, provided they furnish the detectives with valuable information (Van Rooyen, 2018:109). In addition, the researcher is aware that both active and non-active informants are of importance to drug-related investigations. For the purposes of this research, the two terms, 'informer' and 'informant', are taken to mean the same thing: one who actively sources criminal information for law enforcement for remuneration.

The researcher also asked the participants how effective an informant is in the investigation of drug possession by learners.

The participants stated that informants are particularly effective in the investigation of drug possession. Of this same group, a small minority further pointed out that there is a need for an informant, especially in the investigation of drug possession.

“... informants are effective, more effective because it will be difficult to investigate without an informer” (Participant 3).

“... informer it is on and off, sometimes he is good, sometimes he doesn't because of money” (Participant 1).

The question was asked in relation to drug possession, but not all answered in that context, while all did agree that informants are effective because the crimes that they report are committed in secrecy and in an organised manner. Informants often move on the fringes of the syndicate, and therefore have some knowledge of how the syndicates operate. Joubert (2013:357) points out that without the information provided by informants, many criminals would never be identified and brought to book. An informant provides specific evidence and vital information that can solve a case and make an arrest (Swanson et al, 2012:547), and is often the one who provides the investigating officer with the breakthrough information needed for an arrest (Van Rooyen, 2018:108).

“... without the informers, the chances of unearthing, unmasking drug possession by learners, for practical purpose, will be zero”

(Participant 2).

The above quotes are the *in vivo* quotes that substantiate the discussion. It is evident from the above statements that an informant is considered a vital tool (considered by some as an indispensable tool) to enable the detectives to investigate drug possession effectively, specifically among learners. However, the feedback hinted that the drug possession was not specific to Keledi Secondary School only, and it proves that the problem was far greater than suspected. This is confirmed in literature. A study by the Department of Basic Education (2013b) indicates that the impacts of alcohol and drug abuse are being felt in schools across the country. It is evident that without the information supplied by informants, the detectives may not be able to proceed with a drug investigation. Biegleman (2014) argues that sometimes the best person to catch a criminal is another criminal.

Mindful of the value of an informant, experienced detectives warn that one can never completely trust the word of an informant. Training on the handling of informants emphasises a high level of control over informants (Miller, 2011:208). A detective will always have to verify or confirm the accuracy of the information supplied by an informant, since they are known to lie or fabricate the criminal activities of the networks they are informing on (Confidential Informants, 2017:2). One of the key components to determine the value of an informant is to assess their annual performance in relation to the accuracy of information and/or the positive results their information produced (Confidential Informants, 2017:7).

To this end, the participants were asked to indicate the measures they use to corroborate (verify) the evidence gathered by informants during a drug investigation:

- The majority of the participants stated that they corroborate the accuracy of the information by using independent informants who are not dependent on others for subsistence; for example, members of the community and members of SAPS, especially narcotics detectives, who establish intelligence by comparing

information received from one informant with that of another independent informant to establish the accuracy thereof.

- In addition, a small minority stated that they interact with non-active informants who provide information infrequently but do not act as an informer, specifically.
- One participant stated that he did not know how to corroborate evidence gathered by an informant.

“... to double check the information given by informer without his/or her knowledge to see if the information is positive” (Participant 7).

“... you corroborated evidence gathered with other contact points in law enforcement and intelligence community and can relatively accurately determine whether the information or evidence gathered by the informer is true or not” (Participant 2).

Based on the experience, the researcher agrees with the viewpoint of the participants and Confidential Informants (2017:2) that, during drug possession investigation, it is required for the detective to verify or confirm the accuracy of the information supplied by an informant. Joubert (2013:358) mentions that the information obtained from an informant should, where reasonably possible, be verified before reliance is placed upon it.

“... it is important that you verify and cross reference information received from your informer to determine the accuracy and reliability of that information. It is important that you analyse your informer over time and, in doing so, you will determine his or her accuracy” (Participant 2).

The detective should conduct a background check before making use of an individual as an informant (Confidential Informants, 2017:2). The detective must also periodically compare the accuracy of previous information given by the informant, in order to determine to what extent, the information supplied by the informant has been historically accurate or inaccurate, and to what degree. The researcher believes that it is imperative for the detectives to verify information provided by informants via information from other informants or other sources of

information. It is also important that the various informants are not aware of each other's existence, as this can compromise not only the value of the information provided, but may be life threatening, should informants decide to "double-cross" the detective and sell information to the criminal syndicate.

2.3.1 The informant and crime intelligence

According to Van Rooyen (2012:230), an informant is the source of most of the information in crime intelligence operations. Osterburg and Ward (2014:177) indicate that an informant provides intelligence that may prevent a premeditated crime, reveal a crime that has been committed, identify and locate criminals, vindicate a suspect, and cause criminals to be concerned about being caught. The use of an informant in crime intelligence operations is a widely recognised methodology, and ninety percent of information on criminal activity is collected using informants (Van Rooyen, 2012:230; Walker, 2013).

The participants were asked, what role an informant plays during the investigation of drug possession by learners.

- The majority of the participants stated that their understanding of the role of informants is that they can provide information, identify a suspect, and infiltrate the drug syndicate.
- A single participant pointed out that informants play a vital and decisive role in providing information.

"... the informer provides me information" (Participant 5).

"... the informer will provide the initial information" (Participant 2).

The important role that informants play in the investigation of crime should therefore never be underestimated (Miller, 2011:203; Van Rooyen, 2018:108). This role manifests into specific activities such as the infiltration of a syndicate (Walker 2013), the identification of a primary suspect (Walker, 2013), and the provision of information pertaining to the current and possibly other crimes being investigated (Miller, 2011:204). Sometimes, merely this small piece of information is all the detective needs to be able to move ahead with an investigation. Based on the experience of the researcher, the literature consulted, and the participants' views, it

is clear that one of the roles of an informant is to supply or provide information about criminal activities to law enforcement officers.

Albanese (2015:270-274) mentions that the information obtained from the informant is commonly used to investigate crime, particularly drug possession. It is important to note that drug smuggling cannot be contained without the supply of good intelligence – a large portion of which comes from informants (Miller, 2011:203; Palmiotto, 2013:230; Walker, 2013; Biegleman, 2014).

Lyman (2013:278) indicates that covert information collection is a clandestine process of collecting data on criminal acts that have not yet occurred, but for which the investigator must prepare. The covert intelligence collection method uses tools such as informants, undercover officers, electronic surveillance and physical surveillance, in order to penetrate the crime syndicate (Lyman, 2013:117; Biegleman, 2014).

The majority of the participants were asked whether they make use of crime intelligence officials in the investigation of drug possession by learners.

- All the participants stated that they make use of crime intelligence officials in the investigation of drug possession, because these types of crime are committed in secrecy.
 - The majority of the participants additionally pointed out that they use both crime intelligence officials and informants.

“... yes crime intelligence officials are very much important in our service because they specialise in undercover operations and can tell you exactly where the drugs are located and their transportation”

(Participant 7).

“... I use organised crime and crime intelligence so that they can trace where the learners are buying drugs” (Participant 1).

The researcher asked the participants about their use of crime intelligence, not as a commodity but as a unit. While it was not phrased this way, it was implied and understood this way. Albanese (2015:279) mentions that a drug possession crime is committed in secret, and often in a well-organised manner that requires the investigator to be as smart as the offender. The investigator must be ahead of the criminals and their techniques, with an informed approach (Lyman, 2013:27; Albanese, 2015:279). This shows the importance of crime intelligence officials, who can provide independent intelligence gathering in drug-related incidents that are committed in secret, to verify and corroborate information supplied by informants.

2.4 THE TYPES OF INFORMANT

Swanepoel, Lotter and Karels (2014:262) indicate that an informer is a member of the public who supplies information to the police, with a view to reporting criminal offences. Osterburg and Ward (2014:177) also point out that there are informants who volunteer information anonymously via telephone or mail, and those who expect some form of payment. Van Niekerk, Lochner, Naidoo, Zinn and Dintwe (2015:218) indicate that investigators should always be wary of the ulterior motives of the informers, as they are usually involved in crime themselves to obtain information about other criminal syndicates.

The information obtained from an informant is not influenced by financial gain or the avoidance of being prosecuted, but the informant can be motivated by either financial gain or avoidance of being prosecuted (Joubert, 2013:358). Van Rooyen (2018:109) explains that there are different kinds of informants who are employed by the police:

- A covert informant is an informant registered under a covert registration (with false particulars).
- An occasional informant is a person who occasionally provides information to the police in connection with criminals or criminal activities, but who is not necessarily paid for the information.

Fitzgerald (2015:23) highlights that informants "have been known to commit perjury, plant evidence, entrap targets of investigation, and commit murder. They have also proved to be a catalyst for corruption at every level of law enforcement". There are

other classifications of informants, which range from the criminal informant, the professional informant, the concerned citizen and the anonymous tip (Philippello, 2018). The criminal informant is usually a person who has been arrested for a crime and then is offered leniency from prosecution in return for turning informant. This is also sometimes called 'hammered' informant, because this classification of informant is literally hammered into compliance (Miller, 2011:214).

The informant associates with the criminal, and allows getting only so close to the criminal or network to obtain information that he can sell to law enforcement authorities (Philippello, 2018). Miller (2011:214), states that the mercenary informant is an informant who is motivated by money, and works like a criminal bounty hunter – but he hunts information. Vengeful informants are exacting revenge on criminal competitors or against those criminals whom they feel have 'done them wrong' (Philippello, 2018).

The concerned citizen is a normal member of the public who hears something about a crime or a criminal, and reports it to law enforcement (Philippello, 2018). Here, the narrative of "see something, say something" comes into play. They are different from the police buff or eccentric citizen who get involved because they are excited by what they see in movies (Miller, 2011:214-215). They are often not accurate, and tend to become problematic. The last classification is the anonymous tip (Philippello, 2018). This is the person, who sees a suspicious bag in a public space, and reports it to law enforcement anonymously.

Whatever the motivation, the investigating officers must be mindful of the challenges involved in employing informers, especially in view of the different motives and the fact that payment of State money comes into play (Van Rooyen, 2018:108).

2.4.1 Management of informants

The use and management of informants is laden with pitfalls and potential challenges (Confidential Informants, 2017:8). For this reason, law enforcement authorities design and implement guidelines for the detectives to manage informers. It is also vital, before detectives work with informants, that they receive proper training (Confidential Informants, 2017:8), since the management of an informant

may be challenging if one is ill prepared. One of the areas that has the potential to raise challenges is the issue of financial remuneration for information.

Joubert (2013:358) states that payment to the informants should be properly regulated and administered. For this reason, the SAPS have prepared a National Instruction (NI), which guides officials in the use of informants. This NI is National Instruction 2/2001: Registration and Finance of informants. The SAPS issued this NI, specifically to regulate the use of informants. The NI deals with, among other aspects, the protection of their identities, the registration of the informants, and their payments. Other matters relevant to the management of informants include the identification of potential informants, approaches aimed at recruiting informants, and the first interview with an informant, to name but a few. Nevertheless, due to the scope of the study and its focus, the research will not elaborate on this aspect.

There have been instances in the SAPS where police officials have abused the informant system for financial gain. The researcher presents a practical example by referencing the case of *Booyesen A v Minister of Safety and Security and Others* (CA09/08) [2010] ZALAC21; [2011] 1BLLR83 (LAC); (2011) 32 ILJ112 (LAC) (1 October 2010) (Southern African Legal Information Institute, 2010). The judge charged Booyesen with the following: Fraud in respect of informant claims in the amounts of R20 000.00 and R15 000.00; Departmental misconduct of failure to comply with National Instruction 2/2001 in respect of the registration and finances of informants; and, Wilful or negligent mismanagement of State finances.

During the interviews, while this question was not specifically asked, the participants highlighted that it is important to reward the informant. Van Niekerk et al (2015:218) indicate that an investigator should apply for a reward for the informer, and that the reward should depend on the merits of the case and the contribution made by the informant to solve the case. As explained by participants 4 and 6:

“... I do reward my informant...” (Participant 6).

“... you should reward your informer if he or she has proved him or her to be reliable and accurate” (Participant 4).

There may come a time when a detective has to 'retire' an informant, and to close his file when he is no longer of value. When this is done, it is vital that the identity of this person remains confidential (Confidential Informant, 2017:11).

2.4.2 Informants' motives

Osterburg and Ward (2014:179) mention that an understanding of the motives of informants is an important consideration for the investigator. Informants have different motives for helping the police, such as fear of punishment for criminal acts, revenge against enemies, jealousy, repentance, gratitude, concern with civic duty, egotism, perverseness and financial motivation (Lyman, 2013:139; 547; Osterburg & Ward, 2014:179; Palmiotto, 2013:67; Swanson et al, 2012:). While the motivation of the informant is important, for the purposes of this study the researcher will not discuss each motive.

A criminal investigator has the responsibility to identify the motive of every informant used, and to identify the informant's motive, because it may affect the credibility of the case (Lyman, 2013:139). There have been a great number of instances where the loyalties of the informant have changed because their motivation changed (Miller, 2015:45-62).

2.5 THE INFORMANT PRIVILEGE

Albanese (2015:271) indicates that courts have generally held that the government is entitled to keep secret the identity of an informant who has provided information about a possible law violation. There is a common law privilege against the disclosure of the identity of informants, which is embodied in Section 202 of the Criminal Procedure Act 51 of 1977 (Joubert, 2013:358; Swanepoel et al, 2014:333). Privilege is a special status accorded certain information, which means that the information need not be disclosed (Swanepoel et al, 2014:262). Furthermore, Swanepoel et al (2014:129) indicate that privilege is divided into two categories: state privilege and private privilege. This means that privilege is directed at protecting the interests of an individual or those of the State.

The information may be protected based on public policy. This means that when the State relies on privilege in a trial, the court will weigh the public interest that could be affected were evidence led against the individual's right to a fair trial in order to

ascertain whether the interests of justice favour disclosure of the information. In such cases, the onus is on the State to prove that the evidence ought not to be disclosed (Swanepoel et al, 2014:333).

Joubert (2013:358) indicates that the identity of the informant is kept confidential to protect the informant against the person/s in respect of whom information is provided, and also to encourage members of the public to provide information concerning offences. The identity of a police informant is protected by this privilege, in order to not only protect an informant, but also to ensure that the informant can be used in future, and to encourage the public to come forward with information on crime (Joubert, 2013:396).

Similarly, Swanepoel et al (2014:129) and Van Rooyen (2018:108) indicate that there are three reasons why the identity of an informant should be protected:

- To protect the informant and his or her family
- To ensure that the informant can be used again in the future
- To motivate the general public to report criminal actions

Lyman (2013:137) indicates that if the identity of the informant was disclosed, this could jeopardise the well-being of the informants and could affect the continuous use of the informant in future criminal investigations. Palmiotto (2013:68) indicates that informants must be made to feel absolutely confident that they will be protected, and that their identity will not be disclosed without permission.

Van Rooyen (2018:107) indicates that in terms of Section 202 of the Criminal Procedure Act 51 of 1977, an investigating officer who testifies in court can refuse to answer any questions which he or she cannot truthfully answer without disclosing the identity of an informant if –

- “the informer provided information in confidence and with the understanding that his or her identity would not be made public;
- the discloser of the identity of the informant would harm the relationship between the police and the informant;

- it is in the interest of the community that persons be encouraged to provide information to the police about the type of criminal activity on which the informer provided information;
- the discloser of the identity of the informant would not serve to prove the innocence of the person accused in the trial in which the police official testifies;
- the informer is not a police official;
- the identity of the informant is not yet publicly known; and
- the communication of the information by the informant to the police official does not in itself constitute a crime”.

While the participants were not specifically asked about the informant’s privilege, two participants mentioned this aspect while they were giving feedback on other questions.

“... you have got to ensure that your informers physical security and anonymity is protected at all times” (Participant 2).

2.6 SCREENING OF THE INFORMANT

The careful identification and proper selection of informants can present major challenges for a detective (Confidential Informant, 2017:14). A potential informant should be fingerprinted, photographed and carefully interviewed by an investigator before being used as an informant (Lyman, 2013:141; Confidential Informant, 2017). During such an interview by the investigator, the informant’s true name, address, employment history, aliases and criminal record must be noted. Joubert (2013:358) emphasises that strict control over an informant is essential, and police officials must ensure that the mandate is given to an informant to obtain information that is clear, lawful and unambiguous.

The reliability of the information obtained from an informant is affected by the fact that the informant provides the information for financial gain, and in some instances they provide information to avoid being prosecuted for some minor offence (Joubert, 2013:358). The informant may only be used in furtherance of authorised investigative activities.

The participants were requested to indicate those aspects that need consideration when making use of informants in drug possession investigation of scholars or adults.

- The majority of the participants stated that they conduct background checks, and note the personality, reliability and trustworthiness of the informant.
- A small number of participants added that they look at the safety and security of the informant. The informant should have access to the drugs trade; however, one might sometimes think that one is dealing with an informant, only to find that the same informant is the drug dealer.

“... you have to check the background of the informer” (Participant 2).

Because of this, it is very important for the detective to check the background of the informer. It is also important that informants are not aware of each other’s existence, as this could compromise not only the value of the information provided, but it may compromise their lives, should one or more of them decide to deceive the detective and sell the information to the criminal syndicate under investigation.

The researcher is of the view that it is important to conduct a background check on the informant, to determine whether there are any red flags or pending criminal cases against them.

2.7 DRUG INVESTIGATIONS

In criminal investigation, information collection and intelligence gathering constitute part of the entire criminal investigation process (Osterburg & Ward, 2014:5). There is specific drug legislation in South Africa that is relevant to this study, which criminalises drug possession and the use of particular addictive drugs. According to Joubert (2013:208), Section 4 of the Drugs Act provides that “no person shall use, have possession of any dependence-producing substance, any dangerous dependence-producing substance, and any undesirable dependence-producing substances”. To prove possession, evidence is required.

2.7.1 Drug possession

According to Joubert (2013:208), Section 1 of the Drugs Act defines drugs as “any dependence producing substance, any dangerous dependence producing substance and any undesirable dependence producing substance”. Saferstein (2013:251) indicates that a drug is a natural or synthetic substance that is used to produce physiological or psychological effects in humans. Joubert (2013:208) indicates that the charge of possession is preferred over that of use, because the use of drugs involves the possession. Joubert (2013:209) indicates that Section 1 of the Drugs Act defines possession in relation to drugs as “to keep, to store, to have it in custody, and under control or supervision”.

2.7.2 Evidence of drug possession

To prove that an accused used drug, it is necessary to conduct some physiological tests that are costly, compared to establishing that a person was in possession of drugs. It is easier to prove possession (and far less costly) than to prove the use of drugs (Joubert, 2013:208).

The participants were requested to indicate whether, in their experience, it is more challenging to obtain information about drug possession from a learner or an adult. This question was asked in the context of the individual as a suspect in a drug possession investigation.

- The majority of the participants said it is equally difficult to obtain information from learners as it is from adults.
- The majority of the participants stated that it is easier to obtain information from learners, because adults tend to be more protective, suspicious and evasive.

“... it is challenging but I use informer to get information from the learner or those who use drugs” (Participant 6).

“... it is easier to get information from learners because, when properly interviewed, they tend to be more open, honest and prepare to reveal all the ins and outs - who, what, where, when and how of drug possession by learner themselves” (Participant 2).

Based on the experience of the majority of the participants, it became clear that it is equally challenging to obtain information from learners as it is from adults, because of the fear of being victimised by the drug syndicates. Adults tend to be more secretive and less eager to reveal information. Only a small number of participants said that it is less challenging to obtain information from the learners, because of how they approach them.

When the detective comes across a learner, or person under the age of 18, in possession of drugs, they arrest them and take such person to the social worker or probation officer, or, alternatively, call the Family Violence, Child Protection and Sexual Offences (FCS) unit to deal with the matter. Where possible, they immediately contact the parent or guardian of that particular learner.

In terms of the Child Justice Act 75 of 2008, sections 12-16, "if a police official is uncertain about the age of a person suspected of having committed an offence but has reason to believe that:

- the person may be a child under the age of 10 years, the official must act in accordance with the provisions of Section 9; or
- the person may be a child who is 10 years or older but under the age of 14 years, or a child who is 14 years or older but under the age of 18 years, the police official must treat the person as a child with due regard to the provisions relating to arrest in terms of Chapter 3; or
- release or detention in terms of Chapter 4, and, in particular, Section 27 relating to placement options before a child's first appearance at a preliminary inquiry, until a probation officer or medical practitioner has expressed an opinion on the age of the person or until the determination of that person's age at the preliminary inquiry or child justice court, after which the police official must treat the person in accordance with the opinion or determination."

The response from the majority of the participants is an indication that it is equally challenging to obtain information from learners and adults. This confirms the view of Osterburg and Ward (2014:609), who state that the penetration of drug syndicates is a challenging situation. During the feedback to the question, the

participants did mention that the parent or guardian of the learner must be contacted before they proceed with the investigation.

“... Most of the top dogs we investigate are from Swaziland, Nigeria and Lesotho. So, to infiltrate those people, it is not easy” (Participant 7).

During interviews with the participants, the researcher addressed a specific area of interest within the study (although not directly related to the purpose of this study) in order to gain a clear picture and background of the types of drugs available within the RBN area. When the researcher asked the investigators as to how many cases of drug possession they had investigated, as well as what types of drugs were mostly used, they mentioned the two most prominent groups of drugs used in the RBN area, namely cocaine and dagga (marijuana). Five Phokeng SAPS narcotics detectives and two RBN narcotics detectives deal with most of the marijuana and nyaope cases, while all other types of drug-related cases are investigated by the Hawks and a specialised division of SAPS.

Zulu (2006) stated that the schoolground has become the primary place for drug sales, as an increasing number of young people across the country become drug users. Statistics released by the Hospital Association of South Africa in 2006 showed that there was an increase in the number of young people, some as young as 14 years old, dying from substance abuse related causes: “although the SAPS had not done formal research on which age groups were abusing drugs and alcohol, from personal experience they had noticed that young people were increasingly turning to drugs” (Zulu, 2006).

Fisher and Fisher (2012:312), Saferstein (2013:257) and Swanson et al (2012:554) confirm that marijuana is a drug derived from the flowering tops and leaves of the Indian hemp plant, scientifically named *cannabis sativa*. Swanson et al (2012:554) and Fisher and Fisher (2012:309) state that cocaine is a naturally occurring stimulant that is extracted from the leaves of the coca plant. Participant 3 explained the use of drugs in the area under study:

“... then of course you get dagga which is the basic drug available, cultivated, processed and supplied within the RBN schools” (Participant 3).

It is evident from the above that the participant mentioned dagga or marijuana from his own practical experience of its use in various parts of the RBN areas and schools. While this is the feedback from only one participant, this person has been investigating drug-related cases for twenty-five years. The researcher is of the view that there is a need to make use of informants as a mechanism to infiltrate the drug syndicates within the RBN area (with specific reference to Keledi Secondary School) in an attempt to eradicate them.

2.8 OTHER INVESTIGATIVE RESOURCES TO ADDRESS DRUG-RELATED CRIME

It is the experience of the researcher that criminal investigation is conducted by applying different investigative tools (other investigative resources/methodologies) in order to ensure that the evidence gathered is admissible in a court of law, and that it can prove the guilt of the accused beyond reasonable doubt. The participants were asked to indicate the investigative tools they use to investigate drug possession among learners and adults:

- The majority of the participants stated that their understanding of the tools used to investigate drug possession is the use of informants, members of the community, Phokeng SAPS narcotic detectives, crime intelligence officials and K9 units, and the RBN narcotic detectives.
- A single participant added that he used a well-placed source who had access to the drug trade in general, and in schools within the RBN area.

“... I am using informers to help me find more information pertaining to drugs” (Participant 2).

Informants are a valuable tool in the investigation of crime, especially in organised crime (Van Rooyen, 2018:108). Informants may be able to provide information

about the perpetrator, the involvement of other persons, where evidence is hidden, and also about future criminal activities that are being planned.

When dealing with drug syndicates specifically, one of the most commonly used tools by the detectives is the use of an informant to infiltrate the drug syndicate. The responses from the participants were that they have several investigative tools available that can be used to investigate drug possession, but that one of the most frequently used tools is that of an informant.

It is thus fair to surmise that for a detective to conduct an effective investigation into drug possession (whether by learners or adults), they would have to make use of the services of an informer. While other methods may be available, such as crime intelligence, the most effective and globally recognised tool, is that of an informant.

2.9 SUMMARY

The discussion in this chapter focused on the following headings: criminal investigations, informants, crime intelligence, financial motivation of informant, informant privilege. Aspects to consider when making use of an informant during a drug investigation were addressed in detail. It has been established in this chapter that criminal investigation is a systematic search for the truth, with the primary purpose of finding a positive solution to the crime with the help of objective and subjective evidence. An informant can be used to provide crucial information to the law enforcement officers.

The informant is one of the most important techniques used to gather information and evidence. It is therefore indicated that detectives have a clear understanding of the use of informants during drug investigations. The use of an informant in crime intelligence operations is a widely recognised methodology, with ninety percent of information on criminal activity being collected by means of informants. The covert intelligence collection method uses tools such as informants, undercover officers, electronic surveillance and physical surveillance, in order to penetrate the crime syndicate.

The information obtained from an informant may be tainted by the fact that the person is being paid for the information, or that they are trying to avoid prosecution.

It is therefore imperative for the detective to verify the information received from the informant, but the detective should always be wary of possible ulterior motives of the informant, since some of them are themselves involved in crime.

The informant is the source of most of the information in crime intelligence operations. The detectives must have a better knowledge and understanding of the different tools available to them to investigate drug possession among learners and adults. In the field of drug investigation, the detectives use informants to gather information about an alleged crime committed. The training of the informant is crucial in the management of the informant – and not only in the best interests of the detective, but also for the safety of the informant. It is therefore in the best interests of the detectives to manage and train the informant. The detective must at all times adhere to the privilege of the informant during any drug possession investigation. The identity of the informant must not be disclosed, in order to protect the informant from harm.

The following chapter focuses on the findings, recommendations and conclusions to address the research problem and to provide answers relevant to the research's secondary questions.

CHAPTER 3: FINDINGS, RECOMMENDATIONS AND CONCLUSION

3.1 INTRODUCTION

In this chapter, the researcher reports on the findings of the research undertaken. Recommendations are made in line with these findings. This research was conducted to explore the role of informants when investigating drug possession among learners of Keledi Secondary School.

This research focused on the role of informants during the investigation of drug possession among learners at Keledi Secondary School, with specific reference to the use of informants in drug-related crime investigations. The narcotics detectives are required to be properly trained, and knowledgeable, in the use of informants in their investigation of drug possession. For investigations of this nature, the SAPS rely on unconventional methods. The use of informants is but one such unconventional method to provide information and also to validate information. During this research, the researcher noted that narcotics detectives tend to rely on the information obtained from informants during the investigation of drug possession among both learners and adults.

In order to address the problem, the researcher formulated the following research purpose, aim and question:

- The purpose of this research was to explore to what extent informants are used by police investigators during the investigation of drug possession by learners of Keledi Secondary School.
 - This purpose was achieved in that the research found that informants are used in the majority of cases where drug possession (among learners of Keledi Secondary School) is being investigated.
- The aim of this research was to explore the role of informants in investigating the incidents of drug possession at Keledi Secondary School.
 - Again, the aim was achieved in that the research found that informants play an indispensable role in the investigation of incidents of drug possession among learners at the Keledi Secondary School.

- The primary research question posed was to what extent informants could contribute to the investigation of drug possession by learners of Keledi Secondary School:
 - Based on the findings as reflected above, the research question has been answered.
 - Informants have proven globally to be effective at infiltrating drug syndicates, and therefore it is argued by the researcher that the geographical area of Keledi Secondary School will be no different. Informants can be as effective here as elsewhere.

Sample selection and data gathering were discussed in Chapter 1 supra.

The findings reported below are based on the empirical data collected during the interviews. The findings section will be followed by a brief set of recommendations.

3.2 PRIMARY FINDINGS

The research findings are based on information obtained from Phokeng SAPS narcotics detectives and RBN narcotics detectives.

3.2.1 The role of informants during investigation of drug possession by learners at Keledi Secondary School

The primary findings in relation to this research were that informants play a very important role in the investigation of drug possession among learners at Keledi Secondary School. It was also found that the informants were involved in providing information about drug dealers and the drug trade among Royal Bafokeng Nation Schools (RBNS), not only at Keledi Secondary School. The feedback indicated that drug possession among learners was not limited to Keledi Secondary School. The overwhelming finding indicated that informants are able to infiltrate syndicates and obtain information about drugs and drug use among learners. These informants are effective, since many of them form part of criminal networks already in operation in the areas. In addition, it became evident, from the research, that informants were as likely to give information about drug use by learners as they were to give information about drug use by adults.

It was interesting to note that the informants were indiscriminate as to whom they provided information about, and that they supplied information about drug possession among adults as well as learners.

The empirical data showed that the participants differentiated between active informants and non-active informants. In this instance, the active informant is the individual who is constantly looking for and providing information on criminals and their activities, while the non-active informant only comes forward with information when it comes to their attention (they are not actively seeking information).

The research found that it is vital to verify the accuracy of information provided by informants, since there are a variety of reasons why they provide information. Several participants mentioned "*corroborating the evidence*" or "*double-checking*" the information. Additionally, the participants mentioned that they did a background check on an individual before using that person as an informant. This was done to verify the informant.

The findings showed that the interviewing and extraction of information from learners was as challenging as it was from adults. The findings also showed that the primary groups of drugs being possessed in the RBN were cocaine and dagga (marijuana). This research also showed that the Phokeng SAPS and RBN detectives only deal with cases involving nyaope and marijuana. The other drug types are referred to the Hawks for investigation.

3.3 SECONDARY FINDINGS

Certain secondary findings were made, based on the main important issues that arose from the discussion under Chapter 2, as follows:

The research found that even though the participants were not asked about informant privilege, they are familiar with it. The participants clearly understood the importance of keeping the identity of the informant secret in the interests of both the investigation as well as the life of the informant themselves.

Another aspect not specifically questioned, but which came to the fore, was that it is important to reward the informant for positive information, but that one should be

aware of the reason(s) why informants provide information. The majority of the participants said it is equally difficult to obtain information from learners as it is from adults. Thus, the idea that learners may more readily give up information as compared to adults, is not true.

The participants highlighted that there are several other investigative tools in addition to informants, which they can use in drug-related crimes. These tools include the involvement of members of the community, the Phokeng SAPS members, crime intelligence officials, K9 units, and the Royal Bafokeng narcotics officials. The majority of the participants also pointed out that they use both crime intelligence officials and informants to investigate drug-related offences.

3.4 RECOMMENDATIONS

The main intention of any study is to identify a particular problem, investigate the problem, and establish possible remedial actions. The recommendations following on from the findings of this study are based on facts revealed during the research and within the content of the literature reviewed. The following recommendations are therefore proposed towards improving the standards of the role of informers during the investigation of drug possession, while at the same time improving the investigation standards of the narcotics detectives:

- The detectives should strive to continue to use informants in their investigations of drug possession, since it is a method that is working.
- The detectives should work more closely with both Crime Intelligence and RBN narcotics detectives to address this challenge. The pooling of resources will enhance their efforts.
- The detectives should undergo additional training courses relevant to both the investigation of drug-related cases and the use of unconventional methods in the investigation of drug possession among youth.
- The detectives should, together with parents and social workers, try to determine why learners are taking drugs, and offer initiatives that provide alternative ways of dealing with the problem.
- Schools may consider appointing dedicated Youth Counsellors so that students have access to counselling when they need it.

3.5 CONCLUSION

At a global level, drug abuse and addiction remain at unacceptably high levels. In South Africa, this is no different. The current research has shown that drug possession and, ultimately, the use of drugs, remain a problem not only at Keledi Secondary School, but also at a great many other schools in the Bafokeng district.

Informants represent an important tool in the hands of investigators, towards addressing drug-related crime. Informants can be used by narcotics detectives during investigation into drug possession among learners at the schools as well as among adults within the broader society. To this end, the proper training of narcotics detectives will help them to develop and maintain a good relationship with their informants.

Following the proper procedures when using informants will also help to clarify the role of the informants, and add to a better relationship between informants and law enforcement. This will also result in a better outcome in drug-related cases in the Royal Bafokeng Nation area as a whole.

Ultimately, when drug possession and drug use among learners and the broader society can be addressed in such a manner that it begins to decline, then society will once again begin to trust the police as being there to 'protect and to serve'. When this happens, they will more readily come forward with information about other crimes as well.

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ANNEXURES

4.1 ANNEXURE A: ETHICS APPROVAL FROM CLAW ETHICS COMMITTEE: UNISA



UNISA CLAW ETHICS REVIEW COMMITTEE

Date 20170626

Reference: ST33 OF 2017

Applicant: M J Sekgala

Dear M J Sekgala

**Decision: ETHICS APPROVAL
FROM 26 JUNE 2017 to 25 JUNE
2020**

Researcher: M J Sekgala

Supervisor: Dr BC Benson

The role of informants to investigate drug possession among learners at Keledi High School in Bafokeng District

Qualification: Mtech in Forensic Investigations

Thank you for the application for research ethics clearance by the Unisa CLAW Ethics Review Committee for the above mentioned research. Ethics approval is granted for 3 years.

The negligible risk application was reviewed by the CLAW Ethics Review Committee on 26 June 2017 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was ratified by the committee.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the CLAW Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.



an Rubric

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Pretorius Street, Muckleneuk Ridge, City of Tshwane
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4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date 25 June 2020. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number ST33 of 2017 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,



PROF D GOVENDER
Chair of CLAW ERC
E-mail: govend1@unisa.ac.za
Tel: (012) 429-9482



PROF R SONGCA
Executive Dean : CLAW
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URERC.25.04.17 - Decision template (V2) - Approve

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4.2 ANNEXURE B: INTERVIEW SCHEDULE: PARTICIPANTS

INTERVIEW SCHEDULE

Interviewer: MJ Sekgala

Student number: 37274104

Field of study: Master's Degree Forensic Investigation

Institution: University Of South Africa

Topic: The role of informant to investigate drug possession among learners at Keledi High School in Bafokeng District

Research Question

- To what extent can informer contribute to the investigation of drug possession among learners of Keledi High School?

Research Purpose

- The purpose of this research is to explore how informants can be used by Police investigators in investigating drug possession by learners of Keledi High School. No one apart from the researcher and identified members of the research team will know about your involvement in this research. All information will be treated in a confidential manner.

Research Aim

- The aim of this research is to explore the role of informers to investigate the incidents of drug possession at Keledi High School.

The researcher is bound to his assurances and guarantees by the ethics code for research of the University of South Africa. The information will be used in a research project for a Master of Technology Degree registered with the Programme Group: Police Practice at the University of South Africa. The analysed and processed data will be published in a research report. Your answer will be noted by the researcher or interviewer himself on a paper or in recording. Should any question be unclear please ask the researcher for clarification. Only one answer per question

is required. When answering the questions it is very important to give your own opinion. Written permission has been obtained from the UNISA CLAW Ethics Review Committee and South African Police Service (SAPS) in advance to conduct this Research.

The following paragraph I'm going to ask you to answer by saying 'Yes or No'

I hereby give permission to be voluntary interviewed and that information supplied by me can be used in this research. I am aware that I may withdraw from this process at any time before and or during the research.

You are requested to answer the following questions in this interview schedule:

SECTION A: Biographical

Gender:

Rank:

Year of service in SAPS:

Year of service as narcotic detective:

Highest tertiary qualification:

SECTION B: Historical Information

1. How many drug possession cases have you investigated?
2. How many of these cases involved scholar/school going children?
3. In your experience, is it more challenging to obtain information about drug possession by a scholar or an adult?
4. What are the investigative tools or/ mechanisms that you use when investigating drug possession by scholars?
5. Base on question 2, do you make use of informers in any of these investigations?
6. How many active informers do you currently have?
7. How many of them provide information on the involvement of scholars from Keledi high school in drug possession?

8. How many of them provide information on drug dealers who provide drugs to scholars at Keledi High School?
9. What role does the informer play during the investigation of drug possession by scholars?
10. In your experience, how effective is an informer (as an investigative aid) in the investigation of drug possession by scholars?
11. What are aspects that need consideration when making use of informers during investigation of drug possession by scholars?
12. How do you ascertain the value of an informant in investigating illegal drug possession by scholars?
13. What measures do you implement to corroborate the evidence gathered by an informer in an investigation of illegal drug possession by scholars?
14. How does intelligence play a role to the investigation of drug possession by scholars?

4.3 ANNEXURE C: APPROVAL TO CONDUCT RESEARCH IN THE SAPS

South African Police Service



Suid-Afrikaanse Polisie

Privaatsak Private Bag X94	Pretoria 0001	Faks No. Fax No.	(012) 393 2128
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Your reference/U verwysing:

My reference/My verwysing: **3/34/2**

THE DIVISIONAL COMMISSIONER: RESEARCH
SOUTH AFRICAN POLICE SERVICE
PRETORIA
0001

Enquiries/Navrae: **Lt Col Joubert
Intern Thenga
(012) 393 3118
JoubertG@saps.gov.za**

Tel:
Email:

Mr MJ Sekgala
UNIVERSITY OF SOUTH AFRICA

RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: THE ROLE OF INFORMANTS TO INVESTIGATE DRUG POSSESSION AMONG LEARNERS AT KELEDI HIGH SCHOOL IN BAFOKENG DISTRICT: MASTERS DEGREE: UNIVERSITY OF SOUTH AFRICA: RESEARCHER: MJ SEKGALA

The above subject matter refers.

You are hereby granted approval for your research study on the above mentioned topic in terms of National Instruction 1 of 2006.

Further arrangements regarding the research study may be made with the following offices:

The Provincial Commissioner: North West:

- **Contact Person:** Brig Visser
- **Contact Details:** (018) 299 7117

- **Contact Person:** Col Mapolesa
- **Contact Details:** (018) 299 7706

- **Contact Person:** Capt Mokhoenyane
- **Contact Details:** (018) 299 8021

The Divisional Commissioner: Detective Services:

- **Contact Person:** Lt Gen Nkomo
- **Contact Details:** (012) 393 1835

RE: PERMISSION TO CONDUCT RESEARCH IN SAPS: THE ROLE OF INFORMANTS TO INVESTIGATE DRUG POSSESSION AMONG LEARNERS AT KELEDI HIGH SCHOOL IN BAFOKENG DISTRICT: MASTERS DEGREE: UNIVERSITY OF SOUTH AFRICA: RESEARCHER: MJ SEKGALA


Kindly adhere to paragraph 6 of our Attached letter signed on the 2017-08-23 with the same above reference number.

 **LIEUTENANT GENERAL
DIVISIONAL COMMISSIONER: RESEARCH
DR BM ZULU**

DATE: 2017/11/05

4.5 ANNEXURE E: TURNITIN DIGITAL RECEIPT

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